

# **CGHS CURRICULUM GUIDE**



**2025-2026**

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## PROGRAMS OF STUDY

Columbus Grove High School four-year programs of study are suggested courses of study and are meant to serve as a guide for scheduling. In most cases, they are recommended as the best selection for those interested in a particular type or field of work. Our hope is the students are college and career “ready” after they graduate from Columbus Grove High School. Decisions involving high school courses and career choices should be a team decision involving students, parents, counselors and teachers.

1. **COLLEGE PREPARATORY:** Designed for students who plan to continue with additional formal education institutions of higher learning. In this program, the regular requirements for graduation would be met. It is recommended that college prep students select a minimum of the following classes: 3 units of science, 4 units of mathematics and 2 units of foreign language.

*Optimum Program:* Would entail 22-24 units of high school credit. The regular requirements for graduation would be reinforced with 3 or 4 units each in science, social students, mathematics, and foreign language. Electives would account for 6-10 other credits.

2. **GENERAL (Career Training):** Designed for those students who are uncertain of their educational and vocational plans. The selection of courses from several areas of the curriculum along with the requirements for graduation permits exploratory as well as basic educational experience. Individual programs should represent purposeful patterns of study.

3. **VOCATIONAL PROGRAMS OFFERED THROUGH APOLLO CAREER CENTER:**

Advanced Manufacturing  
Automation and Robotics  
Automotive Collision Technology  
Automotive Technology  
Building & Renovations  
Career Exploration\*  
Carpentry  
Computer Information Support  
Construction Equipment Technology  
Cosmetology  
Criminal Justice  
Culinary Arts

Early Childhood Education  
Electrical Systems Technology  
Fire/EMS Technology  
Health Science  
HVAC  
Multimedia Technology  
Print & Graphics  
Spa & Esthetics (Senior Only)  
Sports Exercise Science  
Welding & Fabrication

\*Sophomores-minimum 4 credits

## REGISTRATION FOR COURSES AT CGHS

1. **Curriculum Guide** – booklet used in registration that lists and explains all the possible course offerings.
2. **Course Registration Sheet** – this form will indicate each course being offered. The student will mark all course selections. Under-subscribed courses may eventually be removed from the schedule, while multiple sections of popular courses may be added.

When the student receives these materials, he should start to construct his/her schedule. There are some hints that will help every student make his schedule as conflict-free as possible:

- Re-read the curriculum guide. Be sure that all prerequisites, if any, for each course have been fulfilled. If you have any questions, ask a teacher or the counselor.
  - Using the course registration sheet, select the courses you wish to take for computer entry on your assigned date.
  - Remember that you must plan for a lunch period during one of the two that are scheduled during the school day.
  - Teachers and counselors will be available to assist you if there are problems which you cannot solve.
3. **Printout of Student Schedule** – will be provided to all students and must be returned with parent/guardian signature.

Return all materials to the counselor at the designated time. If you have followed instructions carefully, you may expect to be scheduled according to your requests. If you have been closed out of a course, the master schedule can then be used to make another selection.

## CURRICULUM GUIDELINES

- Students would need to enroll in at least 5.25 credits each year just to meet **minimum** requirements for graduation.
- **Note:** All students must be registered for at least six (6) full periods of classes per day or the equivalent.
- Students should give careful consideration to the total course of study prior to registration. Once registration has been completed and the student has entered it into the computer system, no changes will be permitted. (Authorization by the counselor and principal is only upon request from the parents and the student involved.) Any student dropping a course after the 1st week of the school semester, except as directed by the office, will receive an automatic “F” in the course and the grade will become part of his permanent record.
- Be sure you have your parents’ approval of your choice of courses. A parent’s signature is required on the printout of the student schedule.
- **REMINDER: Students should have no more than two (2) study halls per day/per semester.**

# WHAT IT TAKES TO EARN AN OHIO DIPLOMA

GRADUATION REQUIREMENTS – (In order to graduate from CGHS, you must:)

**1) Earn at least 21 Credits on your high school transcript and complete an Individual Career Plan (ICP)**

**2) Earn a Passing Score on EOC Exams OR Meet Option Requirements**

EOC Exam      Algebra I

EOC Exam      ELA II

**OR**

Option 1:      Demonstrate Two Career-Focused Activities:

Foundational - Proficient scores on WebXams

A 12-point industry credential

A pre-apprenticeship or acceptance into an approved apprenticeship program

Supporting - Work-based training

Earn the required score on WorkKeys test

Earn the OhioMeansJobs Readiness Seal

Option 2:      Enlist in the Military:

Show evidence that you have signed a contract to enter a branch of the U. S. armed services upon Graduation.

Option 3:      Complete College Coursework:

Earn credit for one college-level math and/or college-level English course through Ohio's Free College Credit Plus program.

**3) Earn 2 Seals; 2 State Seals or 1 State Seal and 1 Local Seal**

State Seals:

OhioMeansJobs Readiness Seal

Industry-Recognized Credential Seal

College-Ready Seal

Military Enlistment Seal

Citizenship Seal (Government and American History EOC Exam)

Science Seal (Biology EOC Exam)

Honors Diploma Seal

Seal of Biliteracy

Technology Seal

Local Seals:

Community Service Seal

Fine and Performing Arts Seal

Student Engagement Seal

# **CURRICULUM REQUIREMENTS FOR GRADUATION**

## **FRESHMEN**

English 9  
Physical Science  
World Studies  
One Math Course (Applied Algebra, Algebra I, Geometry)  
Health  
Physical Education  
1-3 Electives

## **SOPHOMORES**

English 10  
Biology  
One Math Course (Algebra I, Algebra II, Geometry)  
U.S. History (AP or Regular)  
Physical Education (if needed)  
1 - 3 Electives

## **JUNIORS**

One Unit of English (English 11 or Adv. Junior English)  
Government  
One Math Course (Algebra I, Algebra II, Geometry, Quantitative Reasoning, CCP Statistics, CCP College Algebra & CCP Trigonometry)  
One Unit of Science (Chemistry, Anatomy, Environmental Science, CCP Biology, General Science)  
1-4 Electives

## **SENIORS**

One Unit of English (English 12, Adv. Senior English or AP English Lit.)  
One Math Course (Quantitative Reasoning, Algebra II, CCP Statistics, CCP College Algebra & CCP Trigonometry, Calculus)  
3-6 Electives

Fine Arts requirement can be met through coursework in the following:

Band	Art
Chorus	Music Theory
Band Alternate	Music Appreciation
Chorus Alternate	

All students must take a mathematics class that meets Algebra II equivalency which includes Algebra II, Quantitative Reasoning, and Statistics.

## CAREER PATHWAYS



# career connections

Career Connections is a joint initiative among the Governor's Office of Workforce Transformation, Ohio Board of Regents, OhioMeansJobs and Ohio Department of Education. Career Connections began in 2012 by providing a framework by which students develop a vision and realistic plan for their futures – during K-12 and beyond. Learning strategies are embedded into Ohio's New Learning Standards for English language arts, math, science and social studies. Career Connections aligns the many efforts around college and career readiness to support students in becoming productive and engaged citizens.



### Career Awareness

#### Elementary Grades (K-5)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

### Career Exploration

#### Middle Grades (6-8)

Students explore their career interests through embedded activities. Career exploration strategies are opportunities for students to discover work environments and understand the various aspects of the workplace. Strategies include tools and instruments that help students understand and appreciate their strengths and interests. Students start plans for their future with career information and postsecondary education data. Plans include course selection and planning as well as career aspirations and goals.

### Career Planning

#### High School (9-12)

Students continue career exploration while focusing on career planning. Activities provide advanced experiences that offer hands-on opportunities in a workplace. Career planning strategies focus on making clear links between career options and educational decisions. Students develop the skills to revisit previous exploration and planning strategies as they face career changes throughout life.

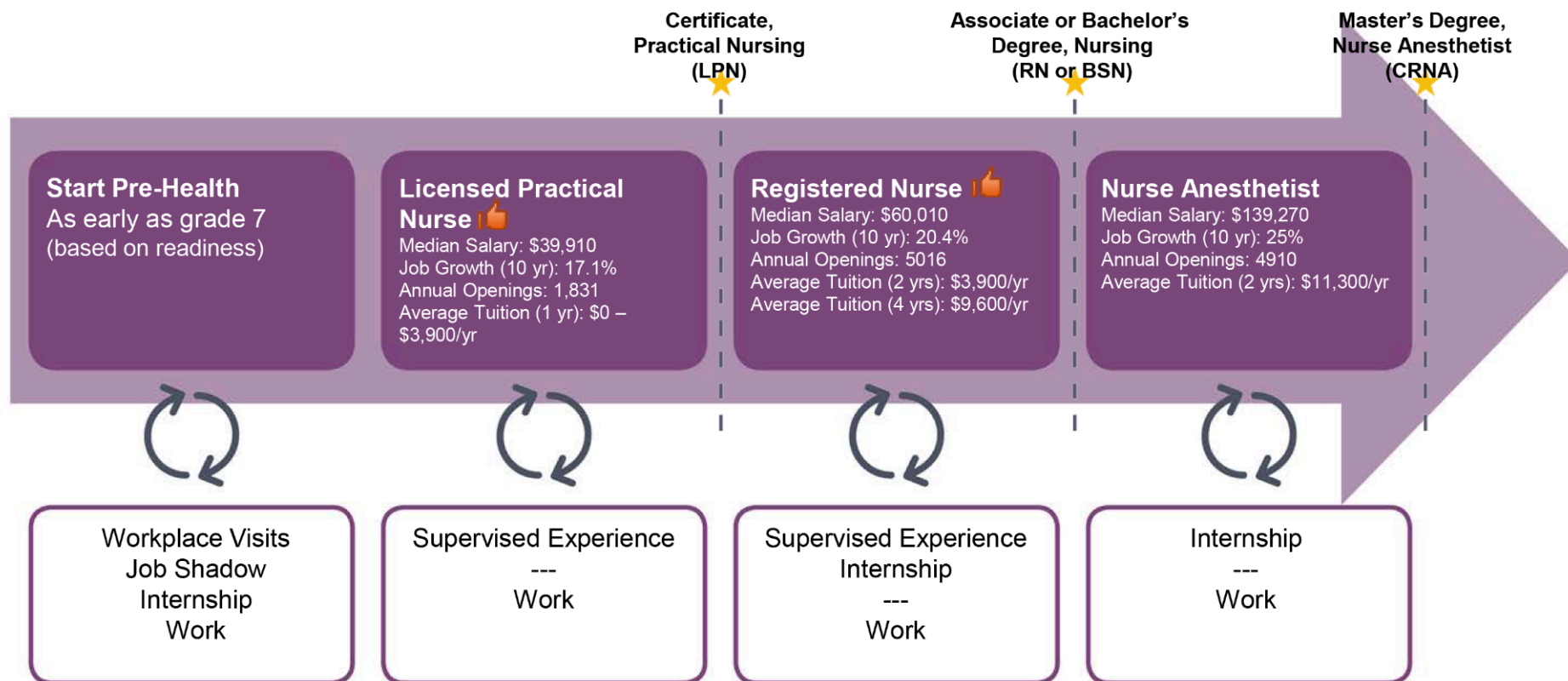


Visit <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Pathways> for reference information on different career pathways. Below is a sample of the Education and Training Career Pathway.





# Health Science Career Pathway




Provided by middle schools, high schools, employers, Ohio Tech Centers, and colleges.

**Preparing students for multiple options after high school:**  
gainful employment and/or postsecondary study.



Ohio In-demand Occupations

Data reflects 2014 Ohio labor statistics and public institutions of higher education for 2013-2014. For specific tuition costs, visit [ohiohighered.org](http://ohiohighered.org).



# Health Science Career Pathway

Secondary Pathway: **Allied Health and Nursing**

Postsecondary Program: **Nursing**

## An Example of Courses with Secondary and Postsecondary Credits

Secondary	7 8	English I	Algebra I	Physical Science	Social Studies	Fine Arts	Health Science & Technology		
	9 10	English II	Geometry	Biology	World History	Health (.5) PE (.5)	Principles of Allied Health	Nutrition and Wellness	World Languages
	11	English III	Algebra II	Chemistry	U.S. History	Mental Health	Medical Terminology	World Languages	
	12	English IV	Trigonometry/ Calculus	Anatomy & Physiology	U.S. Government	Clinical Laboratory Techniques	Patient Centered Care		
Postsecondary	Year 1 1st Semester	English	College Algebra	College Seminar	Nursing Foundations	Human Growth & Development	Human Anatomy	Patient Care	
	Year 1 2nd Semester	Statistics	Health Maintenance & Restoration I	Pharmacology	Human Physiology	Family & Community Health	Human Pathophysiology	Biochemistry	
	Year 2 1st Semester	Interpersonal Communication	Microbiology	Health Maintenance & Restoration II	Psychiatric & Mental Health Nursing	Psychology			
	Year 2 2nd Semester	Nursing, Leadership, & Management	Humanities Elective	Technical Elective					

High School Career-Technical Education Program Courses
High School Courses for Postsecondary Credit (Including Apprenticeship Hours) and the Corresponding Postsecondary Courses
Required Courses
Recommended Electives

Visit [education.ohio.gov/CareerConnections](http://education.ohio.gov/CareerConnections) for reference information.

11/2014

Course titles and sequences will vary between schools.

## APOLLO CAREER CENTER

Columbus Grove High School is affiliated with Apollo Career Center which offers Grove students an increased choice of high school curriculum. Apollo can be thought of as an extension of Columbus Grove High School and students attending school at Apollo have the same rights and responsibilities as students attending school at Columbus Grove. This means that Apollo students from Columbus Grove can participate in any extracurricular activities, clubs, etc., that are offered at Columbus Grove. First date for applications to be accepted is December, although applications can be accepted through the first two weeks of the school year in the fall, based upon availability.

The following is a list of required classes needed by students who plan to attend Apollo Career Center.

**Students wanting an Apollo program should have at least completed the following credits by the end of their sophomore year. No less than eight (8) credits are needed for admission into an Apollo program.**

English	2.00
Math (Applied Algebra, Algebra I, Algebra II, or Geometry)	2.00
Science	2.00
Social Studies	2.00
Health	.50
Phys Ed (2 years)	.50
Fine Arts	1.00

Students wanting additional information concerning these programs or their requirements can obtain this information from the Guidance Office.

## You should know...

- **College credit** - You may want to take advantage of CCP classes while attending Apollo. Students can obtain cost-free college credit through agreements with many colleges.
- **Credit transfers** are also available through Apollo programs. Visit [www.ohiohighered.or/transfer/ct2/ctags](http://www.ohiohighered.or/transfer/ct2/ctags) for more information.
- **Placement and school to work services** - We want to help you find a job in your chosen career.
- **Apprenticeship** - Apollo offers a two-week on-the-job and two-week in school schedule for qualifying students interested in getting a jump-start on their career.
- **Homeschool activities** - We encourage you to stay involved in your home school sports, arts, and other extracurriculars and will work with you to make that happen.
- **Application** - Students apply to Apollo during their sophomore year. You're invited to apply online at [www.apollocareercenterhs.com](http://www.apollocareercenterhs.com). Application will open in December.
- **Admissions** - You will need a minimum of eight credits in academic courses and be on track for graduation (2 English credits, 2 math credits, 1 science credit, 1 social studies credit, and 2 additional state required courses).
- **Credentials and certifications** - In addition to receiving college credit for Apollo programs, certifications can be earned. You can earn valuable college credit, certifications and credentials. Learn more at <https://bit.ly/4cp27Wv>
- **IEP support** - The IEP travels with the student to Apollo Career Center. Our special education department works with the home school to obtain the proper documents as well as the proper classes students need.
- **Academic IEP support** - We offer co-taught classes, where an intervention specialist and a general education teacher work together to provide tailored support to students with IEPs. Our goal is to create an inclusive and supportive environment for all students.
- **Dues and tuition** - Uniform and tool costs vary by program.
- **Student organizations and activities** - Each program has a club, and you may have the opportunity to compete at the local, state, and/or national levels. You can also become involved in Apollo Fusion, attend the Apollo prom, or qualify for the National Technical Honor Society.

## Academic Options:

- Government
- Financial Literacy
- World History
- American History
- Algebra 1
- Geometry
- Statistics/Trigonometry
- Integrated Math III
- Algebra 2
- College Prep Math
- Advanced Math 1 (Pre-Calc)
- Financial Math (Senior Math)
- English 10, 11, 12
- (4) CCP English courses Rhodes State
- Chemistry
- Anatomy/Physiology
- Biology
- Environmental Science
- Material Science

## Career Tech Options:

- Advanced Manufacturing
- Automation and Robotics
- Automotive Collision Technology
- Automotive Technology
- Building and Renovations
- Carpentry
- Computer Information Support
- Construction Equipment Technology
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Electrical Systems Technology
- Fire/EMS Technology
- Health Science
- HVAC
- Multimedia Technology
- Print and Graphics
- Spa and Esthetics (Senior Only)
- Sports Exercise Science
- Welding and Fabrication

## APPLICATION/ENROLLMENT TIMELINE



## COLLEGE CREDIT PLUS

Important Dates for Students between February 1 and April 1, 2025 (for participation during the 2025-2026 school year):

- Talk with your school counselor. Discuss your interest in taking college courses and how it fits in with your overall academic plan and career goals.
- Contact the college or university that you are interested in attending. Each college will have different admission deadlines and requirements for testing. Students are responsible for meeting deadlines.
- Prior to **February 1, 2025**, your district will provide information about the College Credit Plus program to all students in grades 6 through 11. A **MANDATORY** informational session will be held on **January 22, 2025**. If you cannot attend, you must contact the school counselor prior to the meeting to schedule an appointment to discuss the College Credit Plus program.
- By **April 1, 2025**, notify your school counselor if you intend to participate in College Credit Plus next year by completing and submitting the Intent to Participate form. After April 1, you will need permission from the school principal to participate.
- By **May 22, 2025**, notify your school counseling office of your CCP schedule for the fall semester.
- By **August 11, 2025**, notify your school counseling office of any CCP books that are required for the fall semester.
- You and your family should contact colleges for information, application forms, and criteria for acceptance into College Credit Plus. Some materials are available from your high school counselor and at the college's website. You must go through the procedures established by the colleges/universities to apply to College Credit Plus and to enroll in the course(s). All students must complete an assessment exam to determine eligibility for participation.
- Prior to college class attendance, your high school counselor will assist you in determining a course's equivalency to a high school course(s). Your counselor can use the High School Graduation Requirements Crosswalk document for more information.

## HIGH SCHOOL ATHLETIC ELIGIBILITY

A student will be eligible to participate in athletic sports provided that he/she is passing the equivalent of **five (5) credits** per year toward graduation based on the previous grading period (9-weeks grades). Grades received from the final grading period (no semester averages or yearly averages) will determine a student athlete's eligibility/ineligibility for the first grading period of the new school year. Student athletes (including cheerleaders) should consider this requirement when registering for their classes. In figuring the 5-credit minimum per year, count full year classes as  $\frac{1}{4}$  their total year credit value and semester courses  $\frac{1}{2}$  their credit value in order to pass at least one and one quarter (1.25) credits per 9-week grading period. Students must be passing at least one and one quarter (1.25) credits per grading period each nine weeks to equal five (5) credits for the year.

Example A

1st Sem. Student Schedule	Credit for Year	9-Week Equivalent
Biology	1.00	.25 (1/4 of 1.00 for yr)
U.S. History	1.00	.25 (1/4 of 1.00 for yr)
Computer Applications	.50	.25 (1/2 of .50 for sem)
English	1.00	.25 (1/4 of 1.00 for yr)
Geometry	1.00	.25 (1/4 of 1.00 for yr)
Phys Ed Class	.25	.125 (1/2 of .25 for sem)
Chorus Alternate	.25	.125 (1/2 of .25 for sem)
TOTAL	5.00	1.500

In the above **Example A**, simply passing any five (5) subjects may not be sufficient to stay eligible for sports activities because the number of credits for the 9-week period cannot fall below 1.25. For instance, if a student failed both U.S. History and Geometry, the total credits for the 9-week period would only total 1.00 (i.e.,  $1.5 - .50 < 1.25$ ).

Example B

1st Sem. Student Schedule	Credit for Year	9-Week Equivalent
Spanish I	1.00	.25 (1/4 of 1.00 for yr)
World Studies	1.00	.25 (1/4 of 1.00 for yr)
Physical Science	1.00	.25 (1/4 of 1.00 for yr)
Algebra	1.00	.25 (1/4 of 1.00 for yr)
Health	.50	.25 (1/2 of .50 for sem)
English	1.00	.25 (1/4 of 1.00 for yr)
Phys Ed Class	.25	.125 (1/2 of .25 for sem)
TOTAL	5.75	1.625

In the above **Example B**, if the student failed for instance Algebra and Health, he/she would then be ineligible for sports activities because the number of credits for the 9-week period would fall below 1.25 (i.e.,  $1.625 - .50 = 1.125$ ).

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**Minimum Grade Point Average:** In addition to meeting the scholarship requirements listed above, students in grades 7-12 must maintain a minimum grade point average (GPA) of 1.0 each nine-week grading period. A student who receives less than a 1.0 GPA will be ineligible to participate for the remainder of the succeeding nine-week grading period.

**Failure Policy:** A student must also not have received more than two (2) failing grades (F's) in the immediately preceding grading period. A student receiving two (2) F's will be placed on Academic Probation. To be placed on Academic Probation means that the student may still participate in extracurricular activities, but they must show academic improvement by the mid-term point of the succeeding grading period. The student's grades will be monitored at mid-term and a decision will be made concerning continued participation. A committee, consisting of the high school principal, guidance counselor, and head coach, will make such decisions concerning a student's participation status.

A student receiving more than two (2) F's for a nine-week grading period is ineligible to participate. This ineligibility may be re-evaluated at the mid-term, however. A student who demonstrates significant academic improvement may become eligible at mid-term, based upon the recommendation of the committee.



# NCAA INITIAL ELIGIBILITY

## Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](https://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit [on.ncaa.com/RegChecklist](https://on.ncaa.com/RegChecklist).

### Academic Requirements

**Division I and II** schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

#### Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

#### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

#### Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.



## GRADE 9 REGISTER

- » If you haven't yet, **register** for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's **interactive map** to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist) to ensure you're taking the right courses, and earn the best grades possible!

## GRADE 10 PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, **transition** it to the required **certification account**.
- » Monitor the **task list** in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding **approved courses** you can take.

## GRADE 11 STUDY

- » Ensure your **sports participation** information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved **core courses** and graduate on time with your class.
- » Share your **NCAA ID** with NCAA schools recruiting you so each school can place you on its **institutional request list**.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

## GRADE 12 GRADUATE

- » **Request your final amateurism certification** beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved **core courses** as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final **official transcript** with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>th</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

4 CORE COURSES

### 10<sup>th</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

4 CORE COURSES

### 11<sup>th</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

4 CORE COURSES

### 12<sup>th</sup> GRADE

(1) English  
(1) Math  
(1) Science  
(1) Social Science  
and/or other

4 CORE COURSES



### CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):  
877-262-1492 (toll free), Monday-Friday  
9 a.m. to 5 p.m. Eastern time



[@ncaaec](https://twitter.com/ncaaec) [@ncaaec](https://www.youtube.com/channel/UCncaaec) [@ncaaec](https://www.facebook.com/ncaaec) [@playcollegesports](https://www.instagram.com/playcollegesports)

## **NATIONAL HONOR SOCIETY ELIGIBILITY**

For many students, selection as a member of the National Honor Society is the pinnacle of their achievements in school. This honor, recognized throughout the nation, is both the public recognition of accomplishment and the private commitment to continued excellence on the part of the new member. Because of the importance placed upon this aspect of secondary school life, Columbus Grove High School has created a selection process that conforms to the national guidelines, is applied fairly and consistently to all candidates, and provides a meaningful recognition of deserving students.

Selection to the NHS is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead, they provide information to be used by the school selection committee to support their candidacy for membership. Membership is granted only to those students selected by the Faculty Council in each school.

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### **THE CRITERIA**

This group selects students who demonstrate outstanding performance in all four criteria of scholarship, leadership, service, and character. The Faculty Council first identifies students with the prerequisite cumulative GPA (3.30), and then evaluates the candidates' performance in the aforementioned four components. According to the Constitution, only those students who have attended the school the equivalent of one semester may be considered for membership. Membership is open to qualified juniors and seniors. A common understanding of the criteria for selection helps all involved to accept and understand the professional decisions made by the Faculty Council.

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### **SCHOLARSHIP**

The scholarship requirement set by the National Council is based on a student's cumulative grade point average.

- The minimum grade point average allowable is 3.30 (on a 4.0 scale), or the equivalent standard of excellence.
- Rules such as "no grade below 'B'" are not acceptable
- A failing grade is not an acceptable reason to automatically eliminate a student's candidacy

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### **LEADERSHIP**

The student who exercises leadership:

- Is resourceful in proposing new problems, applying principles, and making suggestions
- Demonstrates initiative in promoting school activities

- Exercises positive influence on peers in upholding school ideals
- Contributes ideas that improve the civic life of the school
- Is able to delegate responsibilities
- Exemplifies positive attitudes
- Inspires positive behavior in others
- Demonstrates academic initiative
- Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability
- Is a leader in the classroom, at work, and in other school or community activities
- Is thoroughly dependable in any responsibility accepted
- Is willing to uphold scholarship and maintain a loyal school attitude.

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## **SERVICE**

The student who serves:

- Volunteers and provides dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- Works well with others and is willing to take on difficult or inconspicuous responsibilities
- Cheerfully and enthusiastically renders any requested service to the school
- Is willing to represent the class or school in inter-class and inter-scholastic competition
- Does committee and staff work without complaint
- Participates in some activity outside of school, for example, Girl Scouts, Boy Scouts, church groups, volunteer services for the elderly, poor, or disadvantaged
- Mentors persons in the community or students at other schools
- Shows courtesy by assisting visitors, teachers, and students.

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## **CHARACTER**

It can be said that the student of character:

- Takes criticism willingly and accepts recommendations graciously
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)
- Upholds principles of morality and ethics
- Cooperates by complying with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability
- Regularly shows courtesy, concern, and respect for others
- Observes instructions and rules, is punctual, and faithful both inside and outside the classroom

- Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies
- Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- Actively helps rid the school of bad influences or environment.

## LEO CLUB

Leo Club is a youth organization of the Lions Club International. Leo Club offers opportunities to learn and practice leadership skills and participate in community served projects. Leo Club believes young people who volunteer become adults who serve. The club encourages youth in philosophy and habit of service to the community. The work LEO stands for leadership, experience, and opportunity.

**Leadership:** Leos develop skills as project organizers and motivators of their peers.

**Experience:** Leos learn the importance of cooperation through community service.

**Opportunity:** Leos get a chance to make new friends and develop positive character traits.

Leo Club is a student organization for all high school students (9-12). Members will sign up for a variety of projects: High Five Fridays, Christmas programs, concession stand helper, Pancake and Sausage dinner, and leaf raking. Members will develop valuable skills, serve others, and become change agents in their school and community. Club membership will begin at the beginning of each school year.

# ART

The art courses offered at Columbus Grove High School can be used to meet the fine arts credit needed for both graduation and/or state college prep requirements. Art electives such as drawing, painting, and ceramics can be taken twice when approved by both the art instructor and the school counselor. These classes will consist of using the basic fundamentals learned in Intro to Art, going beyond the entry level course using advanced techniques, thus creating a wide variety of upper level projects.

## **INTRODUCTION TO ART (901) – Grades 9-12, Full Year, 1.00 Credit**

This course is for budding artists. The elements and principles of design are used in a variety of projects and media. Completion of this course will provide students with:

- an understanding of the arts that have been produced – Art History
- an ability to create works of art – Studio Production
- an ability to respond to the arts – Art Criticism
- an understanding of why people value the arts – Aesthetics

Students may not repeat this course.

## **DRAWING (910) – Prerequisite-Intro to Art, Grades 10-12, 1 Semester, .50 Credit**

Drawing provides a foundation for development in the arts. Drawing is a process, requiring students to continually make decisions, analyze and explore directions while they are creating their artwork. Students will use a variety of materials and tools to produce drawings. Students may repeat this course for credit if space is available. Selection priority will be given to students who have not previously enrolled in this course.

## **PAINTING (912) – Prerequisite-Intro to Art, Grades 10-12, 1 Semester, .50 Credit**

Students will explore the values of color through the application process using various pigments, media, and materials. Students may repeat this course for credit if space is available. Selection priority will be given to students who have not previously enrolled in this course.

## **CERAMICS (920) – Prerequisite-Intro to Art, Grades 10-12, 1 Semester, .50 Credit**

In this course students will explore three-dimensional art forms using clay. Projects will include a variety of hand-building methods, as well as pottery wheel techniques. Students will also learn glazing as well as firing abilities with clay. Students may repeat this course for credit if space is available. Selection priority will be given to students who have not previously enrolled in this course.

## BUSINESS / TECHNOLOGY

**Business/Technology Education:** To help students become more independent in their learning, thinking, planning, and problem solving, the Business/Technology Department has developed the “Bulldog Pride Company” concept. Our emphasis is on independent learning, self-discipline/motivation, problem solving, and mature behavior/attitude. We also stress the “working smart” concept (i.e. making the best possible use of time.)

Students will prepare a weekly plan to efficiently manage their time and resources. In addition, students will be expected to meet Bulldog Pride Company lessons/level deadlines. Through lessons and competency levels, students will be required to demonstrate the skills and software they have learned. Students will be given **Choice**, will be held **Accountable** for their choices, and will be able to demonstrate **Competency**.

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### COMPUTER APPLICATIONS (516) – Grades 10-12, 1 Semester, .50 Credit

This course allows students to work with today's most popular Windows and Mac based business applications. Students will complete the software curriculum, choosing from the Computer Applications Software Course Guide below (**See below for software choices**). Each student works independently from the other and will be responsible for meeting deadlines, completing the software guidelines, completing projects, and for their **conduct/work ethic** in the Bulldog Computer Apps program. Student cooperation and steady working pace will ensure maximum benefit from the Bulldog Company concept.

#### Computer Apps Classes

Microsoft Word\*

Microsoft Excel\*

PowerPoint\*

\*Additional course fee applicable.

### PHOTOSHOP (522) - Grades 9-12, 1 semester, .50 Credit

Students will learn graphic design software (Adobe Photoshop) as well as digital photography to produce unique computer generated designs. Students may repeat this course for credit if space is available.

**CPT1250 (RHODES STATE COLLEGE COMPUTER APPS IN THE WORKPLACE CPT 1250) -**  
**Prerequisites: Keyboarding experience recommended. Semester Class, 3 college credit**  
**hours/1 HS credit hour**

Introduces students to essential concepts in computer terminology, hardware components, operating systems and software issues. The student will have hands-on introduction to word processing, spreadsheet, presentation and database software using the Windows operating environment. Students will be required to prepare letters, reports and other documents and will be required to import data between the word processing and spreadsheet software applications. Proficiency exam options available. Some keyboard experience is recommended before taking this class.

**DIGITAL MEDIA MARKETING (532) - Grades 11-12, 1 semester, .50 Credit**

This course is an intensive semester- long course in which you will learn the technical and conceptual tools to understand the basics of digital media as well as begin to learn the language of visual imagery. In this class you will build a blog as a means of communicating and presenting your work to a wide audience. Offered to Juniors/Seniors only based on interview with Mr. Schafer and recommendation from office personnel/guidance. Limit 5 students.

**FINANCIAL LITERACY (545) – Grade 11, 1 semester, .50 Credit (Required for Juniors)**

With student and household debt soaring, it is time to help change the statistics. The course is designed to teach juniors personal financial skills before bad habits are formed. Students can become empowered, equipped and build confidence in their own financial decision-making. This course will teach students how to avoid debt, budget with intention, invest, and build wealth. We will also look at key transitions as students prepare for college, military, or workforce. Learning standards will be used to teach students the value of savings, spending, taxes and giving while guiding them towards financial stability.



## **HIGH SCHOOL OF BUSINESS™ PROGRAM**

### **BUSINESS FOUNDATIONS (575) - Grade 9, Full Year, 1.00 Credit (Opportunity for CCP second semester for BUS 101 at Owens Community College)**

This is the first course for the Business and Administrative Services, Finance, and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge and skills in fundamental business activities. They will acquire knowledge of business processes, economics, and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership, communications, and personal financial literacy will be addressed.

### **PROFESSIONAL AND TECHNICAL SALES (576) – Grade 10, Full Year, 1.00 Credit**

In this course, students will demonstrate sales processes and techniques used in a business-to-business environment. They will develop, grow, and maintain positive business relationships. Students will monitor trends and the business environment to determine the impact on their sales, customers, and competitors. They will negotiate and adjust prices and sales terms. Students will manage sales activities and territories. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.

### **FINANCIAL ACCOUNTING (577) – Grade 11, Full Year, 1.00 Credit (Opportunity for CCP for first semester ACC 101 and second semester BUS 201 at Owens Community College)**

Students will track, record, summarize, and report a business's financial transactions. They will develop financial documents, and project future income and expenses, and evaluate the accuracy of a business's financial information. Students will also apply tools, strategies, and systems to evaluate a company's financial performance and monitor the use of financial resources. Technology, employability skills, leadership, and communications will be incorporated in classroom activities.

### **STRATEGIC ENTREPRENEURSHIP (578) – Grade 12, Full Year, 1.00 Credit (Opportunity for CCP second semester for BUS 120 at Owens Community College)**

Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take initial steps to establish a business; Students will calculate and forecast costs, break-even, and sales. Establishing brand, setting prices, promoting products, and managing customer relationships will be emphasized.

## ENGLISH

The English Department offers a variety of courses in the study of literature, preparation of term papers, analysis of the mass media, creative writing, and grammar necessary for both college and the world of work. The following courses are offered as electives to meet the requirement of 4.0 units of English credit for graduation from Columbus Grove High School.

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### **ENGLISH 9 (100) – Full Year, 1.00 Credit**

**Required of all entering freshmen.** Grammar and vocabulary skills focus on everyday speech and writing. Literature consists of reading short stories, poetry, non-fiction, drama, and novels. A variety of writing assignments include: academic essays, professional writing, personal responses, creative writing and poetry. Students will continue to implement researching skills. Oral presentations and speeches will also be given.

### **ENGLISH 10 (104) – Prerequisite-English 9, Grade 10, Full Year, 1.00 Credit**

**Required for all sophomores.** Reading will focus on a variety of literary types: non-fiction, poetry, short story, drama, and novel. Grammar and vocabulary exercises will be utilized to improve everyday usage in speech and writing. In addition to a study of various essay types (narrative, persuasive, expository, and critical analysis), students will write poetry, creative assignments, journal entries, and a mini-research paper.

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Students entering their junior year will take Advanced Junior English or English 11. Students planning to continue their education in college are encouraged to take Advanced Junior English, while students not planning to attend college should take English 11.

Juniors may select one of the following courses for their 3rd year English requirement.

### **ENGLISH 11 (106) – Prerequisite-English 9 & 10, Full year, 1.00 Credit**

This class is designed for students who may not be planning to attend a four-year college but perhaps want a two-year post-secondary institution. The fundamentals of speech communication, basic composition, and American Literature will be covered in this course. Literary terms will be reviewed. Several paperbacks will be read throughout the year. Students will also be required to read outside books and write responses.

### **ADVANCED JUNIOR ENGLISH (107) – Prerequisite-English 9 & 10, Passed with a “C+” average or better, or by teacher recommendation, Full Year, 1.00 Credit**

This English course is designed for students who plan on going to college. Grammar and vocabulary exercises will develop skills needed for college-level work. Reading focuses on the study of American Literature including novels, short stories, dramas, and poetry. A variety of

writing assignments include: academic essays, research synthesis, personal responses, creative writing and poetry. Oral presentations and speeches will be given. Outside reading of academic works is also highly encouraged.

**ENGLISH 12 (119) – Grade 12, Full Year, 1.00 Credit**

The emphasis in this course will be on practical writing skills that will help students improve content skills, sentence construction, and paragraph development. Students will be required to read outside books and write responses. Also, students will read several types of literature followed by discussion and written analysis of these books. Limited public speaking will be required.

**ADVANCED SENIOR ENGLISH (109) – Prerequisite-Advanced Junior English, Passed with a “C+” average or better, or by teacher recommendation, Grade 12, Full Year, 1.00 Credit**

This class is designed for the hard-working college-bound student. Reading assignments will focus on British Literature, including a study of drama and the novel. Grammar and vocabulary exercises will develop skills needed for college-level work. Writing will be taught in conjunction with reading and grammar. In addition to a study of various essay types (narrative, persuasive, expository, and critical analysis), students will write creative assignments, journal entries, and research papers. This class is not intended to teach basic skills; rather, skills will be developed to a higher degree.

**AP ENGLISH (110) – Prerequisite-Minimum grade of a “B” in Advanced Junior English or by teacher recommendation, Grade 12, Full Year, 1.00 Credit**

This is a demanding course that will test the student’s reading of selected poems, passages, and novels. The student is required to write critical analysis essays as a measure of his or her ability to read and interpret literature and to demonstrate proficiency in both written and oral communication. Students who enjoy the challenges of the English language, literature, and writing and who are looking for an opportunity to get a jump on college are good candidates for this class. Students will have the option to take the AP exam in May.

**SPEECH/COMMUNICATIONS (150) – Grades 11-12, 1 Semester, .50 Credit**

This class is designed to improve and develop communication skills. Students will practice public speaking and are required to complete 8-10 performances over the course of the semester. In addition to public speaking, emphasis will be placed on developing skills which enable a student to communicate effectively in all situations, including one-to-one and group formats. Oral interpretation, choral reading performance, debate, and pantomime will also be introduced.

## **FAMILY AND CONSUMER SCIENCE**

**LIFE SKILLS (810/815) – Healthy and Safe Foods (810) – Grades 9-12, 1 Semester, .50 Credit, and Managing Transition (815) – Grades 9-12, 1 Semester, .50 Credit**

This class is for everybody! It is a practical class with many different types of exciting activities. Learn your way around a kitchen and cook up some great recipes, sew up a pillow, practice some basic hand sewing techniques, and explore an interesting career. Learn how to handle stress and conflict, build healthy relationships with friends and family, and plan for your future. Come learn the skills needed for a successful life on your own.

**CREATIVE FOODS AND NUTRITION (825) - Grades 10-12, 1 Semester, .50 Credit**

Do you like to be in the kitchen? Want to become a great cook and try new recipes? Then this is the class for you. From pies and breads to main dishes; practice planning and preparing a variety of foods. Become knowledgeable about recipes, kitchen equipment and nutrition. Learn how to design menus, plan an event and set the table. From participating in a cake decorating competition or a holiday feast, there's a lot to experience in Creative Foods class.

**FOOD FOR FITNESS/HEALTHY LIVING (830) – Prerequisite – Creative Foods or Life Skills, Grades 11-12, 1 Semester, .50 credit**

Eat better and feel better! Discover how nutrition can fuel a healthy and active lifestyle. Students will learn through participating in delicious food labs, fitness days, interactive activities, and projects. This class will explore basic nutrition concepts including energy balance, individual nutrient needs, meal prep, metabolism, nutritional diseases, and current nutrition controversies. This course is recommended for those exploring career fields such as sports nutrition, medicine, nutrition and dietetics.

**CHILD DEVELOPMENT (835) - Grades 11-12, 1 Semester, .50 Credit**

A great class for those preparing for a career working with children or those interested in parenting skills for their future. Study child development and parenting, from conception and pregnancy through the early years. Physical development, language skills, the importance of play, and many more topics will be covered. Discover how children can be a demanding responsibility, as well as an unending joy. Students may participate in activities with the elementary students.

**FAMILY LIVING (840) - Grades 11-12, 1 Semester, .50 Credit**

This course will examine issues that arise in most families. Dating, getting married, starting a family, and conflict resolution are just a few of the topics we'll explore. Discussions, a class wedding book project, movies, and more, will help students to better understand the dynamics behind building healthy family relations. A mock wedding is performed near the end of the course to apply what you have learned when planning a wedding.

**SEWING (845) – Grades 10-12, 1 Semester, .50 Credit**

This class is open to students interested in sewing. Students will make a variety of fun projects, including a class community service project and one or two items of choice. Students will purchase fabrics for their own individual projects. Open to motivated students at any sewing level.

## WORLD LANGUAGE

The goals of the World Language Program are to develop proficiency in the language at a gradual sequential pace throughout the four levels while also fostering an interest and appreciation of the language and culture. The learning outcomes of all levels are directly aligned with the Ohio Academic Content Standards for World Language.

- *Communicate in the language*  
Students initiate and sustain spoken and written language in a variety of practical settings using listening, speaking, reading, and writing skills as well as knowledge of the target culture.
  - *Understand other cultures*  
Students demonstrate an understanding of traditions, customs, beliefs, and cultural contributions and how these elements relate to language.
- 

### **SPANISH I (041) – Prerequisite-Must receive a “C” or higher in English 8 or 9, Grades 9-12, Full Year, 1.00 Credit**

In this course, students begin to develop listening, reading, writing, and speaking in Spanish as well as begin to explore the culture of the Spanish speaking world. The focus is on basic language patterns and vocabulary which includes high frequency words, commands, common phrases, short sentences, and basic questions. Students will learn through various strategies such as TPR (total physical response), reading comprehension, visual aids, listening and speaking activities, music, role-playing, games, and writing. The end of year student goal for this course is to perform at the ‘Novice-Mid or higher level and show evidence of developing cultural awareness of the Spanish speaking world by demonstrating the ability to recognize products, practices, and perspectives of the culture. (Ohio Department of Education World Language Standards)

\*Special Note: Learning a language takes practice and patience. The best practice is to listen and use the target language as much as possible. Therefore, Spanish will be spoken in class 75-100% of the class time from Day 1. Active participation is required and is vital to the success in the classroom and the acquisition of Spanish.

### **SPANISH II (042) – Prerequisite-Must receive a “C” or higher in Spanish I and/or obtained the recommendation of their Spanish I teacher in order to take this course, Grades 10-12, Full Year, 1.00 Credit**

In this course, students will continue to build on the proficiency skills acquired in Spanish 1. The course objective is to further develop and enhance the students’ reading, writing, listening and speaking skills in Spanish in order to communicate in Spanish. Students are expected to fully

participate in a variety of ways on a daily basis such as: reading a variety of texts in Spanish, listening to stories, songs and videos in Spanish; speaking in Spanish with the teacher, in pairs and/or groups; singing along with songs designed to aid in pronunciation and fluency; collaborating with other students in interactive games and activities. Students also continue to explore the culture of the Spanish speaking world by examining products, practices, and perspectives and comparing them with their own culture. Spanish 2 is a college preparatory class intended for college and university bound students. The end of year student goal for this course is to perform at the “Novice-High Level or higher and show evidence of cultural awareness of the Spanish speaking world by demonstrating the ability to recognize products, practices, and perspectives of the culture”. (Ohio Department of Education World Language Standards).

**SPANISH III (043) – Prerequisite-Must receive a “C” or higher in Spanish I and II and/or obtained the recommendation of their Spanish I and II teacher in order to take this course, Grades 11-12, Full Year, 1.00 Credit**

In this course, students continue to develop their proficiency in Spanish by building on the skills developed in Spanish 1 and 2. This course continues to utilize the same acquisition strategies as Spanish 1 and 2. Students will participate in various activities such as reading stories and books, listening to songs, watching videos, and writing responses and short essays. Students will describe in more detail, elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences in present and past tense. Students’ language skills will become more accurate, and will comprehend a greater variety of texts. They will recognize the interrelatedness of cultural products, practices, and perspectives. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study. The end of year student goal for this course is to perform at the “Intermediate Low level and show evidence of developing intercultural skills. (Ohio Department of Education World Language Standards).

**SPANISH IV (044) (UNIVERSITY OF FINDLAY INTERMEDIATE SPANISH I SPAN 220) - Prerequisite - Registration and acceptance to the University of Findlay, HS Spanish I, II, III and teacher recommendation, Full Year, 3 college credit hours/1.00 HS credit hour**

This course will utilize a variety of authentic materials to increase interpretive, interpersonal and presentational proficiency in the Spanish language. Students will utilize acquired language and vocabulary to develop stronger skills, and will demonstrate their mastery of this proficiency through successful completion of a variety of proficiency assignments targeting all modes of communication: interpretive, interpersonal and presentational.

Course Objectives:

- Students will utilize strategies to develop Spanish listening, speaking, reading, and writing skills.
- Students will develop and acquire intermediate Spanish grammar structures.
- Students will acquire an awareness of and respect for other people by comparing Hispanic cultures with their own.
- Students will demonstrate communicative competence at an Intermediate Low to Intermediate Mid level. (According to descriptions set forth by ACTFL/American Teachers of Foreign Languages & Ohio Department of Education)



## **HEALTH**

### **HEALTH (690) – Grade 9, 1 Semester, .50 Credit**

This class is required for graduation. The objective of the course is to give students a better appreciation of the human mind and body, especially in relation to diseases and disorders which affect both. Units on mental health, relationships, body image, fitness, hallucinogenic drugs, alcohol, tobacco, STDs, safe dating practices, and making healthy choices are included.

# MATHEMATICS

All students planning on attending a four-year college must have at least three years of college preparatory math. The college preparatory courses offered are Algebra I, Geometry, Algebra II, Quantitative Reasoning, CCP College Algebra, CCP Trigonometry, CCP Statistics, and Calculus. **Four units of math are required for graduation. All students must take a class to meet Algebra II equivalency in their math career at CGHS (Algebra II, Statistics or Quantitative Reasoning).**

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## **APPLIED ALGEBRA (207) – Grade 9, Full Year, 1.00 Credit**

This course provides a foundation in the concepts and skills of algebra. Topics include linear equations, functions, inequalities, systems of equations, graphing, and problem solving. This is the first course in a two-year sequence that will cover all of Algebra I concepts. Students who enroll in Applied Algebra will enroll in Algebra I the following year to cover the foundations of Algebra I in a two-year time frame.

## **ALGEBRA I (220) – Grades 9-10, Full Year, 1.00 Credit**

A complete coverage of Algebra I designed for college-bound students who plan to continue in the college preparatory math curriculum.

## **GEOMETRY (240) – Prerequisite - Algebra I, Grades 9-11, Full Year, 1.00 Credit**

This class uses theory, application, formal reasoning, and symbolic and visual thinking to deal with the relationships, properties, and measurements of geometric figures. A prerequisite for Geometry is a thorough understanding of algebra and an ability to use it.

## **QUANTITATIVE REASONING (225) - Prerequisites - Algebra I and Geometry, Grades 11-12, Full Year, 1.00 Credit *\*This course will meet Algebra II equivalency.***

Critical thinking and reasoning are the primary objectives and outcomes of this advanced quantitative reasoning course. It features the application of mathematical skills including algebraic methods to the analysis and interpretation of quantitative information (numbers in context) in real-world situations to make decisions that are relevant to daily life. Additionally, the course emphasizes interpretation, precision, representation, calculation, analysis/synthesis, use of assumptions and communication through student presentations and writing. Students combine problem-solving with modeling to analyze real-life situations and devise solution strategies. These habits and skills cut across disciplines, promote perseverance and provide a gateway to successful postsecondary education and a variety of careers.

**ALGEBRA II (230) – Prerequisite - Must receive a “C” or higher in Geometry, Grades 10-12, Full Year, 1.00 Credit**

Students will study real and complex number systems and their properties. A review of Algebra I topics and extension of those will be covered early in the course with new topics added throughout. Quadratic, exponential, logarithmic, polynomial, rational, radical and trigonometric functions will be studied as well as sequences and series. A TI-83, TI-83 Plus, or TI-84 calculator is recommended.

**PRE-CALCULUS (250) - Prerequisite - Geometry and must receive a “C” or higher in Algebra II, Full Year, 1.00 Credit**

The first semester will cover equations and inequalities, complex numbers, graphs and equations of lines, functions including quadratic functions and composite functions, inverse functions, polynomial and rational functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions, systems of equations and inequalities and conic sections. The second semester will concentrate on the development and use of the trigonometric functions with additional study of vectors. A TI-83, TI-83 Plus, or TI-84 calculator is required.

**CCP COLLEGE ALGEBRA I (251C) (RHODES STATE COLLEGE COLLEGE ALGEBRA I MTH 1370) - Prerequisites - Registration and acceptance to Rhodes State College, GPA 2.75 or higher AND “B” or higher in Alg. II or equivalent, Math ACT 22 or higher, Accuplacer NextGen QAS (NGQR) 263, Semester Class, 4 college credit hours/1 HS credit hour**

Covers equations and inequalities, complex numbers, graphs and equations of lines, functions including quadratic functions and composite functions, inverse functions, polynomial and rational functions, the Fundamental Theorem of Algebra, exponential and logarithmic functions, systems of equations and inequalities, conic sections, and sequences and series. A TI-83, TI-83 Plus, or TI-84 calculator is required.

**CCP TRIGONOMETRY (252C) (RHODES STATE TRIGONOMETRY MTH 1430) - Prerequisites - Registration and acceptance to Rhodes State College, Rhodes State College MTH 1370 (with a grade of "C" or higher), Math ACT 25, Accuplacer NextGen QAS (NGQR) 275, Semester Class, 3 credit hours college credit hours/1 HS credit hour**

Concentrates on the development and use of the trigonometric functions with additional study of vectors. The course will cover trigonometric functions, solving right and oblique triangles, graphs of trigonometric functions, identities, trigonometric equations, inverse trigonometric functions, complex numbers, polar coordinates and graphs, and vectors. A TI-83, TI-83 Plus, or TI-84 calculator is required.

**CCP STATISTICS (261C) (RHODES STATE COLLEGE STATISTICS MTH 1260) - Prerequisites -**  
**Registration and acceptance to Rhodes State College, GPA 2.75 or higher AND “B” or higher in**  
**Alg. II or equivalent, Math ACT 22 or higher, Accuplacer Next Gen QAS (NGQR) 263, Semester**  
**Class, 3 college credit hours/1 HS credit hour**

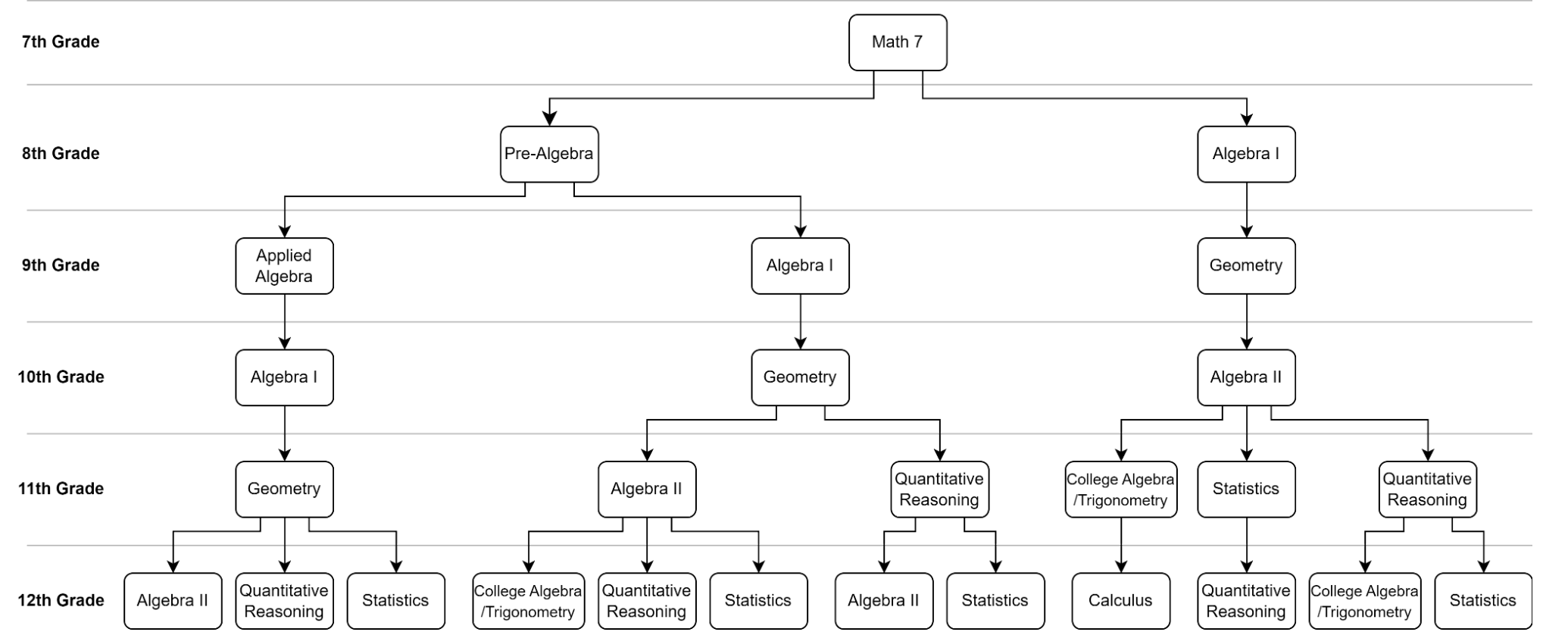
Covers data collection, frequency distribution, graphs, measures of central tendency and dispersion, probability concepts, probability distributions, sampling distributions, confidence intervals, hypothesis testing, analysis of variance, and correlation and regression analysis. A TI-83, TI-83 Plus, or TI-84 calculator is required.

**CALCULUS (257) – Prerequisite - CCP Algebra and CCP Trigonometry, Full Year, 1.00 Credit**

Calculus is intended for the top level senior math student who plans to study engineering, physical or life sciences, mathematics, or economics in college. Topics covered in CCP Algebra (precalculus) and CCP Trig. will be extended and enhanced by the introduction of the limit process. Proficiency with functions (linear, polynomial, rational, exponential, logarithmic, and trigonometric) is necessary and will be reviewed as needed. Students will learn techniques and applications of differential and integral calculus. Although not for college credit, this course will prepare students for college level calculus classes.

# Columbus Grove High School Math

Math course flowchart for the graduating classes of 2024 and later



# MUSIC

The fine arts requirement for colleges and universities can be met in the music course offerings at Columbus Grove High School. They consist of a maximum of four credits in band, four credits in chorus, plus music theory and music appreciation classes.

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## **BAND (930) – Grades 9-12, Meets every day all year, 1.00 Credit**

Members of the band give performances at football games, concerts, contests, fair show, parades, school functions, and take part in the district, area, and state-sponsored events. The purpose of the band is to teach students to play, enjoy, and appreciate good music; to learn cooperation and coordination; and to prepare for a lifetime of enjoying good music.

During the fall, attention is directed toward the marching band which practices every day plus Wednesday evening and a minimum of one extra practice per week. There will be sectional rehearsals during study modules and additional practices after school, as needed. Membership in the band includes participation in the summer program.

Students selecting band are expected to attend all rehearsals both in and out of school, to attend all performances, to keep their instrument in good repair, to wear and care for their uniform with pride, and finally – TO PRACTICE!!

## **CHORUS (942) - Grades 9-12, Meets daily all year, 1.00 Credit**

The objectives of this class are to pursue musical excellence in vocal technique, to achieve a degree of music literacy, and to gain enjoyment through being in a performance group. This course will include basic music notation, vocal technique fundamentals, and participation in scheduled concerts. Attendance at every concert is required. Emphasis is given to age appropriate musicianship/aesthetic response including rehearsal and concert etiquette, and responsibilities associated with membership in a performing organization. Choral literature from various genres and time periods will be performed. Opportunities for further participation beyond high school chorus are available in the form of small ensembles, select choir, solos, and vocal leads, in the school musicals.

### **MUSIC APPRECIATION (955) - Grades 10-12, 1 Semester, .50 Credit**

This class is offered to furnish varied listening experiences to enrich the student's knowledge of composers and compositions of all types. The development of form in music, instrumentation, and a thorough study of the periods of history including the 20th century are pursued.

An awareness of the important part music has played in the lives of people since earliest times gives the student an insight into the periods of history and a better understanding of the trends in present-day music.

### **MUSIC THEORY (950) - Grades 10-12, 1 Semester, .50 Credit**

This course is concerned with musical notation and terms and their application to musical performance. Opportunities are provided for the student to develop an understanding of the fundamental elements of rhythm, melodic line, and harmonic structure. Ear-training and sight-reading of music are integral parts of the course. Membership in band or chorus is not a requirement for this course, but students should be able to read a musical score.

### **CONCERT BAND ONLY (934) – Grades 9-12, .75 Credit**

Concert Band Only is open to those students who wish to be a part of the band program, but, due to scheduling and/or other conflicts are unable to fully participate in Marching Band.

**Written approval from the Band Director before scheduling is required.**

### **CHORUS ALTERNATE (941) – Grades 9-12, .25 Credit**

Chorus Alternate is open to those students who are unable to participate in class everyday due to scheduling conflicts. Outside weekly rehearsal times will be set on an individual basis.

Members will also be expected to participate in all performances. This course is offered to only those who **cannot** fit chorus into their schedule. **Approval from the Director is required before signing up for Chorus Alternate.**

# PHYSICAL EDUCATION

(.25 Credit per semester)

**Two semesters of credit in Physical Education are required for graduation from Columbus Grove High School.** Under recently adopted legislation by the Ohio General Assembly as part of The Core Curriculum, two seasons of interscholastic sports, cheerleading, or marching band may be used to fulfill the physical education requirement for graduation. Please see the guidance counselor to complete the PE Opt Out form to be considered for this opportunity.

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## **Lifetime Fitness (626) Grades 9-12, 1 semester, .25 Credit**

The lifetime fitness class involves vigorous physical activity designed to improve the student's fitness and knowledge of maintaining a healthy lifestyle. The curriculum focuses on developing and improving health related fitness which includes muscular strength, muscular endurance, cardiovascular endurance, and flexibility. Students will also demonstrate a satisfactory level of knowledge, technique and competency in the following leisure activities: Volleyball, Badminton, Floor Hockey, Ultimate Frisbee, Yard Games, Fishing, Pickleball and Flag Football.

Students will be assessed on their daily participation, quality of work and the completion of assigned tasks.

Students will:

1. Demonstrate a variety of dynamic and functional movement techniques
2. Develop realistic short- and long-term personal fitness goals
3. Monitor physical activity through the use of an activity log
4. Identify reasons to participate in physical activity (i.e. health, performance, enjoyment, challenge, self-expression, and social interaction)

Sample Week:

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Upper Body Focus</b> Bench Press Curls Pullups Dips Ab Roller	<b>Powerlifting Focus</b> Hang Clean Power Clean Box Jumps Combo Lifts	<b>Active Recovery</b> Yoga Stretching Core Work Cardio Machines Track Walks	<b>Lower Body Focus</b> Front Squat RDL's Glute/Ham Mch. Calf Raises	<b>Games</b> Volleyball (Changes every couple of weeks)



## SCIENCE

All science courses at Columbus Grove High School are scheduled for a full year and receive one full credit. Students should check with the guidance counselor regarding specific requirements in science credits for the professions related to health and engineering. **Three units of science are required for graduation.**

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### **PHYSICAL SCIENCE (300) – Grade 9, Full Year, 1.00 Credit**

**Required for all freshmen.** This science course is intended to introduce the students to physical science and develop the background information that will be needed for participation in advanced science courses. The course is experience oriented with the student actually examining and drawing conclusions from a variety of student performed laboratory exercises as well as studying the facts presented. Students are involved in using math, the metric system, the scientific approach and laboratory skills that they develop during the course which seeks to balance the acquiring knowledge for the practical application of it. Topics covered include: energy and matter, forces, sound, light, thermal energy, and elementary chemistry.

### **BIOLOGY (320) – Grade 10, Full Year, 1.00 Credit**

**Required for all sophomores.** Biology is the study of all living things. This course covers the six kingdoms used to classify all living things and some of the phyla included in each kingdom. In addition, cell structure and function, ecology, viruses, and genetics will be discussed. Students taking this course will be expected to perform dissections of some of the animals discussed in class. There is a lab requirement for this course.

### **ANATOMY-PHYSIOLOGY (350) – Prerequisite-Must receive a “C” or higher in Biology, Grades 11-12, Full Year, 1.00 Credit**

Anatomy and Physiology is the study of the structure and function of the human body. The course will focus on a selection of major systems of the body. Students will be expected to participate in the dissection of animals and organs to help them better understand these systems. Biology is a prerequisite for Anatomy and Physiology.

### **CHEMISTRY (330) – Prerequisite-Algebra I and enrollment in or completion of Algebra II or Quantitative Reasoning, Grades 11-12, Full Year, 1.00 Credit**

Chemistry is the study of matter and its changes in structure and energy. Chemistry is designed for the student who plans a college education in an area requiring a science background or training in one of the professional areas such as nursing, etc. There is a lab requirement for this course.

**PHYSICS (340) – Prerequisite - Algebra, Grade 12, Full Year, 1.00 Credit**

This Physics course is designed to prepare students who are interested in pursuing apprenticeship or engineering opportunities. The course covers topics of mechanics and thermodynamics. The content matches the curriculum found in local apprenticeship programs.

**CCP BIOLOGY II (321C) (RHODES STATE COLLEGE BIOLOGY II BIO 1220)- Prerequisites - Registration and acceptance to Rhodes State College, GPA 2.75 or higher AND “B” or higher in Biology or Chemistry courses, Science ACT 20, Accuplacer Science (ACPS) 33, Full Year, 4 college credit hours/1 HS credit hour**

Studies the evolutionary, ecological, and organismal aspects of life. The course will investigate a variety of topics within the fields of Evolutionary Biology, Ecology, Botany, and Zoology such as the theory of evolution and its evidence, evolutionary processes, energy transfer within an ecosystem, and the reproductive cycles of plants and animals. Laboratories will include microscopy, dissections, manipulation of variables, and working with models.

**ENVIRONMENTAL SCIENCE (365) – Grades 11-12, Full Year, 1.00 Credit**

Class participants will discuss relevant environmental topics including biodiversity, climate change, water and air resources, waste management, forestry, agriculture, population, and environmental ethics and policy. The purpose of this course is to enhance student understanding of these complex issues in order to make informed and practical decisions in the future.

**GENERAL SCIENCE w/ Ag Reach Extension (366) – Grades 11-12, Full Year, 1.00 Credit, Potential Industry Recognized Credentials**

Class participants will experience a multidisciplinary approach that will expose them to various scientific disciplines including earth science, biology, chemistry, physics and environmental science. This course will incorporate portions of the [Rhodes State College Ag REACH](#) (Rural Educational Agriculture with Communities and High Schools) curriculum with the potential acquisition of Industry Recognized Credentials (IRCs) relating to:

- o Agriculture Commodity Testing
- o [Commercial Pesticide Application](#) (Must be 18, therefore limited application at the high school level but we may be able to initiate contacts for interested students.)
- o [Part 107 Remote Pilot Certification](#) (Drone Piloting)
- o [BASF Plant Science](#)

## **PROJECT LEAD THE WAY (PLTW) BIOMEDICAL SCIENCES PROGRAM**

The Project Lead the Way (PLTW) Biomedical Sciences program provides students with an understanding of the role of the biomedical sciences in the modern world and begins to prepare them for careers in the rapidly growing biomedical sciences field (which may include such careers as physician, nurse, pharmaceutical researcher, technician, etc.). The four courses present a broad foundation in science and healthcare and include specialized knowledge in such areas as: molecular biology, genetics, biochemistry, microbiology, physiology, anatomy, and public health. Students also gain an awareness of the social, legal, and ethical issues surrounding technological advances related to the biomedical sciences.

Students enrolled in the PLTW Biomedical Sciences courses must also be enrolled in college-preparatory mathematics and science courses. PLTW Biomedical Sciences courses are not designed to replace traditional science courses; they are designed to enhance them and to focus on concepts directly related to biomedical science.

**PRINCIPLES OF THE BIOMEDICAL SCIENCES – PBS (370)** \*This course was no longer offered at the start of the 2023-2024 school year. This program is being phased out and the district is looking at College Credit Plus Science courses in the future.

**HUMAN BODY SYSTEMS – HBS (375)** \*This course will no longer be offered in the 2024-2025 school year. This program is being phased out and the district is looking at College Credit Plus Science courses in the future.

**MEDICAL INTERVENTIONS – MI (376)** \*This course will no longer be offered in the 2025-2026 school year. This program is being phased out and the district is looking at College Credit Plus Science courses in the future.

### **BIOMEDICAL INNOVATION – BI – (377) – Grade 12, Full Year, 1.00 Credit**

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

**Course:**

Physical Science (300)  
Biology (320)  
CCP Biology (321C)  
Chemistry (330)  
Anatomy (350)  
Environmental Science (365)  
General Science w/Ag Reach (366)  
Physics (340)

**Grade Level:**

9  
10  
11, 12  
11, 12  
11, 12  
11, 12  
11, 12  
12

## SOCIAL STUDIES

**Students must earn three (3 units) of social studies in order to graduate from high school.**

World Studies, United States History, and Government will fulfill these mandatory credits.

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### **WORLD STUDIES (400) – Grade 9, Full Year, 1.00 Credit**

**Required for all freshmen.** This course is organized to cover World History from the enlightenment to the current issues impacting us on a global scale. The course studies political and social problems that have arisen throughout history and how they have shaped our world today. The course will also focus on geography including the study of physical, social, and political aspects of the countries of the world.

### **UNITED STATES HISTORY 1850-PRESENT (410) – Grade 10, Full Year, 1.00 Credit**

**Required for all sophomores.** This course is organized to cover American History from the end of the civil war through the twentieth century and into the present. The focus of this course will be political and social change in American society after the civil war to the current presidential administration. The purpose of this course is to make the student knowledgeable about the successes and failures that have transformed the United States into what it is today.

### **AP UNITED STATES HISTORY (415) – Prerequisite - Minimum grade of a "C" in all prior high school Social Studies and English classes or by teacher recommendation, Grades 10-12, Full Year, 1.00 Credit**

This course is organized to cover American History from the colonization of North America (Puritans) to the current presidential administration. This course will be organized chronologically with an emphasis on critical thinking, connections among different groups of Americans and literary analysis. The reading for this course will be extensive and it is fully expected that the reading be completed so that the student may engage in thought-provoking dialogue in class with the instructor as well as the other students.

### **GOVERNMENT (420) – Grade 11, Full Year, 1.00 Credit**

**Required for all juniors.** It is an advanced study of our political system dealing with its origins, principles, and methods. Current events and social problems will be used in conjunction with the textbook. The purpose of the course is to make the student knowledgeable about the government that serves him/her and to teach civic responsibility for the improvement of our government and our culture.

**SOCIOLOGY (470) – Grade 11, 12, 1 semester, .50 credit (Class size limited to 20 students per semester)**

The class entails the study of human relationships which explores the sociologist's approach to the complexities of American society. This course should engender a desire to understand these complexities more fully as well as the ability to think critically. This is a writing-based course that focuses on the development of higher levels of critical thinking skills and how the individual fits in, and is influenced by society.

**CCP PSYCHOLOGY (475C) (RHODES STATE COLLEGE GENERAL PSYCHOLOGY PSY 1010) – Prerequisites: Registration and acceptance to Rhodes State College, GPA 3.00 or greater OR GPA 2.75 or higher AND "B" or higher in sophomore level English course, English ACT 18 and Reading ACT 22, Accuplacer NextGen Reading (NGRD) 250 / Classic Reading (ACPR) 80, Grades 11-12, 1 Semester, 3 college credit hours/1 HS credit hour**

Provides an introduction to psychology; a prerequisite to advanced courses. The emphasis of this class is on the application of the scientific method to individual behavior and thought processes. The five major theoretical perspectives discussed are physiological, behavioral, cognitive, humanistic and psychoanalytic perspectives. Topics include physiology, learning, cognition development personality, social and abnormal behavior and therapy.

**CURRENT EVENTS (476) – Grade 12, 1 semester, .50 credit (Student can repeat 2nd semester)**

This course is designed to give the students a broad based knowledge and understanding of events contemporary to their lives. Students will investigate local, state, national, and international newsworthy events and relate them to their own personal experiences. Students will be expected to actively participate in classroom discussions and projects. Also, students will be required to follow the news while reading newspapers, magazines and the internet on a daily basis.

**HISTORY THROUGH FILM (477) – Grade 12, 1 Semester, .50 Credit**

This course will examine the use of movies to depict and explain various historical events. Students will watch, discuss, and verify the accuracies or inaccuracies of the selected films through research. Topics covered will include wars, political issues, and other events that have shaped history.

## **YEARBOOK**

**YEARBOOK (970) – Grades 10, 11 and 12, Full Year, .50 Credit**

This class is a hands-on study of communications through the production of a school annual. The students will gain insights into oral and written communications in the form of sales presentations, sales contracts, and sales letters to area merchants and school district residents (both parents and students). The students will also learn to write interesting copy and develop effective advertisements for area merchants that advertise in the class's production. Background in composition and keyboarding is recommended, but not a necessity. A great deal of time and work is required for the class production to be a success. Only those students willing to put forth this type of effort should sign up. Entrance into this class will be based upon teacher evaluations and School Counselor/Instructor discretion. Class size may be limited. Course meets before school one day a week.

## **WORK STUDY**

**WORK STUDY (687, 689) – Grade 12, 1 Semester or Full Year, 1.00 Credit or 2.00 Credit**

**Course Description:** The work study program is designed to provide an opportunity for students to obtain valuable, paid work experience to prepare for the world of work and earn

high school elective credit. Students' jobs should be aligned to career pathways they have expressed interest in through high school. It is a semester or year-long course that students can earn credit for documenting work hours and demonstrating appropriate employability skills at work.

#### Course Requirements

1. Complete and return the Business Partner Approval and Agreement Forms.
2. Provide verification of hours worked by submitting pay stubs on a regular basis.
3. Meet or exceed employer expectations as documented by a work evaluation completed at each midterm, and end of nine week grading periods.
4. The Work Study Program will allow students to sign out from school at any point after 6th period or arrive late at any point before 5th period (or at the discretion of administration).
5. Enroll in courses at CGHS for a minimum of four periods/day. (Maintain passing grades in all courses.)
6. Students must inform the Work Study Coordinator of their participation during their junior year when scheduling for senior year takes place.
7. Same schedule change rules apply to this program as to all other classes. i.e. Students only have until the first Friday of the semester to change their schedule, after this date students must stay with their current schedule for the remainder of the semester.
8. Communicate with the work study coordinator to report any concerns about employment, including but not limited to, employment status, hours worked, issues with employer, etc.

\*A limited number of students may participate in this program.

#### Prerequisites

1. Students must have received ALL passing grades in the previous school year.
2. Students must have adequate attendance their junior year of high school. Attendance issues may prevent a student from participating in the School to Work Program.
3. Students must have a total of 18 high school credits by the end of their junior year. They must also be on track for graduation with their core classes (English, Math, Science, Social Studies), End of Course tests (English II, Algebra, Geometry, Ohio History, Government, and Biology), and graduation seals. Failure to meet these requirements disqualifies them from this program.
4. Students must obtain their own job. CHGS is not responsible for securing student employment initially or throughout the year if an employment opportunity has been terminated for any reason.

#### Hourly Requirements for Elective Credit

- Minimum of 45 hours per nine week grading period = 1 credit
- Minimum of 90 hours per nine week grading period = 2 credits



# **PUTNAM COUNTY CREDIT FLEXIBILITY REGULATIONS AND GUIDELINES**

The local district offers a special “credit flexibility” plan for students to earn credits for graduation. All credits earned through the credit flexibility program will receive a letter grade, unless pass/fail is the established credit for that course. Grades will be calculated as part of the accumulated grade point average and will appear on the final transcript. There are two possible uses of the credit flexibility program:

- Flex Out – Students may use the program to “test out” of a class or classes in the curriculum if the student feels prepared to move on to a higher level. Flex Out plans will require the student to demonstrate at least a proficient level of achievement (Grade of C or higher) on all course standards, outcomes and objectives, as demonstrated by the student’s results on all course assessments and projects.
  - Flex Advance – Students may work with high school staff and other educators to plan advanced course work that is not available in the regular curriculum. Flex Advance plans will require student work of a challenging nature, including reading, study, projects, demonstrations, and assessments.
1. All flex credit courses will be planned for one-half credit (semester) or one full credit. The student must initiate the request for a Flex Out or Flex Advance plan by April 1 for a one-half or a full credit course or by November 1 for a second semester one-half credit course.
  2. The student will, in conjunction with school staff, develop a written plan that will clearly state the requirements that must be met for credit to be earned. This may include, but is not limited to: written reports, log books, resources, special projects, demonstrations, workbooks, research papers, culminating projects, portfolios, and summative assessments. The plan must be approved and signed by all parties, including student, parent, teacher or faculty committee, guidance counselor or principal.
  3. Additional costs beyond regular class fees for credit flex classes will be borne by the student.
  4. Students will be required to continue to attend the local district school for the full day unless release time is part of the approved written plan.
  5. Students taking credit flex credits are still required to meet OHSA eligibility standards in order to participate in interscholastic athletics; therefore, the plan should include at least a quarterly grade to meet eligibility requirements.
  6. Unless otherwise stated above, all regulations, criteria and guidelines listed in the curriculum guide, the student handbook, and the Board Policy Book apply to credit flex classes and the Credit Flex program.

The Putnam County Credit Flexibility regulations and guidelines were created by a consortium of all nine local district principals and guidance counselors coordinated by the Putnam County Educational Service Center.

# HONORS DIPLOMA CRITERIA (Class of 2023, 2024, 2025)



## Ohio High School Honors Diploma

Criterion	Ohio Diploma	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art)	Social Science & Civic Engagement Honors Diploma
<b>Math</b>	4 units, must include one unit of algebra II or equivalent	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content <sup>4</sup>	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content	4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content
<b>Science</b>	3 units	4 units, including two units of advanced science <sup>2</sup>	4 units, biology, chemistry, and at least one additional advance science <sup>2</sup>	4 units, including two units of advanced science <sup>2</sup>	5 units, including two units of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>	3 units, including one unit of advanced science <sup>2</sup>
<b>Social Studies</b>	3 units	4 units	4 units	4 units	3 units	3 units	5 units
<b>World Languages</b>	N/A	3 units of one world language, or no less than 2 units of each of two world languages studied	4 units minimum, with at least 2 units in each language studied	2 units of one world language studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied	3 units of one world language, or no less than 2 units of each of two world languages studied
<b>Fine Arts</b>	2 Semesters	1 unit	1 unit	N/A	1 unit	4 units	1 unit
<b>Electives</b>	5 units	N/A	N/A	4 units of Career-Technical minimum <sup>3</sup>	2 units with a focus in STEM courses	2 units with a focus in fine arts course work	3 units with a focus in social sciences and/or civics
<b>GPA</b>	N/A	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT/WorkKeys<sup>1</sup></b>	N/A	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup> /WorkKeys (6 Reading for Information & 6 Applied Mathematics) <sup>7</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>	27 ACT/1280 SAT <sup>8</sup>
<b>Field Experience</b>	N/A	N/A	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>	Complete a field experience and document the experience in a portfolio specific to the student's area of focus <sup>5</sup>
<b>Portfolio</b>	N/A	N/A	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts <sup>5</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts <sup>5</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>5</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>5</sup>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts <sup>5</sup>
<b>Additional Assessments</b>	N/A	N/A	N/A	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent	N/A	N/A	N/A

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

**NOTES:**

For the Academic, International Baccalaureate, and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

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

Diploma with Honors requirements pre-suppose the completion of all [high school diploma requirements](#) in the Ohio Revised Code including:

½ unit physical education (unless exempted), ½ unit health, ½ unit in American history, ½ unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well.

<sup>1</sup> Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.

<sup>2</sup> Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).

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

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

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

<sup>6</sup> The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

<sup>7</sup> Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

<sup>8</sup> These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found [here](#). Further information on test concordance can be found [here](#).



# HONORS DIPLOMA CRITERIA (Class of 2026 & beyond)



Department of  
Education &  
Workforce

Education.Ohio.gov

Mike DeWine, Governor Jon Husted, Lt. Governor Stephen D. Dackin, Director

## Ohio High School Honors Diplomas

Students must meet **all but one** of the listed criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met. Each of these criteria go beyond the standard course requirements for a diploma, which can be found [here](#). Students may replace any of the **blue** options with a "Student Strength Demonstration."

Requirements	Academic Honors Diploma	International Baccalaureate Honors Diploma	Career Tech Honors Diploma	STEM Honors Diploma	Arts Honors Diploma	Social Science & Civic Engagement Honors Diploma
1.	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2	4th Math must be greater than Algebra 2
2.	1 additional unit of Advanced Science <sup>2</sup>	1 additional unit Advanced Science <sup>2</sup>	Proficient pathway score on WebXams <sup>3</sup>	1 additional unit Advanced Science <sup>2</sup>	4 units fine arts	2 additional units Social Studies
3.	1 additional unit of Social Studies	1 additional unit Social Studies	4 units of Career-Tech Courses	2 units of additional STEM Courses as electives	Electives - 2 Units of Fine Arts (may overlap with general 4 units)	Meet the requirements to earn the Citizenship Seal
4.	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	2 units of one world language	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied	3 sequential units of one world language, or no less than 2 sequential units of two world languages studied
5.	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
6.	27 ACT/1280 SAT <sup>6</sup>	27 ACT/1280 SAT <sup>6</sup>	27 ACT/1280 SAT <sup>6</sup> / WorkKeys <sup>5</sup>	27 ACT/1280 SAT <sup>6</sup>	27 ACT/1280 SAT <sup>6</sup>	27 ACT/1280 SAT <sup>6</sup>
7.	Earn 2 additional diploma seals, *not including the Honors Diploma Seal	Meet requirements to earn the Seal of Biliteracy	Meet the requirements to earn the Industry-Recognized Credential Seal or Technology Seal	Meet the requirements to earn the Industry-Recognized Credential Seal or Technology Seal	Meet the requirements to earn the Fine Arts Seal	Meet the requirements to earn the Community Service Seal
8.	Meet requirements of one of the Experiential Learning options <sup>4</sup>	Meet requirements of one of the Experiential Learning options <sup>4</sup>	Meet requirements of one of the Experiential Learning options <sup>4</sup>	Meet requirements of one of the Experiential Learning options <sup>4</sup>	Meet requirements of one of the Experiential Learning options <sup>4</sup>	Meet requirements of one of the Experiential Learning options <sup>4</sup>
Substitution	Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>	Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>	Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>	Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>	Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>	Students may replace one of the blue options with a "Student Strength Demonstration" <sup>1</sup>

Students may replace **one** of the options in "Blue" (options 4, 5, or 6) with a "Student Strength Demonstration"<sup>1</sup>

## Ohio High School Honors Diplomas

### NOTES:

Completion of any advanced standing program, **which** includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

<sup>1</sup> Students can use the Student Strength Demonstration to replace one of **ACT/SAT, GPA or World Language** requirement for any Honors Diploma.

College Credit Plus: Earn 12 college credits through the College Credit Plus program

Advanced Placement: Complete three advanced placement (AP) courses with score of 3 or higher on the corresponding AP tests

Career-Technical Assurance Guide (CTAG): Earn 12 articulated college credits through CTAGs

Apprenticeship/Pre-Apprenticeship: Complete an apprenticeship registered with the Ohio state apprenticeship council; complete a pre-apprenticeship program recognized by the Ohio state apprenticeship council; or submit evidence of acceptance into an apprenticeship if the program requires applicants to be 18 or older to enroll

WorkKeys: Earn a score of 6 or higher on all three sections of the WorkKeys test (Note: Students seeking the Career-Tech Honors Diploma may only use this demonstration as a substitute for the World Language criteria. This demonstration may not be used as a substitute for the GPA and ACT or SAT Score criteria for purposes of the Career-Tech Honors Diploma.)

Armed Services Vocational Aptitude Battery (ASVAB): Earn a score of 50 or above on the ASVAB.

Work-Based Learning: Complete 250 total hours or more of work-based learning.

<sup>2</sup> Advanced science courses contain rigorous content appropriate for grades 11 and 12. An advanced science course builds on the concepts and skills developed in the physical science and biology courses detailed in Ohio's Learning Standards for Science.

<sup>3</sup> Student must achieve a cumulative score of proficient or higher on the technical assessments aligned to their program. Technical assessments may include: WebXam test, industry recognized credentials in lieu of WebXam test, and College Credit Plus Career Technical Education course grades.

<sup>4</sup> Students can satisfy the experiential-learning requirement by completing or attaining one of the following options: field experience and portfolio, OhioMeansJobs Readiness Seal, or work-based learning.

<sup>5</sup> Students using WorkKeys to satisfy this assessment requirement must earn a score of six or higher on all three sections of the WorkKeys assessment (Graphic Literacy, Workplace Documents, and Applied Mathematics). The WorkKeys option applies only to the Career Tech Honors Diploma.

<sup>6</sup> Students must have scores of 27 or higher on the ACT or 1280 or higher on the SAT or their equivalents on previous or future versions of the tests. The ACT writing and SAT essay sections are not included. Students can use a superscore on the ACT or SAT to meet the required scores.



# GOVERNOR'S MERIT SCHOLARSHIP

**Residency:** Be a resident of Ohio.

**High School Enrollment:** Be enrolled in an Ohio public high school, chartered nonpublic high school, or be homeschooled.

## **Academic Standing**

For students in public or chartered nonpublic high schools: Be determined to be in the top 5% of their class.

Each district determines the criteria for selection of this scholarship. The Columbus Grove High School criteria is listed below.

- 1) **Cumulative GPA:** The student(s) with the highest cumulative GPA is awarded the scholarship.
- 2) **Tie-Breaker Criteria:** If a tie occurs, the following criteria are used in order:
  - a. **ACT Composite Score**
  - b. **ACT Superscore**
  - c. **Average the scores of the Ohio's End-of-Course Test Scores**

This policy ensures fair consideration for all students, emphasizing both academic performance (high school and CCP courses are included in the Cumulative GPA) and standardized test scores.

**WORKSHOP FOR LIFE (710) - Grades 9-12, 1 semester, .50 Credit**

This course introduces students to essential life skills in home maintenance, basic construction, electrical work, plumbing, vehicle maintenance, and lawn equipment care. Through hands-on projects and real-world applications, students will gain confidence in using tools, performing repairs, and maintaining essential household and automotive systems.