

FOSTORIA JUNIOR/SENIOR HIGH SCHOOL

1001 Park Avenue

Fostoria, Ohio 44830

Phone Number: 419-436-4110

[www.fostoriaschools.org](http://www.fostoriaschools.org)



**2025 - 2026 HIGH SCHOOL**  
**COURSE SELECTION GUIDE**

## IMPORTANT MESSAGE FROM FOSTORIA JUNIOR/SENIOR HIGH SCHOOL COUNSELORS

Planning a course of study is a critical step that a student will take toward being prepared for the challenges of the life-long learning process. Please take the time to establish and review goals, interests and recognize abilities before making course selections.

A student should consider:

- Previous school records
- Special talents and abilities
- Immediate post graduation plans
- Long-range plans
- Course interest
- Attendance
- Time management

As administrators and school counselors, we will work with each of you as you select those courses, which will be vital to your high school years. You are encouraged to seek out the advice and counsel of your parents and teachers. The courses you select are the means of reaching your future goals. Select carefully and thoughtfully and get the approval of your parents and appropriate school personnel.

Please note that seventh and eighth grade students may receive high school credit for specific high school courses. Be sure to discuss your choices and make your selections wisely as schedule changes will only be made according to the handbook policy. If you do not participate in the course selection process, courses will be selected for you.

All courses, descriptions, and credit requirements are current as of 2025. This course book is subject to change as per the Fostoria Board of Education action.

It is our goal to help you with your course selections and career interests. Please do not hesitate to call with questions or concerns. School Counselors are available to assist you.

Grades 7-8	Mrs. Teresa Vogel	tvogel@fostoriaschools.org
Grades 9-10	Mr. Chad Howard	choward@fostoriaschools.org
Grades 11-12	Mr. Shawn Earl	searl@fostoriaschools.org
College & Career Readiness Advisor	Mr. Justin Depinet	jdepinet@fostoriaschools.org

## **GENERAL INFORMATION**

### **COURSE REGISTRATION**

Students are strongly encouraged to review their educational goals with parents, teachers, and school counselors in order to tailor programs to meet their plans for graduation. Consider, too, postgraduate plans to ensure that students are preparing themselves to adequately meet these goals. The following will help select, and continue in, an appropriate program of study.

- Include all the courses necessary to meet minimum graduation requirements.
- Review thoroughly the courses available.
- Be realistic about your skills and abilities when selecting your high school courses.
- Consider your interests and try to take courses that will increase your knowledge in those areas.
- Discuss course selections with your parents, teachers, and counselor prior to registration.
- Consider entrance requirements at the colleges, universities, or other institutions that interest you.
- Consider entrance requirements for jobs that do not require a 2 or 4-year college degree, if they are part of your plan.

### **MASTER SCHEDULE**

Students and parents/guardians should be aware of procedures used to develop a master schedule. This schedule is developed annually after knowing what courses are to be taught and the number of students interested in each course.

Each year, students, parents/guardians, and counselors are involved with scheduling of students into next grade levels. A great deal of time and thought should be used in making these decisions, especially since the following school year's master schedule is based upon results of these selections. If students want to change their schedules at a later date, it may be difficult to accomplish. By carefully selecting their courses now, students will have the courses they want and avoid future scheduling problems.

Students should be certain to schedule all required courses for their grade level before selecting elective courses. They should also have met prerequisites before selecting the next level of a course sequence. Regardless of grade classification, all required courses should be selected first to ensure completion of graduation requirements.

The counselors will be available to assist with any problems or difficulties that develop. Please do not hesitate to ask for assistance.

### **AVAILABILITY OF COURSES**

The district reserves the right to not offer certain elective courses based on minimum requirements to fill courses and/or available staffing.

### **PROCEDURES FOR COURSE CHANGES**

The courses scheduled will determine the master schedule of classes for the next year. Registration in a course requires a commitment on your part to that course. You have the freedom of choice regarding the classes you and your parents select for the coming school year. Once school starts, there will be no switching of classes without administrator's approval.

Changes will only be considered for only the following reasons:

- Lack of Required Subject or Prerequisites:
  - This includes subjects that are necessary to meet graduation requirements.
- Procedural Errors:
  - Omission of a required class and/or credits for graduation, when marking the registration sheet.
  - Error in transferring course selection information to computer sheet.
- Summer School:

- o Students who complete a course during the previous summer for which they are scheduled will be permitted to substitute another class.
- Honors:
  - o Participation in these classes is for a minimum of one semester. Withdrawal or dropping from the class will only be considered at the semester.

### **DROPPING A COURSE**

Class failures or personal conflicts are not considered valid reasons for dropping a course. In addition, many courses are considered year long in length and cannot be dropped at semester.

### **ATHLETIC ELIGIBILITY**

#### **Grades 9 - 12**

In order to be eligible in grades 9 - 12, a student must be currently enrolled and must have been enrolled in school the immediately preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of five (5) one-credit courses or the equivalent, each of which counts toward graduation. In addition, the student must have a weekly GPA of 1.5 or above. Failure to maintain the weekly minimum 1.5 GPA will result in the student-athlete losing their eligibility for that week.

If a grade is not entered for a course when eligibility is determined, that course will not be included when determining the student's eligibility. If a student who becomes ineligible under these standards improves their grade point average during the current grading period to meet the eligibility standard, they may be reinstated at the beginning of the next grading period.

Students identified as disabled under R.C. 3323 and the IDEA are subject to the eligibility standards established by this policy unless specifically exempted by the express terms of their individualized education program (IEP). An IEP can specify the criteria by which a grade will be determined for course/s, given the individualized student's disability.

Since the primary purpose of the athletic program is to enhance the education of participating students as indicated in this policy, the Board places top priority on maximum student participation and the values of good sportsmanship, team play, and fair competition. The Board further adopts those eligibility standards set by the Constitution of the Ohio High School Athletic Association (OHSAA) and shall review such standards annually to ascertain that they continue to be in conformity with the objectives of this Board.

No student shall be excused from a class or supervised study for an extended period of time to participate in interscholastic athletics. The Board further directs that only those students may participate in the program of interscholastic athletics that have:

- A. Maintained a satisfactory academic record;
- B. Attended school regularly;
- C. Demonstrated good citizenship and responsibility;
- D. Returned all school and athletic equipment;
- E. Refrained from participation in a contest on a non-interscholastic team, or as an individual in the same sport during the school's season.

### **ELIGIBILITY FOR COLLEGE ATHLETICS**

College and University athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization that has established rules on eligibility, recruiting, and financial aid. The NCAA has three divisions – I, II, and III. If you are planning to participate in Division I or II athletics you must be certified via NCAA Initial-Eligibility Clearinghouse. It is your responsibility to make sure the clearinghouse has the documents it needs to certify you. Plan to start the process during your junior year of high school. Contact the athletic director for the necessary documents.

**CLASS PLACEMENT**

“Class placement” is determined by the number of years in high school. In order to meet graduation requirements, students must earn 22 credits. Listed next to each class placement below is a pacing guide for students to reach total the credits required. At the end of each semester, the number of credits earned will be listed on the report card.

- Freshman                      First Year at FJSHS or in a High School                      5 credits earned
- Sophomore                      Second Year at FJSHS or in a High School                      10 credits earned
- Junior                      Third Year at FJSHS or in a High School                      15 credits earned
- Senior                      Fourth Year at FJSHS or in a High School                      22 credits earned

**EDUCATIONAL OPTIONS**

The Fostoria City School District has a policy that approves educational options as a means of earning credits for graduation. Currently, these options include virtual learning as an independent study, credit flexibility and college credit plus. Information regarding these programs may be obtained from a school counselor.

**COLLEGE CREDIT PLUS**

Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate. Students and parents are required to attend an informational meeting about CCP prior to enrolling in this program. This meeting will be held no later than February 1 each year. The Counseling Requirement Form and Intent to Participate form must be turned into your school counselor or College Career Readiness Advisor by April 1 of the preceding school year of participation. For the most current information regarding College Credit Plus, please visit the Ohio Department of Education’s CCP website [College Credit Plus | Info for Students & Families | Ohio Higher Ed](#). See Mr. Depinet for any questions.

**COLLEGE CREDIT PLUS - FOSTORIA LEARNING CENTER/ TERRA STATE COHORT PROGRAM**

Fostoria Junior/Senior High School has created a partnership with Terra State Community College and The Fostoria Learning Center to offer our students the opportunity to take College Credit Plus courses as part of a cohort of same-age peers, who are taking courses together, with an in-person instructor facilitated at the Fostoria Learning Center. This cohort is an excellent opportunity for students to begin their CCP experience and earn both high school and college credit while not having to travel to a university campus. Below outlines the course progression for students enrolled in this cohort program. Course descriptions can be found by visiting Terra State’s [College Catalog](#).

YEAR 1	FALL	SPRING	SUMMER (ONLINE)
	HIS 1050: AM. HIST 3 credit hours	PLS 1000: AM. GOV'T 3 credit hours	OTM: ARTS & HUMANITIES 3 credit hours
	HUM 1130: HIST R&R 3 credit hours	DLS: 1090: Digital Skills 3 credit hours	OTM SOCIAL SCIENCE OR NATURAL SCIENCE 3 or 4 credit hours
YEAR 2	FALL	SPRING	SUMMER (ONLINE)
	ENG 1050: COMP I 3 credit hours	ENG 1060: COMP II 3 credit hours	OTM: ARTS & HUMANITIES 3 credit hours
	MTH 2010: STATISTICS 4 credit hours	PSY 1210: GEN PSYCH 3 credit hours	OTM SOCIAL SCIENCE OR NATURAL SCIENCE 3 or 4 credit hours

## **GRADUATION INFORMATION**

### **REQUIREMENTS FOR GRADUATION**

Students are required to meet a set of graduation requirements consisting of three key components:

#### **1. Course Completion**

Students will satisfy Ohio's curriculum requirements and any additional local requirements. Fostoria City Schools require students to complete a minimum 22 units, with specific units required in each content area as outlined below:

- 4 credits English/Language Arts
- 4 credits Mathematics
- 3 credits Science, including one credit of Biological Science and one credit of Physical Science
- 3 credits Social Studies, including one credit World History, one credit American History, and one credit American Government
- 1 credit Fine Art
- ½ credit Financial Literacy
- 1/2 credit Health
- 1/2 credit Physical Education (2 Semesters)
- 5.5 credits Electives

#### **2. Demonstrating Competency**

Students will demonstrate competency in the foundational areas of English language arts and mathematics through earning a competency scores of 684 or higher on English Language Arts II and Algebra I end-of-course tests. Students not meeting competency scores on these assessments may use alternative demonstrations outlined below:

#### **Optional Methods of Demonstrating Competency**

- Option 1: Complete College Coursework
  - Earn credit for one non-remedial college-level math and/ or college-level English course through Ohio's free College Credit Plus program.
- Option 2: ACT or SAT
  - Students must obtain a remediation-free score in the math or English subject areas on the ACT or SAT to demonstrate competency. To demonstrate competency in English II, a student must be remediation-free in the subjects of English and reading on the ACT or SAT.
- Option 3: Career Experience and Technical Skill
- Demonstrate Two Career-Focused Activities (at least one must be foundational)
  - Foundational
    - Earn a cumulative score of proficient or higher on three or more WebXams in a single career pathway;
    - Earn a 12-point approved industry-recognized credential or group of credentials totaling 12 points in a single career field;
    - Complete a pre-apprenticeship program, which program should be recognized by the Ohio State Apprentice Council (OSAC), complete an OSAC registered apprenticeship in the student's chosen career field, or show evidence of acceptance into an OSAC registered apprenticeship program after high school if the program requires a student to be 18 years of age or older.
    - Obtain a state-issued license for practice in a vocation that requires an examination.
  - Supporting
    - Complete a 250-hour work-based learning experience with evidence of positive evaluations;
    - Meet the National Career Readiness Silver Level on the WorkKeys\*; or
    - Earn the OhioMeansJobs-Readiness Seal.
- Option 4: Enlist in the Military
  - Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.






### 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.

#### Ohio Graduation Seals

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

*\*At least one of the two seals must be Ohio-designed*

	<p>OhioMeansJobs Readiness Seal (Ohio)</p>	<p><i>A student must demonstrate specific professional skills required for success in the workplace. Students must work with <u>at least three experienced and trusted mentors</u> who validate the demonstration of these skills in school, work or the community. Students will earn the OhioMeansJobs-Readiness Seal by satisfying each of the following:</i></p> <ol style="list-style-type: none"> <li><i>1. Demonstrate proficiency in each of 14 identified professional skills;</i></li> <li><i>2. Use the OhioMeansJobs-Readiness Seal form to record demonstration of each professional skill; and</i></li> <li><i>3. Work with a mentor to validate demonstration of each skill across a minimum of two of the three environments. The three potential environments are: 1. School, 2. Work, and 3. Community.</i></li> </ol>
	<p>Industry-Recognized Credential Seal (Ohio)</p>	<p><i>To earn Ohio's Industry-Recognized Credential Seal, students must do one of the following:</i></p> <ol style="list-style-type: none"> <li><i>1. Earn a 12-point industry-recognized credential; or</i></li> <li><i>2. Earn a group of credentials totaling 12 points in a single career field; or</i></li> <li><i>3. Obtain a state-issued license for a practice in a vocation that requires an examination.</i></li> </ol>
	<p>College-Ready Seal (Ohio)</p>	<p><i>Earn remediation-free scores on the ACT or SAT. Visit the Department's website to see current remediation-free scores.</i></p>
	<p>Military Enlistment Seal (Ohio)</p>	<p><i>To earn Ohio's Military Seal, students must complete one of the following:</i></p> <ol style="list-style-type: none"> <li><i>1. Show evidence of enlistment in a branch of the armed services; or</i></li> <li><i>2. Participate in a junior reserve officer training corps (JROTC) program for at least two school years;</i></li> <li><i>3. Provide evidence student accepted scholarship to enter the reserve officer training corps; or</i></li> <li><i>4. Evidence of appointment into a United States military service academy.</i></li> </ol>
	<p>Citizenship Seal (Ohio)</p>	<p><i>A student can:</i></p> <ol style="list-style-type: none"> <li><i>1. Earn a final course grade that is equivalent to a "B" or higher in both an American History and an American Government course offered by the student's high school;</i></li> <li><i>2. Earn a score of proficient or higher on both the American History and American Government end of course exams;</i></li> <li><i>3. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or</i></li> <li><i>4. Earn a final course grade that is equivalent to a "B" or higher in appropriate classes taken through the College Credit Plus program.</i></li> </ol>

	<p>Science Seal (Ohio)</p>	<p><i>A student can:</i></p> <ol style="list-style-type: none"> <li>1. Earn a final course grade that is equivalent to a “B” or higher in an Advanced Science course;</li> <li>2. Earn a score of proficient or higher on the Biology end-of-course exam;</li> <li>3. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Bacculaureate exams; or</li> <li>4. Earn a final course grade that is equivalent to a “B” or higher in a science course taken through the College Credit Plus program.</li> </ol>
	<p>Honors Diploma Seal (Ohio)</p>	<p><i>Earn one of six Honors Diplomas outlined below:</i></p> <ol style="list-style-type: none"> <li>1. Academic Honors Diploma;</li> <li>2. Career-Tech Honors Diploma;</li> <li>3. International Bacculaureate Honors Diploma;</li> <li>4. STEM Honors Diploma;</li> <li>5. Arts Honors Diploma;</li> <li>6. Civics and Social Sciences Honors Diploma.</li> </ol>
	<p>Seal of Biliteracy (Ohio)</p>	<p><i>Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English.</i></p>
	<p>Technology Seal (Ohio)</p>	<p><i>A student can:</i></p> <ol style="list-style-type: none"> <li>1. Earn a score that is at least equivalent to proficient on an appropriate Advanced Placement or International Bacculaureate exam;</li> <li>2. Earn a final course grade that is equivalent to a “B” or higher in an appropriate class taken through the College Credit Plus program; or</li> <li>3. 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.)</li> </ol>
	<p>Community Service Seal (Local)</p>	<p><i>Complete a community service project aligned with the guidelines adopted by the school district’s local board of education or school governing authority.</i></p> <ol style="list-style-type: none"> <li>1. 80 hours of community service over 4 years</li> <li>2. Can be completed in district or in the community</li> </ol>
	<p>Fine and Performing Arts Seal (Local)</p>	<p><i>Demonstrate skill in the fine or performing arts according to an evaluation aligned with guidelines adopted by the school district’s local board of education or school governing authority.</i></p> <ol style="list-style-type: none"> <li>1. 3 credits earned</li> <li>2. Participation in at least 1 extra/co-curricular activity</li> </ol>
	<p>Student Engagement Seal (Local)</p>	<p><i>Participate in extracurricular activities such as athletics, clubs or student government to a meaningful extent, as determined by guidelines adopted by the school district’s local board of education or school governing authority.</i></p> <ol style="list-style-type: none"> <li>1. Successful completion of multiple activities</li> <li>2. Participation in at least 1 activity per year (4) or a total of 6 activities over 4 years</li> </ol>

For more information on Ohio’s graduation requirements, please visit the [Ohio Department of Education’s website](http://www.ohio.gov).

**CRITERIA FOR DIPLOMA WITH HONORS**

Depending on whether a student is completing a college preparatory or career-technical education curriculum, honors diploma requirements differ slightly. **Students must meet the requirements for regular diploma plus criteria for honors listed below.**

<b>Criterion</b>	<b>Academic Honors Diploma: <i>Students need to fulfill all but 1 of the following</i></b>
Math	4 units, including Algebra I, Geometry, Algebra II (or equivalent) and one other higher-level course or 4 course sequence that contains equivalent or higher content
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	3 units of one world language or no less than 2 units each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale (unweighted)
ACT/SAT	27 ACT/1280 SAT (excludes optional writing)

<b>Criterion</b>	<b>Career Technical Honors Diploma: <i>Students need to fulfill all but 1 of the following</i></b>
Math	4 units, including Algebra I, Geometry, Algebra II (or equivalent) and one other higher-level course or 4 course sequence that contains equivalent or higher content
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Languages	2 units of one world language studied
Electives	4 units of Career-Technical minimum
GPA	3.5 on a 4.0 scale (unweighted)
ACT/SAT/WorkKeys	27 ACT/1280 SAT (excludes optional writing)/ WorkKeys (6 Reading for Information & 6 Applied Mathematics)
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts
Additional Assessments	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent

<b>Criterion</b>	<b>STEM Honors Diploma: <i>Students need to fulfill all but 1 of the following</i></b>
Math	5 units, including Algebra I, Geometry, Algebra II (or equivalent) and one other higher-level course or 4 course sequence that contains equivalent or higher content
Science	5 units, including 2 units of advanced science

Social Studies	3 units
World Languages	3 units of one world language or no less than 2 units each of two world languages studied
Fine Arts	1 unit
Electives	2 units with a focus in STEM courses
GPA	3.5 on a 4.0 scale (unweighted)
ACT/SAT	27 ACT/1280 SAT (excludes optional writing)
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts

<b>Criterion</b>	<b>Fine Arts Honors Diploma: Students need to fulfill all but 1 of the following</b>
Math	4 units, including Algebra I, Geometry, Algebra II (or equivalent) and one other higher-level course or 4 course sequence that contains equivalent or higher content
Science	3 units, including 2 units of advanced science
Social Studies	3 units
World Languages	3 units of one world language or no less than 2 units each of two world languages studied
Fine Arts	4 units
Electives	2 units with a focus in fine arts course work
GPA	3.5 on a 4.0 scale (unweighted)
ACT/SAT	27 ACT/1280 SAT (excludes optional writing)
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts

<b>Criterion</b>	<b>Civics And Social Sciences Honors Diploma: Students need to fulfill all but 1 of the following</b>
Math	4 units, including Algebra I, Geometry, Algebra II (or equivalent) and one other higher-level course or 4 course sequence that contains equivalent or higher content
Science	3 units, including 1 units of advanced science
Social Studies	5 units
World Languages	3 units of one world language or no less than 2 units each of two world languages studied

Fine Arts	1 units
Electives	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale (unweighted)
ACT/SAT	27 ACT/1280 SAT (excludes optional writing)
Field Experience	Complete a field experience and document the experience in a portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts

### **TESTING INFORMATION**

#### **PSAT/NMSQT: The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test**

This test is an optional assessment and is administered to select sophomores and juniors based on academic performance. This test measures the knowledge and skills in reading, writing, and math students learn in the classroom—the same knowledge and skills your child needs to succeed in college and career and is also predictive of how students may score on college entrance exams such as the ACT or SAT. This test is also used by the National Merit Scholarship Committee to determine National Merit Scholars (applies to juniors only).

#### **ACT: The American College Test**

The ACT is an entrance exam used by most colleges and universities to make admissions decisions. The purpose of the ACT test is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants. The ACT covers the arts of english, mathematics, reading, and science reasoning and an optional writing test. State law requires school districts to administer the state-funded ACT to all grade 11 students in the spring of the school year. Testing will occur during the school day at no cost to families. Beginning with the spring 2025 administration for the class of 2026, a parent or guardian may elect for their student not to participate in the state-funded ACT. This request should be put in writing to the building principal.

#### **Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. This is an optional test, for any student grades 10-12 interested in possible enlistment in the military.

#### **Ohio State Testing Requirements: End of Course Assessments**

- English Language Arts (Taken while taking English 10)
- Algebra (Taken while taking Algebra I)
- Geometry (Taken while taking Geometry)
- Biology (Taken while taking Biology)
- American History (Taken while Taking American History)
- American Government (Taken while taking Government)

### **NOTICE OF NON-DISCRIMINATION**

The Fostoria City School Board of Education and its staff are dedicated to providing equal education and employment opportunities without regard to military status, sex, race, color, creed, national origin, religion, genetic information, age, or handicap. The regulations of Title II, VI, VII (Civil Rights Act of 1964), equal pay act of 1963, Title IX, and Section 504 are followed.

The District does not discriminate on the basis of sex in its education program or activities, including admission and employment, and is required by Title IX (po2266) and its implementing regulations not to discriminate in such a manner. Inquiries about the applicability of Title IX and its implementing regulations to the District may be referred to the District's Title IX Coordinator, to the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both. The District's Policy and Procedures can be found at:

<https://go.boarddocs.com/oh/fos/Board.nsf/Public?open&id=policies#>

**Fostoria City Schools Title IX Coordinator**

The following individual has been designated to serve as the District's Title IX Coordinator. Such a Coordinator is authorized to coordinate the District's efforts to comply with its responsibilities under Title IX.

<b>Coordinator &amp; Investigator</b>	<b>Decision Maker</b>	<b>Appeals Decision Maker</b>
Beth Utz Director of Student Services 1001 Park Avenue Fostoria, OH 44830 419-436-4101 butz@fostoriaschools.org	Jason Longbrake Superintendent 1001 Park Avenue Fostoria, OH 44830 419-436-4100 jlongbrake@fostoriaschools.org	Board of Education Board of Education 1001 Park Avenue Fostoria, OH 44830 419-436-4100

## **COURSE DESCRIPTIONS**

### **BUSINESS**

#### **Introduction to Marketing**

Grade Level: 9-11                      Full Year/ 1 Credit

Description: This is the introductory course for the Marketing Program. The course will focus on how products get from the producer to your door-step and all of the decisions that are made along the way. Topics will include basic marketing, advertising, selling, product development, market research, communication, employability skills, customer service and marketing careers. Students have the opportunity to become involved in a great student organization (**DECA**). In addition, students have the ability to earn an industry credential and participate in work-based learning through the school store operation.

*\*It is recommended that this course be taken first in the series of Marketing (DECA) Courses.*

#### **Business Foundations**

Grade Level: 10-12                      Full Year/ 1 Credit

Description: This course will focus on content related to economics, business, management, leadership, finance and employability skills. Students enrolled in this course will have the opportunity to get involved in **DECA**, which is a national student organization for business and marketing students. College credit is available for those students who qualify. In addition, students have the ability to earn an industry credential and to participate in work-based learning through the school store operation.

#### **Advanced Marketing**

Grade Level: 10-12                      Full Year/ 1 Credit

Prerequisite: Introduction to Marketing or Business Foundations.

Description: In this course, students will increase and enhance their knowledge of marketing, advertising, and/or entrepreneurship. Students enrolled in Advanced Marketing will have the opportunity to become members of **DECA**, which is a national student organization for business and marketing students. Students that qualify for College Credit Plus will have the option to take this course for college credit. In addition, students have the ability to earn an industry credential and to participate in work-based learning. This course can be taken twice as the content of the class changes every other year.

#### **Marketing Capstone (Co-op/Internship/Project)**

Grade Level: 11-12                      Semester/.5 Credit or Full Year/1 Credit

Description: The Marketing Capstone is for students who have taken at least two marketing courses and are at the senior level status. Students that are taking the Marketing Capstone have the opportunity to work or participate in a business or marketing job or internship (this could be in our school store, The Red Zone, or at another local operation). Other possibilities for this course include a special business/marketing project designed by the student and the instructor. Students who take this course will receive quarterly evaluations and will be required to show proof of time worked on the job, internship, or project. This course can be taken for one to three credits, depending on the amount of time put into the course. In addition, students have the ability to earn an industry credential and participate in work-based learning.

#### **Recommended Pathway for These Courses:**

1<sup>st</sup> Course - Introduction to Marketing (9<sup>th</sup>-11<sup>th</sup>)

2<sup>nd</sup> Course - Business Foundations (10<sup>th</sup> - 12<sup>th</sup>)

3<sup>rd</sup> or 4<sup>th</sup> Course - Advanced Marketing: this can be taken up to 2 times as the content rotates each year between

**CAREER BASED INTERVENTION**

**Career-Based Intervention I/II (Academics)**

Grade Level: 11-12                      Full Year/1.5 Credits

Eligibility Statement: Any student who has been identified as economically or academically disadvantaged, or is a student with a disability, may be considered for enrollment in the CBI program. Please see Mr. Amlin or Mr. Earl or with questions.

Prerequisite: Students must have earned a minimum of seven credits towards their high school diploma and be willing to attend school and work on a daily basis. Applications are available in the Counselors' Office. See program description below.

**Career-Based Intervention (Work Experience/Co-op)**

Grade Level: 11-12                      Full Year/1.5 Credits

Prerequisite: Students must be employable, willing to work, be sixteen (16) years of age, and meet requirements.

Description: Career-Based Intervention provides students with the opportunity to complete basic high school requirements and work full-time or part-time. Students are released for work after completing their required schedule to graduate. Student employment is a requirement for the course and should be obtained prior to entering the program. Students must attend school and work on a regular basis to be in this program. Students not fulfilling the work requirement of the program are dropped from the program and may be scheduled into the regular high school program depending upon their age and credit status. Students may apply for this program by completing an application with their school counselor.

**COMPUTER SCIENCE/TECHNOLOGY**

**Introduction to General Technology**

Grade Level: 9-12                      Full Year/1 Credit

Description: This course introduces students to the tools and creative processes behind today's digital media landscape. Over the year, students will explore visual design, photo editing, social media strategy, ethical technology use, video production, and multimedia storytelling. Using tools like Canva, Photoshop, GarageBand, and video editors, students will complete real-world projects that reflect personal expression, creativity, and technical skill.

**Tech Lab**

Grade Level: 9-12                      Full Year/1 Credit

Description: This year-long course helps students build real-world technology skills using Chromebooks. Students will explore Google tools, graphic design, internet safety, and digital communication. Lessons are hands-on, routine-based, and individualized to support independence, creativity, and everyday life readiness.

**Introduction to Computer Science**

Grade Level: 9-12                      Semester/.5 Credit

This course is a first year computer science course introducing the basics of programming with Karel the Dog, the basics of designing a web page, and how information is represented digitally and sent over the Internet. Students will learn to code using blocks to drag and drop, but they can switch between blocks and text as desired. Students will create a personal portfolio website showing projects they build throughout the course

### **Fundamentals of Cybersecurity**

Grade Level: 9-12                      Semester/.5 Credit

Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming. Students will modify existing code and run it in the browser, investigate cyber related topics and reflect on them and discuss them, create digital presentations, and engage in in-person collaborative exercises with classmates.

### **Web Design**

Grade Level: 9-12                      Semester/.5 Credit

Learning to design websites is an incredibly useful skill for any career path. The Web Design course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi-page websites.

### **Exploring Advanced Computer Sciences**

Grade Level: 11-12                      Full Year/1 Credit

Prerequisite: Successful completion of at least one HS Computer Science course.

Description: Students will explore a variety of Computer Science concepts, based on individual student interests. Students will work as an independent study, giving them the freedom to choose from a wide array of available courses, with the teacher facilitating the students' individual explorations of the content. Successful completion of this course may qualify for a Technology Seal.

## **ENGLISH/LANGUAGE ARTS**

### **English 9**

Grade Level: 9                              Full Year/1 Credit

Description: English 9 emphasizes the student's ability to comprehend a range of text and to produce new text of their own. The reading process is taught using reading applications of both fiction and non-fiction, including poetry, short story, novel and drama. The writing process, using grade-level writing conventions, will emphasize writing applications that include responses to literature, research writing, and essays. Oral and visual communications will be included throughout the course, as well as a continued enrichment of vocabulary.

### **English 9 Honors**

Grade Level: 9                              Full Year/1 Credit

Prerequisite: Teacher Recommendation -Students must exceed grade level indicators and benchmarks.

Description: This course prepares students for challenging high school coursework. Students will be expected to learn and assess historical and literary material, its relevance, and significance. Students will be expected to weigh the

evidence and take argumentative positions on the issues. The course requires extensive reading, writing, and speaking skills. This course is recommended for students planning on pursuing College Credit Plus courses.

### **English 10**

Grade level: 10                      Full Year/1 Credit

Prerequisite: Successful completion of English 9

Description: English 10 expands on skills students worked on in English 9. They will complete numerous writing applications (e.g., essays, letters, informal responses, research) using grade-level writing conventions and the writing process. Literary selections will emphasize non-fiction, but students will read and discuss short stories, drama, and poetry as well as a novel. Skills in oral communication, visual learning, and vocabulary acquisition will be taught and implemented throughout the course.

### **English 10 Honors**

Grade level: 10                      Full Year/1 Credit

Prerequisite: Teacher Recommendation -Students must exceed grade level indicators and benchmarks.

Description: This course is for English students who desire to work at a challenging pace. Students will be required to read, at an accelerated level, a variety of literary pieces, think critically, and write both analytically and creatively using correct writing conventions and the writing process. Oral communication skills, visual learning and vocabulary acquisition will also be incorporated throughout the course. This course is recommended for students planning on pursuing College Credit Plus courses.

### **English 11**

Grade Level: 11                      Full Year/1 Credit

Prerequisite: Successful completion of English 10

Description: English 11 emphasizes reading selections from American authors, fiction and non-fiction, as well as drama. The writing process is used to create both informal and formal work that exhibits grade-level writing conventions. Formal research projects (college/career presentation, formal research paper) will be assigned using MLA style. Oral and Visual communication skills will be utilized throughout the course, as well as continued acquisition of vocabulary and ACT preparation.

### **English 12**

Grade Level: 12                      Full Year/1 Credit

Prerequisite: successful completion of English 11

Description: English 12 focuses on the development of effective communication skills (listening, speaking, writing, reading); critical reading skills, and the research process. Readings pull from both classic British authors and contemporary authors from around the world. A key focus of the course will be the development of an online senior portfolio that will incorporate products from throughout the course, a formal research paper, and professional documents.

### **Great Books**

Grade Level: 9-12                      Semester/.5 Credit

Description: Students in this course will explore novels not typically taught as part of the regular English course curriculum. Instead, this independent reading course is designed to acquaint students with a variety of literature genres and to provide a setting that allows students to discover the joy of reading. Reading comprehension, analytical skills,

writing skills, and critical thinking skills will all be developed and practiced during the course of this semester.

### **Read the Movies**

Grade Level: 10-12                      Full Year/1 Credit

Description: This course looks at film as literature. It first looks at the history of cinema and traces its way from the studio era to the current cinematic climate. It also examines how film treats various historical subjects and social issues. Furthermore, it asks students to write critically and examine how directors treat similar subjects and how the director influences the story that is told.

### **Yearbook**

Grade Level: 9-12                      Full Year/1 Credit

Description: In this hands-on course students will take on the responsibility of producing Fostoria Junior and Senior High School yearbooks while developing essential journalism, design, and communication skills. Through collaboration with Jostens, students will engage with lessons aligned to state standards, enhancing their writing and reporting abilities. Students will learn the fundamentals of storytelling, sports reporting, and event coverage, ensuring our school's most memorable moments are captured with accuracy and creativity. Additionally, they will develop real-world skills in advertising sales, marketing, and public relations by working with local businesses to secure sponsorships. Interviewing techniques, layout design, and digital publishing tools will also be key components of the course, preparing students for future academic and career opportunities.

### **Greek Mythology**

Grade Level: 9-12                      Semester/.5 Credit

Description: In this course, students will explore the foundational stories of Greek mythology, uncovering their origins and cultural significance. Through reading and discussion, we will analyze how these myths continue to shape literature, language, and modern storytelling, focusing on the allusions that often go unnoticed or misunderstood. By recognizing these connections, students will develop a deeper appreciation for the enduring impact of mythology. Additionally, students will apply their understanding by crafting original myths that mirror the themes, structure, and context of the classical tales. This course will engage students in critical thinking, creative writing, and literary analysis, making mythology both relevant and meaningful in today's world.

### **Public Speaking**

Grade Level: 9-12                      Semester/.5 Credit

Description: Effective communication is an essential skill for success in any field. In this course, students will develop confidence in public speaking by learning fundamental techniques to overcome the fear of speaking in front of others. Beginning with personal introductions, students will practice organizing information and delivering clear, engaging presentations. They will research and present on various topics, refining their ability to inform and persuade an audience. The course will culminate in structured debates using the Lincoln-Douglas format, teaching students how to construct logical arguments and respond thoughtfully to opposing viewpoints. Through practice, feedback, and real-world application, students will gain the skills necessary to communicate with clarity and confidence in both academic and professional settings.

## **FAMILY AND CONSUMER SCIENCE**

### **Living Skills**

Grade Level: 9-11                      Semester /.5 Credit

Description: Learn living skills for today and tomorrow with emphasis on personal development, sewing and food

preparation. Laboratory experiences are included throughout the course. Areas covered include enhancing self-esteem, healthy relationships, consumer choices, your living environment, food choices, and clothing maintenance.

### **Parenting & Child Psychology**

Grade Level: 9-12 Semester/.5 Credit

Description: Whether you have children in your life now or in the future - this course will help you meet the challenge of dealing with children. You will learn skills that will help you meet the physical, emotional, social, and intellectual needs of children.

### **Creative Cuisine**

Grade Level: 10-12 Semester/.5 Credit

Prerequisite: Successful completion Living Skills

Description: This course will emphasize the creative ways to not only prepare food but also to make wise food choices, stretch the food budget, prepare and serve nutritious meals and snacks and promote wellness.

### **Healthy Cuisine**

Grade Level: 10-12 Semester/.5 Credit

Prerequisite: Successful completion Living Skills

Description: Healthy Cuisine focuses on basic principles of nutrition, wellness and food preparation. The course is centered on healthy food and lifestyle choices that will give students the skills to plan, prepare and evaluate their daily food choices. This course is suggested to follow Creative Cuisine.

### **Advanced Creative Cuisine**

Grade Level: 11-12 Semester/.5 Credit

Prerequisite: Successful completion of Creative and Healthy Cuisine

Description: This course is designed for students who have passed creative cuisine and healthy cuisine and would like to expand their culinary skills. This class will build on past knowledge from creative and healthy cuisine as well as learning how to cook foods from different cultures and countries.

## **FINE ARTS - MUSIC/PERFORMING**

### **Band**

Grade Level: 9-12 Full Year/1 Credit

Prerequisite: Successful completion of 8th grade band and/or permission of director

Description: The band is a full-year course that includes marching and concert bands. Students are required to participate in all rehearsals and performances in and out of school. These include, but are not limited to: summer band/band camp, after-school rehearsals, parades, football games (home and away), concerts (on and off campus), pep rallies, and City of Fostoria events. Marching band continues through the end of football season (usually the end of the first grading period), at which time the band transitions to concert band for the remainder of the year. Student costs will include the required uniform parts and accessories for their instrument. Students must have an instrument to participate. If the student does not have an instrument, the school may have instruments available for rent.

### **Guitar I**

Grade Level: 9-12 Semester/.5 Credit

Description: John Mellencamp once said, "if you really want to taste some cool success, you better learn to play guitar." This class will cover the basics of guitar playing, including reading music, learning chords, accompanying songs, and other tools needed to call yourself a guitar player. Acoustic guitars are available through the music department. The book will be provided.

### **Guitar II**

Grade Level: 9-12                      Semester/.5 Credit

Prerequisite: Successful completion of Guitar I

Description: Guitar II starts with the chord and accompanying skills learned in Guitar I and adds scales, melodic playing, soloing, and exploration of other fretted instruments (as time allows). Acoustic guitars are available through the music department. The book will be provided.

### **Una Voce**

Grade Level: 9-12                      Full Year/1 Credit

Prerequisite: Audition by Director

Description: For advanced singers in grades 9-12, this auditioned SSA chamber choir focuses on refining vocal technique, ensemble skills, and musical artistry. Students will perform a variety of challenging repertoire and participate in concerts and adjudicated events.

### **Choir**

Grade Level: 9-12                      Full Year/1 Credit

Description: Choir is designed for multiple purposes. These purposes include training young singers to improve in basic vocal technique, sight reading, and ensemble, skills in preparation for future musical, providing an outlet for those students who like to sing but who are not interested in the intensity of Chamber Chorale, and to provide a fine arts credit for those students that require one for graduation. It is an extremely diverse group of students who have multiple levels of interest in singing and a wide range of talent and ability. Students are held to high standards, just as Chamber Chorale is, but within the context of the ability of the group. Generally, these students enjoy challenges and can rise to whatever standards are set for them despite less experience. Students typically sing literature in three or four parts. Pride, respect, work ethic, and accountability must be in place daily. Students should be on time to class and performances, be dressed in uniform for all performances, learn the music as quickly as possible, be cooperative, have a good attitude, show commitment, take responsibility, and strive for improvement daily. Concert Choir are responsible for performing at the quarterly choral concerts. Depending on their progress, they may also compete at the District II OMEA Large Group Adjudicated Event.

### **Music Theory**

Grade Level: 9-12                      Full Year/1 Credit

Description: This course introduces the basics of music notation, rhythm, scales, and chords. Designed for students with little to no prior music theory experience, it builds the foundation for advanced music studies and composition.

This beginner's music theory course introduces foundational concepts, from reading note names and rhythms to composing short four-part harmonies, building a solid understanding of music structure and creativity. Specific Learning Goals: 1.) Learn to read and write musical notation. 2.) Understand rhythm, meter, and basic time signatures 3.) Identify intervals, scales, and key signatures 4.) Analyze and construct basic chords and progressions. 5.) Compose short four-part harmonies using theoretical principles.

### **Class Piano I**

Grade Level: 9-12

Full Year/1 Credit

Description: Learn the fundamentals of piano in this beginner-friendly course. Students will develop basic technique, learn to read music, and perform simple pieces, preparing them for further piano study or personal enjoyment.

Class Piano I introduces students to fundamental piano skills, including reading music, basic technique, and repertoire, fostering a strong foundation for independent practice and performance. Specific Learning Goals: 1.) Learn proper hand position and keyboard technique 2.) Read and perform basic melodies and chords 3.) Understand rhythm, scales, and simple harmonic progressions 4.) Develop independent practice habits 5.) Perform beginner-level piano repertoire with confidence.

### **Intro to Theater**

Grade Level: 9-12

Semester/.5 Credit

Description: Dive into the history and art of theatre in this introductory course. Students will study significant plays and musicals while learning the basics of acting and stagecraft. Perfect for those interested in performing or understanding the cultural impact of theatre.

Intro to Theatre provides students with an overview of theatre history, exploring significant plays, musicals, and movements while fostering an appreciation for the art form's cultural impact. Specific Learning Goals: 1.) Understand the evolution of theatre from ancient to modern times 2.) Study key plays, musicals, and theatrical movements. 3.) Analyze the cultural and historical significance of theatrical works. 4.) Develop an appreciation for various styles and genres in theatre. 5.) Build foundational knowledge for further study in theatre arts.

## **FINE ARTS - VISUAL**

### **Art I**

Grades: 8-12

Semester/.5 Credit

Description: High levels of craftsmanship are established as students explore the use of basic art media and techniques. The elements and principles of design are introduced as well as the processes of art criticism. The history of artists and art movements and their relationship to world history are included.

### **Art I Honors**

Grades: 8-12

Semester /.5 Credit

Description: High levels of craftsmanship are established as students explore the use of basic art media and techniques. The elements and principles of design are introduced as well as the processes of art criticism. The history of artists and art movements and their relationship to world history are included. This course will be reserved for students who are identified as gifted and talented or advanced art students as identified by teachers.

### **Art II**

Grades: 9-12

Semester /.5 Credit

Prerequisite: Successful completion of Art I

Description: In addition to the media and objectives included in Art I, Art II students will learn to use acrylic paints, pen, ink, and watercolors, among other media. The second semester of this Art II will focus on analyzing ceramic work using description, interpretation, and judgment. disciplines of art history and criticism will be developed to higher levels.

### **Art III**

Grades: 10-12

Semester/.5 Credit

Prerequisite: Successful of completion Art II

Description: The course centers on the development of an art portfolio and the refinement of techniques used in more advanced work. Emphasis is placed on styles and techniques within the student's scope of interest. Art history and criticism are continued.

### **Ceramics**

Grade: 10-12                      Year / 1 Credit

Prerequisite: Successful completion of Art III

Description: A Full year long exploration of all things ceramics and sculpture based in the arts world. This will include exploring the art history and production of ceramics and sculpture as well as its many uses and beauty.

### **Advanced Painting**

Grade: 10-12                      Year / 1 Credit

Prerequisite: Successful completion of Art III

Description: This would be a year long course focusing on advanced painting techniques, exploring different time periods and subject matters within the painting medium.

### **Senior Studio**

Grade: 12                              Year/1 Credit

Prerequisite: Successful completion of Ceramics or Advanced Painting

Description: This course centers on the fourth year art student and the further development of the student's portfolio. Emphasis placed on problems in design and the possible solutions, styles, and techniques. Development of the areas of criticism and art history are continued.

## **FOREIGN LANGUAGE**

### **Spanish I**

Grade Level: 8-12                      Full Year/1 Credit

Description: The first year of Spanish study creates a good foundation in pronunciation, hearing and producing the sounds of Spanish, and in learning how to study another language. A carefully chosen beginning vocabulary and useful expressions are learned by using them orally in the classroom and in regular written assignments. The basic grammar for nouns, adjectives, and pronouns are mastered the first year, along with the present tense and the past tense of verbs. Students will be exposed to the geography and customs of Spanish-speaking countries, including the United States. A variety of learning methods will be used with an emphasis on hands-on activities.

### **Spanish II**

Grade Level: 9-12                      Full Year/1 Credit

Prerequisite: Successful completion of Spanish I.

Description: The second year begins with a thorough review and then continues to expand the vocabulary. More emphasis is placed on reading-for-meaning this year, and the study of all the basic indicative verb tenses is completed this year, along with the use of object pronouns. Students will continue to develop an appreciation for Hispanic cultures

through a variety of materials and hands-on activities.

### **Spanish III**

Grade Level: 10-12                      Full Year/1 Credit

Prerequisite: Successful completion of Spanish II.

Description: In Spanish III previous verb tenses are reviewed. The present and past perfect tenses along with the subjunctive mood are taught, and the total knowledge of Spanish is applied to reading of Spanish writings, both literary and practical, the use of Spanish in conversation and in written compositions. Students will continue their cultural studies through hands-on activities. Students will be exposed to Latin American Geography.

### **Spanish IV**

Grade Level: 11-12                      Full Year/1 Credit

Prerequisite: Successful completion of Spanish III.

Description: Spanish IV is an advanced elective course in which the student will review and refine structural material taught in previous levels and will add structures necessary for the mastery of the language, which have not been previously covered for basic functional literacy. As an advanced course, the content may vary with the needs of the individual students, but the emphasis will be on the student's ability to communicate in Spanish, through writing, speaking, and cultural studies will be more in-depth.

### **Spanish V**

Grade Level: 11-12                      Full Year/1 Credit

Prerequisite: Successful completion of Spanish IV.

Description: Spanish V is an advanced elective course provided for students that started Spanish at the Jr. High level. Students will continue to review and refine structural material taught in previous levels and will add structures necessary for the mastery of the language, which have not been previously covered for basic functional literacy. As an advanced course, the content may vary with the needs of the individual students, but the emphasis will be on the student's ability to communicate in Spanish, through writing, speaking, and cultural studies will be more in-depth.

## **HEALTH AND PHYSICAL EDUCATION**

### **Health**

Grade Level: 7-12                      Semester/.5 Credit

Description: The purpose of this course is to provide factual information concerning the mental, physical, and social aspects of health and well-being. Information includes diet, nutrition, how to become physically fit, when to see a doctor, and the effects of smoking, drinking, and drugs, and the latest in sexually transmitted diseases, depression, and teenage pregnancy. Course includes instruction in CPR and the use of an automated external defibrillator (AED).

### **Physical Education**

Grade Level: 7-12                      Semester/.25 Credit

Description: The purpose of this course is to prepare students for participation in team sports and lifetime leisure activities, to improve the student's coordination, to teach sportsmanship, and to demonstrate the proper methods of playing different sports and/or activities. A variety of sports and activities are offered with the intent to expose the student to as many activities as possible. Students are required to dress in proper attire and to participate each class period.

### **Advanced Physical Education**

Grade Level: 10-12 Semester/.5 Credit

Description: This course investigates the value of fitness in daily life, examines methods of assessing personal fitness levels and develops the ability to plan an individualized fitness program. Emphasis is placed on the personal development of fitness, with a goal to improve levels of fitness during the course. The personal fitness program will incorporate the health related components of physical fitness.

### **Introduction to Athletic Officiating**

Grade Level: 11-12 Quarter/.25 Credit

Description: This course consists of a comprehensive officiating education course and interactive training video packs using the RefReps Officiating Education System™. Students will be equipped with the pillars of officiating using standardized online course curriculum complete with support materials, assessments, example videos, and more. Paired with innovative POV video training packs, learners will see the game through the eyes of the officials, practically apply what they've learned, and build confidence before ever stepping out on the field, court, or mat. Students will have the opportunity to complete all steps to become an OHSAA licensed official.

Quarter 1 - Volleyball

Quarter 2 - Basketball

Quarter 3 - Baseball

Quarter 4 - Softball

### **Weight Training I**

Grade Level: 10-12 Semester/.5 Credit

Prerequisite: Sophomore status. Must have HS PE credit.

Description: The emphasis in this course is an introduction to muscular strength, endurance, flexibility, and safety. Weight room safety, warm-up/cool down procedures, movement patterns, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. The 3 day per week core lifts in this course include back squats, trap bar deadlift and bench press with fitness related activities the other 2 days. In addition, students will monitor and improve their fitness levels by participating in the Fitnessgram assessments throughout the semester (20 Meter Pacer Test, 1 Mile Run, Push up, Pull up, and Curl up Testing).

### **Weight Training II**

Grade Level: 11-12 Semester/.5 Credit

Prerequisite: Junior status. Completion of Weight Training I.

Description: This Advanced Weight Training course is designed for individuals who have a foundational understanding of resistance/weight training and seek to enhance their strength, endurance, and overall physical performance. The course emphasizes advanced techniques, program design, and strategies tailored to individual fitness goals. Students lift weights four days per week with other related fitness activities once a week. Students should expect to work extremely hard and see significant increases in strength and power. By the end of the course, students will be equipped with the skills to independently create and follow personalized weight training programs and track their progress effectively.  
*\*May be taken 1 additional time with the teacher's approval for additional credit.*

### **Recreational Activities**

Grade Level: 11-12 Semester/.5 Credit

Description: The goal of the class is to actively participate on a daily basis to increase students' fitness levels through activity. Students will be required to participate in a dynamic warm-up activity at the beginning of class in order to prepare the body for daily physical activities. It is expected that students will not only gain skills, strength and flexibility,

but also be productive and positive contributing members of the class, while demonstrating cooperation and teamwork.

### **INTERVENTION/TEST PREP**

#### **ACT Prep**

Grades: 10-12 Semester/.25 Credit

Description: ACT Prep is a course that allows students to prepare for the college entrance tests with a primary focus on the ACT test. This class is designed for students who want to score well on their ACT test or to improve their ACT scores. Students will learn test-taking strategies that can be applied to many tests, while focusing on the subjects that are tested on the ACT.

#### **Algebra I Intervention**

Grade Level: 10-12 Semester/.5 Credit

Prerequisite: Students who have not yet met the required competency score on the Algebra I state assessment may be placed into this intervention course.

Description: This course is designed to support students who have not yet met competency on the Algebra I state assessment by reinforcing foundational skills and addressing gaps in understanding. Through targeted instruction, personalized practice, and real-world problem-solving, students will build confidence in key algebraic concepts such as linear equations, inequalities, functions, and polynomials. The course will focus on skill development, test-taking strategies, and conceptual understanding to prepare students for success in future math courses and assessments.

#### **English Language Arts Intervention**

Grade Level: 11-12 Semester/.5 Credit

Prerequisite: Students who have not yet met the required competency score on the ELA II state assessment may be placed into this intervention course.

Description: This course is designed for students who have not yet met competency on the Ohio ELA II state test. Through targeted instruction in reading comprehension, literary analysis, and writing skills, students will strengthen their ability to engage with complex texts and express their ideas effectively. The course will focus on critical thinking, evidence-based writing, and test-taking strategies to build confidence and prepare students for success on the state assessment and beyond.

### **MATHEMATICS**

#### **Algebra I**

Grade Level: 9 (REQUIRED) Full Year/1 Credit

Description: Students will understand and demonstrate application of the main rules and properties that form the foundation of the real number system. Mathematical patterns, relations and functions will be used to model, represent and analyze problem situations that involve variable quantities. Data sets will be developed and analyzed, and a basic understanding of probability will be developed. \*A TI-84 calculator is recommended.

#### **Algebra I Honors**

Grade Level: 8-9 Full Year/1 Credit

Prerequisite: Students must exceed grade level indicators and benchmarks set forth in the standards.

Description: Students will comprehend and apply the main rules and properties of the real number system at an

accelerated rate. The study of equations, inequalities, functions, sets, and more complex forms of these topics will be emphasized. Data sets will be developed and an intermediate understanding of probability will be developed. Accompanied by the standard algebra curriculum, emphasis will be on the application and analysis of concepts. \*A TI-84 calculator is recommended.

### **Algebra IA**

Grade Level: 9                      Full Year/1 Credit

Prerequisite: Students must be approved to enroll in this course. This will be a 2 year Algebra Track.

Description: Students will understand and demonstrate application of the main rules and properties that form the foundation of the real number system. Mathematical patterns, relations and functions will be used to model, represent and analyze problem situations that involve variable quantities. Data sets will be developed and analyzed, and a basic understanding of probability will be developed. \*A TI-84 calculator is recommended.

Algebra 1 A will be the first half of the standards and Algebra 1 B will include the second half of the standards. Each course will count for one full credit. These courses are equivalent content to Algebra 1, but is taught at a slower pace and with more opportunities with deeper understanding. All students must be approved to enroll in this course.

### **Algebra IB**

Grade Level: 9                      Full Year/1 Credit

Prerequisite: Algebra IA

Description: Description: Students will understand and demonstrate application of the main rules and properties that form the foundation of the real number system. Mathematical patterns, relations and functions will be used to model, represent and analyze problem situations that involve variable quantities. Data sets will be developed and analyzed, and a basic understanding of probability will be developed. \*A TI-84 calculator is recommended.

Algebra 1 B will include the second half of the standards. Each course will count for one full credit. These courses are equivalent content to Algebra 1, but is taught at a slower pace and with more opportunities with deeper understanding. All students must be approved to enroll in this course.

### **Geometry**

Grade Level: 10 (REQUIRED)    Full Year/1 Credit

Prerequisite: Successful completion of any Algebra I.

Description: Students will identify, classify, compare and analyze geometric figures and objects. Spatial reasoning, properties of geometric objects, and transformations will be used to analyze mathematical situations and solve problems. \*A TI-84 calculator is recommended.

### **Geometry Honors**

Grade Level: 9-10                      Full Year/1 Credit

Prerequisite: Successful completion of Honors Algebra I. Students must exceed grade level indicators and benchmarks set forth in the standards.

Description: The Performance Indicators of this course are similar to geometry with additional emphasis placed on coordinate, space, and solid geometry and the rigors of proof in solution of real-world problems.\*A TI-84 calculator is recommended.

### **Algebra II**

Grade Level: 11 (REQUIRED \*or equivalent) Full Year/1 Credit

Prerequisite: Successful completion of any Algebra I and Geometry.

Description: Algebra II builds upon the knowledge and skills developed through Algebra I coursework. Characteristics of families of functions, such as square root, cubic root, trigonometric functions, quadratics, polynomials and logarithms will be described and compared. Students will analyze, model and solve problems using various representations such as tables, graphs and equations. Mathematical models will be used to represent and understand quantitative relationships in various contexts. \*A TI-84 calculator is recommended.

### **Algebra II Honors**

Grade Level: 10-11 Full Year/1 Credit

Prerequisite: Successful completion of Honors Algebra I and Geometry. Students must exceed grade level indicators and benchmarks set forth in the standards.

Description: The Performance Indicators of this course are similar to Algebra II with additional emphasis placed on development of various representations, models and solutions for complex real-world situations. \*A TI-84 calculator is recommended.

### **Applied Statistics**

Grade Level: 11-12 Full Year/1 Credit

Prerequisite: Successful completion of Algebra II.

Description: A study in descriptive and inferential statistical methods that aid decision-making. Includes the following topics: probability distributions, calculation of parameters from a universe, calculation of statistics from a sample, hypothesis testing, regression, and correlation. \*A TI-84 calculator is recommended.

### **Pre-Calculus**

Grade Level: 11-12 Full Year/1 Credit

Prerequisite: Successful completion of Algebra II.

Description: This course begins with a review of topics studied in Algebra II, such as absolute values, inequalities, function compositions, function inverses, and complex numbers. Then advanced math topics in trigonometry and algebra are covered. Other topics embedded within the course are sequences, series, limits, matrices, vectors, and logarithms. Students planning on going to college and/or taking the ACT would find this course very beneficial. Also, students who plan on taking Calculus should enroll in this course. \*A TI-84 calculator is recommended.

### **Calculus**

Grade Level: 12 Full Year/1 Credit

Prerequisite: Successful completion of Pre-Calculus or other CCP math courses

Description: Calculus is a challenging math course that involves several human accomplishments. The course begins with a brief review of select Pre-Calculus topics, the "slope problem", and the "area problem". After which, an extensive study of limits and their applications are addressed. Limits are then used to define differentiation. After multiple units on derivatives and their applications, the students learn integration. Within the course several ACT topics will be covered in order to help students on the examination. \*A TI-84 calculator is recommended.

## **SCIENCE**

### **Physical Science**

Grade Level: 9 (REQUIRED)

Full Year/1 Credit

Description: Physical Science is a required course for graduation and fulfills the Ohio Core Content Standards' key concepts and theories that provide a foundation for future studies in science. Topics of study include aspects of physical world and universe as they relate to fundamental concepts of matter, energy and motion.

### **Physical Science Honors**

Grade Level: 9

Full Year/1 Credit

Prerequisite: Students must exceed grade level indicators and benchmarks set forth in the standards.

Description: Physical Science Honors emphasizes the fundamental principles of chemistry and physics, but also considers topics in astronomy. Though using the same text as the regular Physical Science classes, the course targets advanced and accelerated students and lays a foundation for the "honors track" in science at Fostoria High School. Students must be competent in Basic Algebra and demonstrate in the opening weeks of the course accomplished study skills and a commitment to academic achievement one expects from honors-level students.

### **Biology**

Grade Level: 10 (REQUIRED) Full year/1 credit

Prerequisite: Successful completion of Physical Science

Description: Students will demonstrate an understanding of how living systems function and how they interact with the physical environment. This includes an understanding of the cycling of matter and flow of energy in living systems. Students will be able to analyze and explain the characteristics and structure of life, including the structure and function of cells, organisms and living systems, principles of heredity, biological evolution, and the diversity and interdependence of life.

### **Biology Honors**

Grade Level: 9-10

Full year/1 Credit

Prerequisite: Successful completion of Physical Science (Freshmen Excluded). Students must exceed grade level indicators and benchmarks. Freshmen entrance will be determined based on teacher recommendation including high performance in Science 8 and on Science 8 OST.

Description: This course covers the topics listed for Biology at a more in-depth level. An honors course is required to be more rigorous than a regular course because the student is earning weighted credit. Therefore, students will be required to complete more reading, writing, and projects than students in regular Biology. The course expectations are higher and include higher-level thinking and critical problem-solving skills. This course is designed for students who are self-motivated and self-directed and who have demonstrated above average study skills.

### **Environmental Science**

Grade Level: 11-12

Full year/1 credit

Prerequisite: Successful Completion of Physical Science and Biology.

Description: Students will demonstrate an understanding of general environmental concepts and issues through hands-on discovery teaching/learning methods and through exploration of nature, composition, and changes in materials encountered in everyday life. Topics include human involvement of the atmosphere, biosphere, hydrosphere,

populations, global warming, greenhouse effect, pollution, and the cycles of these physical and biological structures.

### **Anatomy/Physiology I**

Grade Level: 11-12                      Full Year/1 credit

Prerequisite: Must have earned a Physical Science and Biology credit. Must have a C or higher in Biology.

Description: Students will demonstrate an understanding of the fundamental and principle concepts of human anatomy and physiology, including structural and functional systems of the body. The structure and function of cells, tissues, and organs, skeletal and muscular systems will be analyzed. The role of neural communication in the maintenance of homeostasis will be emphasized. This class includes specimen dissections, digital labs and project based learning. The detailed dissection of a fetal pig will be used for a comparative structural analysis of all basic systems of the body.

### **Anatomy/Physiology II**

Grade Level: 12                              Full Year/1 Credit

Prerequisite: Must have earned a C or higher in Anatomy/Physiology I

Description: This course is a continuation of Anatomy and Physiology I. Students will demonstrate an understanding of the fundamental and principle concepts of human anatomy and physiology, including structural and functional systems of the body. The structure and function of cells, tissues, and organs, skeletal and muscular systems will be analyzed. The role of neural communication in the maintenance of homeostasis will be emphasized. This class includes specimen dissections, digital labs and project based learning. The detailed dissection of a fetal pig will be used for a comparative structural analysis of all basic systems of the body.

### **Chemistry I**

Grade Level: 11-12                      Full Year/1 credit

Prerequisite: Successful completion of Physical Science and Biology or Honors Biology.

Description: Targeting juniors and seniors desiring another credit in science (but open to qualified sophomores), this course is comprised of chemistry topics emphasizing atomic structure, electronic arrangement in atoms, the Periodic Table and Law, chemical bonding, basic chemical reactions, mass and volume relationships in chemical reactions, gases and their laws, liquids and solids, solutions and basic heat changes in chemical reactions, acids/bases, equilibrium/reaction rates, electrochemistry, and nuclear chemistry. Regular laboratory experiments are conducted to support these topics. Skills required to succeed in science at the college level are introduced, and students should be prepared to use basic math and algebra regularly.

### **Chemistry II**

Grade Level: 11-12                      Full year/1 credit

Prerequisite: Successful completion of Chemistry I

Description: This course covers essential topics in college preparation chemistry. These topics include higher order stoichiometry of gasses and solutions, a broader treatment of solution concentrations, and a deeper consideration of chemical bonding and molecular geometry. The kinetics of chemical reactions is considered along with a study of thermochemistry (heat changes in reactions, chemical equilibrium, acid-base chemistry and reactions and oxidation-reduction reactions and electrochemistry). The principles of chemical thermodynamics are addressed along with special topics in aqueous solution chemistry (titrations, precipitation reactions). Course includes units in nuclear chemistry, organic chemistry and qualitative analysis (a lab investigation involving the identification of “unknowns”), a special year end project involving carbon chemistry and climate change are included in this course.

### **Physics**

Grade Level: 11-12                      Full year/1 credit

Prerequisite: Students must exceed grade level indicators and benchmarks.

Description: This upper-level science course targets seniors (and qualifying juniors) with an interest in physical science and an aptitude for thinking and problem solving. Using both of these abilities, plus laboratory activities, students are provided an introduction to topics in the discipline of physics: forces and motion, sound and light, electricity and magnetism, astronomy and quantum theory of the atom. Some of history's greatest thinkers, philosophers, and writers developed their minds through the study of physics.

### **Forensics**

Grade Level: 11-12                      Semester/.5 credit

Prerequisite: Credit in Physical Science and Biology

Description: In this course students will learn lab skills and safety. They will learn about different types of evidence, how it is tested and how to support their theories about how a crime happened. Students will need basic knowledge of physics, chemistry and biology to be successful in this class.

### **Zoology**

Grade Level: 11-12                      Semester/.5 credit

Prerequisite: Credit in Physical Science and Biology. Anatomy and Physiology is recommended.

Description: In this course students will use their knowledge of biology to learn about different animals. Students will complete multiple dissections and explore learning opportunities after high school.

## **SOCIAL STUDIES**

### **World History**

Grade Level: 9 (REQUIRED)                      Full year/1 credit

Description: This course is designed to develop the greater understanding of the evolution of global processes and contacts in different types of human societies. The course will also provide an in-depth study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society.

### **World History Honors**

Grade Level: 9    Full year/1 credit

Prerequisite: Students must exceed grade level indicators and benchmarks.

Description: This course is for a motivated student who is interested in the study of history and/or desires a more rigorous/enhanced curriculum. There will be a focus on developing analytical and evaluative thinking and writing skills. There is also an expectation that the student will be willing and able to manage time, study, and be willing to engage in the rigor of the classroom expectations. Course activities may include (but are not limited to) lecture, discussion, collaborative/individual projects, outside reading and classwork, presentations, and text and non-text based reading and writing assignments. Assignments and assessments will be organized by higher-level, critical thinking skills.

### **American History**

Grade Level: 10 (REQUIRED)                      Full year/1 credit

Description: This course is designed to address the major political, economic, geographic, and social themes in America from 1877 to the present. Students will examine America's foreign and domestic policies and the individuals who helped to shape the history of the United States.

### **American History Honors**

Grade Level: 10    Full Year/1 Credit

Prerequisite: Students must exceed grade level indicators and benchmarks.

Description: This course is for a motivated student who is interested in the study of history and/or desires a more rigorous/enhanced curriculum. There will be a focus on developing analytical and evaluative thinking and writing skills. There is also an expectation that the student will be willing and able to manage time, study, and be willing to engage in the rigor of the classroom expectations. Course activities may include (but are not limited to) lecture, discussion, collaborative/individual projects, outside reading and classwork, presentations, and text and non-text based reading and writing assignments. Assignments and assessments will be organized by higher-level, critical thinking skills.

### **Financial Literacy**

Grade Level: 10-12 (REQUIRED)                      Semester/.5 Credit

Description: The content covered in the financial literacy standards and model curriculum has immediate implications for high school students as they begin to make large financial decisions such as purchasing cars, signing contracts for places to live or taking out loans to continue their education. The goal of financial literacy instruction is to provide students with the knowledge they need to make a lifetime of informed financial decisions.

### **Government**

Grade Level: 11-12 (REQUIRED)                      Full year/1 credit

Description: This course is designed to include a survey of the foundations of American government--its politics, elections, political parties, court systems, and major governing branches. An emphasis will be placed on the rights and responsibilities of citizens in a democracy and on current issues and problems confronting Americans.

### **The African American Journey**

Grade Level: 11-12    Semester/.5 Credit

Description: This course presents a clear overview of black history within a broad social, cultural, and political framework, instilling an appreciation of the central place of African Americans in American history. We will trace the long and turbulent journey of African Americans, the rich culture they have nurtured throughout their history, and the quest for freedom through which they have sought to counter oppression and racism.

### **Psychology**

Grade Level: 11-12    Semester/.5 Credit

Description: Psychology is the scientific study of behavior and mental processes. Students in this course will analyze, predict and address causes of human and animal behavior as psychologists do. This study also seeks to understand the mind, as well as explain, influence and solve problems that involve it. This course will also address disorders and abnormal psychology at the introductory level.

### **Sociology**

Grade Level: 11-12    Semester/.5 Credit

Description: Sociology is the scientific study of human society and the social interactions that emerge amongst people. The main focus of sociology is the group rather than the individual. Students in this course will attempt to understand the forces that operate throughout society, forces that mold individuals and shape their behavior, and thus determine social events, conflict or cooperation. Students will also attempt to understand and resolve the problems created by these forces.

### **Street Law**

Grade Level: 11-12

Semester / .5 Credit

Description: Street Law is a semester course that introduces students to legal concepts and analytical skills. This course aims to help students learn about their rights and responsibilities and encourage them to think critically about the law. The course explores how the law affects students' lives and ways the law is used to improve society.

### **Model UN**

Grade Level: 9 -12

Semester / .5 Credit

Description: Students will learn basic global geography, examine political structures/governments of the world, focus on the formation, function and politics of the United Nations. The students will also go into more depth about a specific region of the world based on the roman numerals of the course (Sub-Saharan Africa, Northern Africa and the Middle East, Southern and Eastern Asia, Australia and Oceania, Latin America, Eastern Europe and the West). This course will make you a better thinker, learner, leader, student and global citizen. *This course may culminate in participation in experiential learning opportunities at a Model United Nations event.*

## **ALTERNATIVE EDUCATIONAL OPTIONS**

### **FOSTORIA ACADEMY**

The Academy was created to better serve our students who are not best served in the traditional classroom setting, creating an alternative setting for them to achieve their full potential. The Fostoria Academy will stress education, along with other educational components such as counseling, rehabilitation, career education, and chemical use awareness including drug/alcohol screening. Emphasis will be placed on preparing the student to pass the Ohio State Tests and meet requirements for graduation. Learning is provided through Schools PLP, an online platform aligned with Ohio's Learning Standards, along with certified teachers providing the necessary assistance and monitoring progress. Placement in the program is done in collaboration with students, parents, counselors, and administration.

### **VANGUARD SENTINEL CAREER & TECHNOLOGY CENTERS**

Vanguard Sentinel Career & Technology Centers serve as extensions of Fostoria High School and offer an array of different career technical programs for our students. This training may lead to immediate employment or to continued education after graduation. Students may elect to attend Vanguard/Sentinel on a full-time or part-time basis. If attending on a full-time basis, all classes will be taken at the vocational school. If attending on a part-time basis, students will take their core academic classes at Fostoria High School and their career technical labs at the vocational school. Bus transportation is provided for all students attending vocational school.

*Please note: If students attend Vanguard Sentinel during their freshman or sophomore year, they must attend on a part-time basis as Vanguard Sentinel does not offer core academic classes for freshmen or sophomores.*

### **AIM Program**

The Vanguard Sentinel AIM Program at the Fostoria Learning Center is a senior-only initiative designed to support students at risk of not graduating. This alternative pathway provides a structured and personalized learning environment tailored to help students meet graduation requirements while developing essential career and life skills. Through a combination of flexible instruction, individualized support, and hands-on learning opportunities, the program aims to re-engage students, improve academic success, and prepare them for post-graduation opportunities, whether in the workforce, higher education, or skilled trades. Students interested in participating must apply through VSCTC. See Mr. Earl or Mr. Depinet with any questions.

## **AIM Manufacturing**

Students are given the opportunity to explore various entry-level manufacturing skilled trade areas and work in the pathway they feel will be most successful for them. Manufacturing skilled trades are in high demand.

Industry-Recognized Credentials: OSHA 10, First Aid/CPR, NCCER , AWS GMAW Welding Certification, AWS SMAW Welding Certification

## **AIM Construction**

Carpenters make up the largest building trades occupation in the industry and those with all around skills are in high demand. Carpenters are involved in many different kinds of construction activities, from building highways and bridges to installing kitchen cabinets. Carpenters construct, erect, install, and repair structures and fixtures made from wood and other materials.

Industry-Recognized Credentials: NCCER Core, Career Connections, OSHA 10, First Aid/CPR, Stop the Bleed, Pre-Apprenticeship

## **Vanguard/Sentinel Programs**

- Agriculture Science & Technology\* - Obtain skills related to agriculture, food, fiber, and natural resources with an emphasis in science. Develop basic animal, plant, welding, woodworking, mechanical, and general agricultural skills. *Sentinel*
- AIM Industries - This in-school, student-run manufacturing laboratory exposes students to the potential of manufacturing related careers. *Sentinel & Vanguard. Students from both schools train on the Vanguard Campus.*
- Automotive Technology\* - Learn to diagnose, maintain and repair performance-related vehicle problems, and use advanced computer technology and techniques to troubleshoot various vehicular challenges. Acquire knowledge of proper industry-wide safety measures and problem-solving techniques related to the automotive industry. *Sentinel & Vanguard.*
- Bronze- Health - Learn about the field of Direct Support through in-class training and on-site internships. Assist patients with daily activities and encourage attitudes and behaviors that promote community inclusion. Gain introductory knowledge of ethics, health & safety, interpersonal communication, crisis intervention, and assessments. *Sentinel & Vanguard. Students from both schools train on the Vanguard Campus. Senior Only.*
- Bronze- Manufacturing - Gain introductory knowledge of manufacturing skills that provide a pathway to manufacturing related careers. Obtain knowledge on safety, reading and using drawings, proper use of hand and power tools, and manufacturing practices and processes. *Sentinel & Vanguard. Students from both schools train on the Vanguard Campus. Senior Only.*
- Bronze – Business - Explore Business, Marketing, and Finance concepts that give an overview of the retail industry and its many important components including sales and service, products and merchandising, as well as gaining customer commitment. *Sentinel & Vanguard. Students from both schools train on the Vanguard Campus. Senior Only.*
- Building Construction Trades\* - Learn safe and proper use of hand and power tools, read and interpret blueprints and drawings, and develop an understanding of construction math. Hands-on experience with residential framing, interior and exterior finish work, and concrete and masonry skills. *Sentinel & Vanguard.*
- Business Management\* - Gain introductory knowledge of business management and marketing concepts. You will also learn to use financial tools, strategies, and systems to develop and monitor personal financial goals. *Vanguard.*
- Career Exploration - Explore various career fields and labs offered at VSCTC and gain insight into the career field(s) and opportunities available to you as a program student while receiving high school credit. *Sentinel & Vanguard. Freshman & Sophomores.*
- Careers In Education\* - Gain a solid foundation for a successful career as an elementary/secondary teacher or other professions in education-related fields. Explore learning styles and teaching strategies that lead to a career in education. *Sentinel.*

- Collision Repair Technology\* - Assess and estimate damaged vehicles. Repair and refinish the interior and body of damaged vehicles. Learn proper/safe use and care of air tools, power tools, and body tools. *Sentinel & Vanguard.*
- Computer Information & Support Services\* - Learn computer hardware & software troubleshooting and support. Configure operating systems and learn microcomputer technologies. Learn network support fundamentals/SOHO and wireless networks, as well as telecommunications cabling, virus prevention and removal skills, and database management. *Vanguard.*
- Connections - Learn in an engaging environment for future job opportunities in the workforce including: construction, electrical, plumbing, culinary, and agricultural. Obtain knowledge of appropriate safety and operational procedures for a variety of tools in a variety of career modules. *Vanguard.*
- Cosmetology\* - Develop a comprehensive understanding of advanced techniques to deliver a variety of hair styling, skin care, and nail treatments. Learn general salon management and operation techniques, and gain salon/customer experience in a full-service salon. *Sentinel & Vanguard.*
- Criminal Justice\* - Develop an understanding of the Criminal Justice System, learn basic skills of crime scene investigation, how to conduct criminal investigations and apply powers of arrest/Laws of the State of Ohio. Emergency management and response will also be explored. *Vanguard.*
- Culinary Arts & Hospitality Management\* - Explore all aspects of fine dining and food preparation, acquire knowledge and learn the proper use of kitchen utensils and equipment to develop industry accepted safety practices. *Sentinel & Vanguard.*
- Digital Media Technologies\* - Learn 3D&2D animations, video and audio production using state of the art equipment and software. Learn photography and graphics utilizing adobe design products. Learn interactive applications and video game development, computer application programming, web site development and more. Dive into cyber security and emerging cloud computing technologies. *Vanguard.*
- Digital Technologies\* - Learn computer programming and app development. Gain computer repair and system support techniques and knowledge. Experience video and photo editing using high-demand software. Create high-impact web pages, video games, animation, and graphics using advanced programming and software applications. *Sentinel.*
- Early Childhood Education\* - Understand growth and development of children ages birth-eight. Learn the method of planning, writing, and implementing lesson plans. Assist in running a state licensed preschool and interact daily with preschool children while developing a mastery of early childhood education theories. *Vanguard.*
- Electrical Trades\* - Learn basic A.C and D.C theory and how to install and maintain low voltage systems. Install and maintain wiring circuits for residential, commercial, and industrial systems. Operate industrial controls and understand alternative power energy fundamentals and PLC (Programmable Logic Controls). *Sentinel & Vanguard.*
- Engineering Technologies & Robotics\* - Create, design, and implement solutions to complex engineering challenges, utilize advanced design, engineering, and manufacturing software, and use STEM to explore mechanical, electrical and engineering technologies. *Sentinel & Vanguard.*
- Health Careers Academy\* - Use state-of-the-art medical and health care equipment along with related STEM courses to prepare for further study in the industry. Learn basic and advanced health care skills in nurse assisting, medical assisting, laboratory, dental and physical therapy. *Sentinel & Vanguard.*
- Independent Living - Prepare to live independently after graduation, set personal and professional goals, learn money management, and nutritional aspects of meal planning and food safety. Assistive technologies and differentiated learning opportunities are used to enhance learning and optimize student success. *Sentinel & Vanguard.*
- Nail & Esthetics -Train with hands-on, practical experiences in a supportive environment to become a qualified beauty professional with multiple skills and learn high-end skin and nail care services. *Sentinel. Junior & Senior Only.*
- Precision Machining\* - Apply concepts of various manufacturing technologies on both manual and state-of-the-art CNC machine tools. Utilize advanced computer-controlled technology to design, create and build high-tech precision parts and tools. Program and operate advanced equipment to perform a variety of manufacturing applications. *Sentinel.*

- Public Safety\* - Learn law enforcement terminology, classification, and elements of crime. Collect and analyze evidence such as fingerprints, ballistics, and blood spatter. Develop prevention, detection and reaction skills, and self-defense and subject control techniques. Discover how to conduct patrols, surveillance and traffic procedures. *Sentinel*.
- State Tested Nurse Aide\* - Gain knowledge and practice medical procedures in various health care related careers. Practice a variety of health care processes, techniques, and diagnostic procedures in a professional environment. Use STEM classes to better understand the human body and its health-related concerns. *Sentinel Senior Only*.
- Welding & Metal Fabrication\* - Learn basic welding and metal cutting procedures, develop the foundation and fundamentals of metal forming, and apply the basics of metal fabrication. Gain technical knowledge of related welding and fabrication processes, and develop proficiency in blueprint interpretation. *Sentinel & Vanguard*.