



Education Built Around You

2018-2019

Course Description Book

ACE Academy Course Catalog

Course catalog and required information

This handbook has been prepared for ACE Academy students and their parents. This offers information on graduation requirements, summer school, admission, and course descriptions. In viewing the handbook take into consideration that ACE Academy courses are developed around a 36-week schedule. Each semester, for high school courses is divided into 18 weeks. Each quarter, for 6-8th grade students, is divided into 9 weeks. Schedules reflect this approach and are given out at the time of enrollment. They can be changed throughout the school year, if needed, after it is determined so by the ACE Academy staff. Schedules will not be changed because a course turns out to be too difficult, too easy, or not what the student expected. If there are any questions throughout the program, please call the office staff.

School Charter

“The Auglaize County Educational Academy is a legally certified Ohio Charter School created and authorized Pursuant of the Ohio Revised Code Chapter 3314.01, *Creation of Community Schools.*”- Office of Community Schools

Mission, Vision, and Motto

Mission: *It is our mission as educators to provide a high-quality educational alternative for those students that have not experienced success in a traditional school environment. ACE Academy will reach students with curriculum and instruction that are accessed through technology within the students' environment.*

Vision: *ACE Academy will be recognized as a leader for increasing student growth through technology.*

Motto: *Education Built Around You*

Graduation Requirements

Per the state of Ohio the following must be met in order to earn a high school diploma.

Subject	Credit
English	4.0 credits
Social Studies (including 0.5 credits Economics and Financial Literacy; 0.5 credits World History; 0.5 credits American Government; 1 credit American History)	3.0 credits
Science (Physical, Biological, and Advanced)	3.0 credits
Mathematics (Must include 1 credit of Alg II)	4.0 credits
Health	0.5 credit
Physical Education	0.5 credit
Fine Art	1.0 credit/2 semesters
*Electives (includes Fine Art requirement)	5 credits
	TOTAL 20.0 credits

*An elective is any course chosen beyond those specifically listed under the graduation requirements.

Ohio Graduation Tests

For students who entered high school before July 1, 2014:

The Ohio Graduation Test (OGT) is ONE state requirement for all students, including transfer students. The Ohio legislature has established the graduation test in the areas of Reading, Mathematics, Science, Writing and Social Studies. The Ohio Department of Education develops the tests, determines the criteria for passing, scores the tests, and reports scores to each high school. Students must pass ALL five sections of the OGT to meet this graduation requirement.

The ACE Academy staff will provide intervention to any student failing one or more portions of the test. This assistance may include independent study assignments, tutoring, or placement in special assistance classes.

For student who entered high school after July 1, 2014 (Class of 2018)

End of Course (EOC) Exams are ONE state requirement for all students, including transfer students. The Ohio legislature has established EOC exams in Algebra I and Geometry or Math I and II, Biology, American History and American Government, and English I and II.

Students must earn one of the following:

- Earn a cumulative passing score on seven EOC exams.
- Earn a set score on a college admission exam such as ACT or SAT

-Earn an industry recognized credential or state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on job skills assessment.

Alternate Way to Earn an Ohio Diploma (Based upon current legislation)

Contained with Senate Bill 1 is a section of law that will apply to all classes (for students who entered high school prior to July 1, 2014). If a student passes four of the five OGT and meets **all** the following criteria, the student will meet the testing requirements for earning an Ohio diploma:

- Be within 10 points of passing the one failed test
- Has 97% attendance in each of last four school years – excluding any excused absences
- Has not been expelled from school in last four school years
- Has a grade point average of at least 2.5 out of 4.0 in courses of test not yet passed
- Has completed high school requirements
- Has participated in those intervention programs offered
- Has letters recommending graduation from principal and high school teachers of the courses of the test not yet passed

Course Layout

Below is the typical path for our students. Please note that courses can be changed depending on students' status.

Planned Courses and Credits

Subjects	Grade 9	Grade 10	Grade 11	Grade 12	Credits
English (4 credits)	English 9	English 10	English 11	English 12	4
Mathematics (4 credits)	Algebra 1/Int. Math 1	Geometry/Int. Math 2	Algebra 2/Int. Math 3	Math Elective	4
Science (3 credits)	Physical Science	Biology	Environmental, Earth & Space OR Chemistry		3
Social Studies (3 years)		Modern World History			1
American History (SS)	American History				1
US Government (SS)			US Government		1
Physical Education (1/2 credit)	Physical Education				½
Health (1/2 credit)	Health				½
Fine Art (1 credit or 2 .5 credits)		Fine Art	Fine Art		1
Electives (4 Electives)	Elective	Elective	Elective	Elective	4
Total					20

Grade Placement

The minimum student course load is 6 credits per year.

To Grade 10: A student will be placed in a 10th grade if he/she has completed a minimum of 5.0 credits.

To Grade 11: A student will be placed in an 11th grade if he/she has completed a minimum of 10.0 credits.

To Grade 12: A student will be placed in a 12th grade if he/she has completed a minimum of 15.0 credits.

Note: Students earning required number of credits at beginning of 2nd semester will be placed in appropriate grade level.

Note: These guidelines should be viewed as minimums. Usually a student will have earned more credits than are needed for grade promotion.

It is the student's responsibility to see that requirements for graduation are met. The high school will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward compiling the necessary course work for graduation requirements. However, it is the student's responsibility to be acquainted with the necessary requirements for graduation and the diplomas.

Vocational Schools

Following Ohio Revised Code, ACE Academy students are eligible to attend the vocational school serving their resident district.

Special Education Courses

Special Education courses are available for IEP students. These courses are built with the student needs (indicated on IEP) and the Ohio Content Standards.

Summer School/Intensive Weeks

The following guidelines pertain to all ACE Academy students planning to attend intensive weeks.

End of the Year Intensive Weeks (attendance required)

New Work (maximum of 2 credits)

1. Completion of first, second, third, and fourth nine weeks courses on time or prior to the end of the nine weeks.
2. As determined by ACE Academy staff.

Current Work (maximum of 2 credits)

3. Effort and attitude put forth by students, which is determined by the staff of ACE Academy.
4. Number of weeks enrolled in relationship to the number of weeks in course.
5. The number of mandatory tutoring days attended.
6. The number of courses completed prior to the intensive week.

Summer School

Credit recovery can be purchased throughout a school year from ACE Academy and must be completed by July 31.

Credit Flexibility

1. Options for Earning High School Credit (ACE students)
 - a. High school students in grades 9-12 may earn high school credits using any combination of the following methods:
 - i. Successfully completing traditional high school level courses.
 - ii. Successfully completing an educational option plan as outlined in #2 below.
 - iii. Successfully completing a college-level course for dual credit in accordance with the Board's policy on post-secondary enrollment options.
 - iv. Successfully completing an examination, providing a portfolio of work that demonstrates mastery of academic content standards, or a combination of these methods.
 - b. The district shall not limit the number of credits earned by a student through demonstration of mastery or completion of educational options. The district shall evaluate requests for early graduation in accordance with its policy on Academic Acceleration. However, the district shall not cap the total number of credits a student may earn or compel a student who does not wish to do so to graduate after completing fewer than four years of high school.
 - c. Students may earn credit in multiple content areas by successfully completing interdisciplinary educational options that address content standards in more than one subject area.
 - d. The district shall not prohibit access to online programs, postsecondary options, or deny credit earned under credit flexibility options by students transferring to the district from another Ohio public or chartered non-public school.
2. Educational Options
 - a. Responsibilities and Expectations
 - i. Educational options plans for students participating in extracurricular activities governed by the Ohio High School Athletic Association shall include procedures for documenting ongoing participation and satisfactory progress on the part of the student for the purpose of satisfying academic eligibility requirements established in OHSAA bylaws.
 - ii. The district reserves the right to reassign a student participating in an educational option to a traditional course or other placement at its discretion if the student fails to meet the standards for ongoing participation and satisfactory progress described in his or her educational options plan.
 - iii. Educational options plans may include activities that occur outside of school such as mentorships, internships, service learning, and educational

travel. However, parents of students proposing educational options that include such activities may be required to sign a waiver holding the district harmless for any injuries or damages that occur in the course of a student's participation in an educational options activity outside district facilities and without staff supervision as a precondition of the district's approval of the plan.

1. Students participating in field-based educational options-related activities (e.g. mentorships and internships with businesses and community organizations) shall be required to adhere to safety rules and standards of behavior and appearance appropriate for the activity setting.
 2. The district may suspend an approved educational option plan and reassign the student to another setting at its discretion if the host organization reports significant misconduct, tardiness, or absence on the part of the student.
 - b. Students may appeal decisions regarding access to an educational option and/or standards established for awarding grades and credit for educational options by submitting an appeal to his or her principal (or designee).
 - i. Appeals will be reviewed by a committee comprised of a building principal or assistant principal, a teacher in the relevant subject area not involved in the original decision, and a guidance counselor if available.
 - ii. The student filing the appeal and his or her parent(s) shall be given an opportunity to present concerns and recommendations to the committee.
 - iii. The committee shall review appeals within 10 days from the date the appeal was submitted in writing. The decision of the committee shall be final unless overturned by the Superintendent or a directive resulting from an appeal filed with the Ohio Department of Education.
3. Credit by Demonstration of Mastery
 - a. The district shall allow students the opportunity to earn credit by demonstrating mastery of the academic content standards covered by any course offered by the district, and shall award a number of credits to students demonstrating mastery equal to the number of credits awarded to students who successfully complete the equivalent traditional course.
 - b. Students may demonstrate mastery by completing a comprehensive examination covering essential knowledge and skills addressed in an equivalent traditional course, by presenting a portfolio of work demonstrating mastery of knowledge and skills addressed in an equivalent traditional course, or through a combination of these methods.
 - i. Tests used for this purpose shall be comprehensive exams created for the **Auglaize County Educational Academy 2018-2019**

traditional course (e.g. a course final exam), state-approved assessments (e.g. end-of-course exams), published assessment instruments covering relevant content approved by the Superintendent or his or her designee, or a combination of these options. The district shall communicate to students how assessment instruments used will be scored and how the number of credits awarded and grade assigned will be determined based on scores earned before the assessment is administered.

- ii. The district may require a student to complete examinations in a proctored environment.
 - iii. Rubrics shall be used for evaluating portfolios of student work. Criteria and scoring methods shall be shared with the student before the portfolio is assessed. Portfolios shall be evaluated by staff with expertise in the relevant content area.
 - iv. After tests and/or portfolios are scored, the student shall be notified of the grade for which he or she would be eligible. The student will then be given the choice of accepting the credit and grade earned based on the assessment or completing a traditional course or other option approved by the district. The district shall not require a student to accept credit on a “pass/fail” basis.
- c. Students who wish to earn credit by testing out or demonstrating mastery without enrolling in a course should notify the school by March 30 with a letter of intent and the proposal must be submitted by May 1 for a fall course. The deadline for a Spring Course is the letter of intent by November 30 and the proposal being submitted by December 15.
- d. Students who wish to test out or demonstrate mastery for credit during a course already under way shall submit a proposal for another educational option in which to participate for the duration of the course in which he or she was originally enrolled.
- e. Students may appeal requirements and standards for awarding grades and credit based on examinations or demonstrations of mastery by submitting an appeal to his or her principal (or guidance counselor).
- i. Appeals will be reviewed by a committee comprised of a building principal or assistant principal, a teacher in the relevant subject area not involved in the original decision, and a guidance counselor if available.
 - ii. The student filing the appeal and his or her parent(s) shall be given an opportunity to present concerns and recommendations to the committee.
 - iii. Appeals shall be reviewed by the committee within 10 days from the date the appeal was submitted in writing. The decision of the committee shall be final unless overturned by the Superintendent or a directive resulting from an appeal filed with the Ohio Department of Education.

4. Credit Flexibility and Special Populations
 - a. Students with disabilities shall not be excluded from opportunities to earn credit through educational options or by demonstrations of mastery. Accommodations and supports for students with disabilities participating in educational options and online courses shall be provided consistent with student's Individual Education Plan or 504 Plan.
 - b. Educational options and opportunities to earn credit based on demonstration of mastery may be used in combination with other forms of academic acceleration described in the Board's policy on academic acceleration for advanced students (*Policy 5410*) and documented on the student's Written Acceleration Plan.

5. Fees Associated with Educational Options, Online Courses, and Credit by Demonstrations of Mastery
 - a. No assessment fees shall be charged to students or their families when district-made tests or portfolio review rubrics are used or when instruments are provided by the State of Ohio are used in evaluating students for credit based on demonstrations of mastery. The district may also require students to pay part or all of the cost of administering a commercial assessment instrument if that instrument is not normally administered free of charge to students participating in equivalent traditional courses. The district shall make every reasonable effort to provide a free or low cost assessment option to economically disadvantaged students requesting the opportunity to earn credit based on a demonstration of mastery.
 - b. The district may require parents of students participating in educational options not initiated by the district to pay fees not to exceed the actual cost of participation in that option, including any charges for: tuition and registration fees; books, assessments and materials not typically provided free of charge to students in traditional courses, and; travel costs if transportation is provided by the district.

6. Communication Plan
 - a. Opportunities and requirements related to credit flexibility shall be publicized annually using multiple forms of media which may include any combination of the following: publication on the district's website, publication in the high school course catalogs, dissemination of information at parent and teacher conferences and other events open to parents, and the district newsletter. Copies of a publication describing opportunities and requirements related to credit flexibility

shall also be made available to students, staff, and parents upon requests to the ACE Academy Director, high school guidance counselors and/or principals.

- b. The content of these publications shall be reviewed annually to ensure their completeness and accuracy by the Superintendent (or his or her designee).
- c. The Superintendent (or his or her designee) shall maintain a cumulative database of approved educational options and standards for awarding grades and credits based on demonstrations of mastery to assist students, parents, and teachers with understanding available options and to help ensure equity and consistent standards of rigor beginning in the 2010-2011 school year.

7. Data Collection and Reporting

- a. The Superintendent (or his or her designee) shall develop and implement procedures for monitoring and annually reporting to the Board and the Ohio Department of Education data regarding:
 - i. Methods and frequency of communicating credit flexibility information to students and parents;
 - ii. The number of students participating in educational options and earning credit based on demonstration of mastery;
 - iii. The total number of credits earned by students through successful completion of educational options and demonstrations of mastery;
 - iv. The extent to which student participation in flexible credit options reflects the diversity of the study body as a whole.

College Credit Plus

The following guidelines have been established in accordance with Board policy and the rules of the State Department of Education.

Each year, prior to March 1st, the high school principal shall provide information regarding the optional postsecondary enrollment program to the students currently enrolled in grades 6, 7, 8, 9, 10, and 11 and to their parents. This information should be mailed to the student's current address. A record should be kept of the mailing list and the date of the mailing in order to confirm compliance with State rules.

The postsecondary institutions to which this option program applies are: any state assisted college or university and any other nonprofit educational institution that holds a certificate of authorization pursuant to Chapter 1713 of the Ohio Revised Code.

Eligibility: (see form)

Students must be bona fide 7th graders, 8th graders, freshmen, sophomores, juniors, or seniors for the year in which participation is sought. In addition, the student must meet the eligibility requirements of the college of choice and be accepted by the college.

A student who has been expelled by this Board is ineligible to enroll during the period of expulsion. In accordance with Board policy, the Board shall deny high school credit for postsecondary courses any portion of which are taken during the period of a student's expulsion. If the student has elected to receive credit for course(s) toward fulfilling graduation requirements as well as postsecondary credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which the expulsion is imposed.

To be eligible to participate, a student must have a grade point average of at least 3.0 on a grading scale of 4.0, or its equivalent, in any high school courses the student has taken in the same subject area as the college course in which s/he intends to enroll.

Options:

Students will be able to elect to take courses for college credit only or for both high school and college credit. Students who choose to receive only college credit must pay the college's tuition and fees themselves. If a student is enrolled in college through College Credit Plus and has elected to receive high school credit, that election is automatically revoked for all college courses in which the student enrolled during the college term in which an expulsion is imposed.

A student may not enroll in courses to receive credit toward high school graduation for more than the equivalent of:

1. four (4) academic school years, if the student so enrolls for the first time in grade

2. nine;
3. three (3) academic school years, if the student so enrolls for the first time in grade ten;
4. two (2) academic school years, if the student so enrolls for the first time in grade eleven;
5. one (1) academic school year, if the student so enrolls for the first time in grade twelve.

Enrollment:

By March 30th of each year, a student or his/her parent must complete and submit the Intent To Participate Form filed with the high school administration which signifies the student's intent to participate in the program for the following school year. Prior to completing this form the student and his/her parents must participate in the special counseling sessions described below and confirm receipt of these counseling services by signing at the prescribed place on the intent form.

Failure to meet this deadline shall exclude the student from the program for that school year unless a written waiver is granted by the Superintendent. Participation may be withdrawn by the student or parent at any time upon written notification to the high school administration.

Students must identify the appropriate postsecondary enrollment option prior to the start of the first class session of the fall quarter or semester at the college. Once the first class session of the fall term has been held, the student may not change the option selected during the period of that school year, regardless of the number of courses taken.

Expulsion Notices to Colleges:

When a student is expelled, the Superintendent will send a written notice to any college in which the expelled student is enrolled under Postsecondary Enrollment Options at the time the expulsion is imposed. This notice must indicate the date the expulsion is scheduled to expire and that the Board has adopted a policy under R.C. 3313.613 to deny high school credit for college courses taken during an expulsion. If the expulsion is later extended, the Superintendent again must notify the college.

Counseling Services: (see form)

The student and parents must participate in the following counseling services provided by the high school counselors:

- Program Eligibility and Credit Options
- Potential Risks and Consequences

Among the potential risks of participation the student must be willing to accept are:

1. increased student responsibility for learning because of less instructional guidance;
 2. reduced opportunities to participate in high school co-curricular and extra-curricular activities;
 3. increased financial obligations for tuition, books, materials, and fees, if college credit only is sought;
 4. potential loss of after-school employment opportunities;
 5. possible effect on grade point average and class standing;
 6. possible delay of graduation; and
 7. increased time for travel, study, etc.
- Potential Benefits are:
 1. expanded curriculum offerings;
 2. opportunities to study in more depth those areas of special interest or need;
 3. opportunities to earn college credits while still in high school;
 4. opportunities for financial support for taking college courses while still in high school; and
 5. opportunities to experience college level work and life prior to making final decisions about whether and/or where to attend college.

- College Acceptance and Scheduling:

Participation is contingent upon admission to the college. The ACE Academy will assist the student in gaining admission by providing transcripts and other related documents but will accept no responsibility if the student is not accepted by the college. Students who are awaiting acceptance should register for high school classes as if they were not participating in the program. Schedule changes will then be made prior to the start of each semester for those students who receive notice of admission which must be provided by the college, in writing, to the student, the ACE Academy, and the Department of Education within ten (10) days of acceptance.

In the event that the student withdraws from the college class for high school credit within the first two (2) weeks of the college course, the student will be re-enrolled in the high school classes which were previously dropped.

Reasonable efforts will be made in scheduling to accommodate the needs of students who will be leaving the high school campus in order to participate in this program. However, scheduling conflicts are not the responsibility of the ACE Academy. Revising the master schedule and/or unduly overloading classes are not required in order to accommodate schedule requests.

- Financial Arrangements:

Students who elect to take the college course for college credit only will have the financial responsibility for tuition, books, materials, and fees. The Board accepts no financial responsibility for those students who will be paying for their own tuition, fees, or books. Those arrangements are between the college and the student and/or

his/her parents.

Students assume no financial obligations if they elect to take the college course for college and high school credit. Tuition, books, materials, and fees are assumed by the Board. Should students fail to complete a course taken for credit (whether through a formal “class drop” process or through nonattendance reasons other than those normally accepted by the school administration) any and all financial obligations assumed by the Board will default to the students and their parents.

- Process for Granting Academic Credits:

When students have elected to receive high school credit for college courses, credit will be awarded for successful completion of courses in accordance with the following guidelines;

1. The principal shall require the student to submit a course syllabus or detailed description of each college course taken so that a comparison can be made with existing high school courses.
2. If the principal determines that the college course is comparable to one offered by the high school, the equivalent high school credit shall be granted.
3. If the principal determines that the college course is not comparable to one offered by the high school, credit shall be granted in a subject area similar to that taken by the student at the college.
4. In the event that the student or parents contest that credit, the Superintendent shall determine the appropriate credit. The Superintendent’s decision may be appealed to the State Board of Education, whose decision in the matter shall be final and binding.
5. Students who enroll in a college course for both high school and college credit will receive on their high school transcript the grade issued by the college. While the course will be clearly designated on transcripts as a college course taken for high school credit, the grade will be computed in the grade point average as if issued by the high school faculty.
6. If a student is expelled from the ACE Academy school, the principal shall deny high school credit for any postsecondary courses taken during the expulsion.
7. If a college withdraws its acceptance of an expelled student who elected to take courses for high school credit only, the ACE Academy shall not award high school credit for the college courses in which the student was enrolled at the time the college withdrew its acceptance.

- Criteria for Transportation Aid:

All students participating in the postsecondary enrollment option program will be responsible for their transportation to and from their homes and the college or to and from the high school and the college.

- Available Student Services:

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Students enrolled in the postsecondary program will be entitled to all student services provided to any other of the ACE Academy's high school students (counseling, health, etc.). However, these services will be provided only while the students are on the high school campus and only upon request. It is also the student's responsibility to keep themselves informed of academic and other requirements for all students who attend the high school.

- Consequences of Failing or Not Completing a Course:

If students withdraw from the college course within the first two (2) weeks of the course, they will be rescheduled for the appropriate high school courses, and no record of the college course will appear on the transcript. However, if students withdraw from the college courses after two (2) weeks of the classes, the course will appear on the transcript and will carry a grade of Withdrawn/Failing, which will be computed in the same manner as a failing grade on the high school transcript.

Any course taken for high school credit at a college or university and completed (or recorded as Withdrawn/Failing) will be clearly identified on the transcript along with the name of the college where the work was undertaken.

- Effect on Completion of Graduation Requirements:

Students using college courses for credit toward high school graduation may do so. However, it is the responsibility of participating students and parents to be sure that the courses undertaken will meet the graduation requirements for the students. Upon acceptance by the college, students should schedule an appointment with an ACE Staff member to develop a written schedule showing courses to be taken at the high school and at the college as well as all graduation requirements remaining to be met. No high school graduation requirements shall be waived for any student as a result of participation in this program.

- Academic and Social Responsibilities of Students and Parents:

When attending either regular classes or co-curricular/extra-curricular activities at the high school, students participating in this program will be expected to abide by all Board policies and the Student Code of Conduct. Students and their parents assume all responsibility and liability related to attendance at a college and must agree to hold harmless the Board of Directors, the administration, and the staff for any incidents arising out of participation in this program.

Students must meet all requirements and standards established by the college and assume responsibility for attendance and behavior.

- Information and Encouragement to Use College Counseling Services:

The high school counselors, during the individual counseling sessions, shall make

available any information provided by the college concerning its counseling services. In addition, counselors should encourage students and their parents to utilize counseling services available at the college to better ensure successful completion of the college courses.

- Grade Point Computation and Reporting of Grades:

For those college courses taken for high school credit, the grade for that course will be computed at the end of the next regular grading period at the high school following the receipt of an official transcript from the college. All grades to be entered on the high school transcript must be taken from an official transcript from the college. Should there be an urgent need for a letter grade, notification on official letterhead from the college instructor advising of the grade will be accepted to verify the grade.

Eligibility for co-curricular and extra-curricular activities in accordance with Board Policy will be affected if courses are taken for high school credit. Students will be provided the form and asked to have their instructor fill it out. This form should be submitted bi-weekly prior to the close of high school classes each semester.

Eligibility will be checked at the end of each college semester. A failing grade will result in an ineligibility for the next full school semester.

ACE Academy 2018-2019 Course Descriptions

New courses are being developed and placed on the website frequently per requests.

**Some courses require a teacher. **

***Exams are taken in a supervised environment. ***

English Language Arts Department

4 Credits of English are required for graduation.

English Grade 6-8

Full Year

Credit 0

ELA covers the six common core strands: reading for literature, reading for information, reading foundations, writing, speaking and listening, and language. Reading assignments target text complexity and the growth of comprehension. Writing activities focus on text types, responding to reading, and research. Speaking and listening lessons focus on flexible communication and collaboration. Language mini-lessons focus on conventions, effective use, and vocabulary.

English 9

Full Year

Credit 1.0

9th grade English is a comprehensive study of world literature. Topics from author purpose to Shakespeare to poetry to memoirs will be covered along with research writing and non-fiction comprehension. Students will learn the basics of secondary writing and citation as well as foster a relationship with literature. Reading and writing are the main focus along with mastering the standards to ensure success on the English I End of Course Examination.

English 10

Full Year

Credit 1.0

10th grade English is a comprehensive study of world literature and writing. Topics from author purpose to Shakespeare to poetry to memoirs will be covered along with research writing and non-fiction comprehension. Students will build on the previous year of lessons surrounding secondary writing and citation. Reading and writing are the main focus along with mastering the standards to ensure success on the English II End of Course Examination.

English 11

Full Year

Credit 1.0

A chronological study of American Literature, focusing on key literary and informational texts from the 1600's to the present. In addition to performing critical readings and interpretations, students will participate in weekly discussions that apply the ideas we read about to their own lives. In addition, we will study the writing process in approaching a variety of writing tasks in the rhetorical modes: narrative, persuasive, and expository; and students will gain practice in drafting, revising and editing their work.

English 12

Full Year

Credit 1.0

A chronological study of British Literature, focusing on key literary texts that include Shakespeare's Macbeth and Byron's Don Juan, in addition to an in depth study of functional text and writing in workplace documents. Students will participate in weekly discussions dealing with the topics we read about, as well as reflecting on their own habits and preferences in research and writing. The course will culminate in a research paper based on a chosen career, which will require students to gather information, present it in the form of a cohesive, complete

finished product that includes an introduction, conclusion and documented sources.

Applied English 12

Full Year

Credit 1.0

Applied English 12 teaches the state of Ohio's major course content standards using real-world examples and materials. Sample topics covered in this course include workplace and business communication, job search materials, media literacy, and journalistic writing.

Intro to Communication & Speech

Half Year

Credit 0.5

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this full-year course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches in the course.

Expository Reading & Writing

Half Year

Credit 0.5

This elective English course is designed to develop critical reading and writing skills while preparing high school students to meet the demands of college-level work. While students will explore some critical reading skills in fiction and poetry, the focus of this course will be on expository and persuasive texts and the analytical reading skills that are necessary for college success. Students will read a range of short but complex texts, including works by Walt Whitman, Cesar Chavez, Abraham Lincoln, Martin Luther King Jr., Amy Tan, Langston Hughes, Ayn Rand, Naomi Shihab Nye, Maya Angelou, and Gary Soto.

IDEA Writing

Half Year

Credit 0.5

Motivating students in grades 9–12 to become more articulate and effective writers, this course offers hands-on experience writing personal reflections, definition essays, research essays, persuasive essays, informative essays, and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework. Students enrolled in this course develop the skills necessary to evaluate one's own writing and articulate and apply writing and researching strategies. In addition, students will get further practice applying the grammatical rules of Standard American English in formal writing.

Mathematics Department

4 Credits of Mathematics are required for graduation.

Mathematics Grade 6

Full Year

Credit 0

6th Grade Math is divided into five strands: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability. In this class, we will work on using ratios to solve problems, multiplying and dividing fractions, finding common factors and multiples, writing algebraic expressions, solving one-variable equations and inequalities, finding area, surface area, and volume to solve a problem, interpreting data, and describing distributions.

Mathematics Grade 7

Full Year

Credit 0

7th Grade Math is divided into five strands: Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics and Probability. In this class, we will work on analyzing proportional relationships and using them to solve problems; using fractions in addition, subtraction, multiplication, and division; order of operations; solving algebraic expressions and equations; drawing geometrical figures and describing relationships; solving problems that include angle measure, area, surface area, and volume; random sampling; drawing inferences to compare populations; and evaluating probability models.

Mathematics Grade 8

Full Year

Credit 0

8th Grade Math is divided into five strands: The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability. In this class, we will work on identifying and using rational and irrational numbers; working with radicals and integer exponents; identifying connections between proportional relationships, lines, and linear equations; analyzing and solving linear equations; defining and evaluating functions; use functions to model relationships; defining and using the Pythagorean Theorem; finding volume of geometric figures; and analyzing and interpreting data.

Algebra 1

Full Year

Credit 1

This course includes the study of rational number properties, variables, polynomials, and factoring. Students learn to write, solve, and graph linear and quadratic equations and to solve systems of equations. They also learn to model real-world applications, including statistics and probability investigations. Students will master the standards necessary to achieve a passing score on the Algebra I End of Course Examination.

Algebra 2

Full Year

Credit 1

Prerequisite: Algebra 1

Algebra 2 is the study of the complex number system, symbolic manipulation, and functions. The course is divided into four units. The first is Polynomial, Rational, and Radical Relationships, which develops the structural similarities between the system of polynomials and the system of integers. Second is the Trigonometric Functions, which builds on their previous work with functions and on their work with trigonometric ratios and circles in Geometry. The next unit is modeling with functions in which students synthesize and generalize what they have learned about a variety of function families. The final unit is Inferences and Conclusions from

Data which will teach students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions.

Concepts in Probability and Statistics **Full Year** **Credit 1**

Prerequisite: Algebra 1

This high-school course provides an alternative math credit for students who may not wish to pursue more advanced mathematics courses such as Algebra II and Pre-Calculus. It begins with an in-depth study of probability, with a focus on conceptual understanding. Students then move into an exploration of sampling and comparing populations. The first semester closes with units on data distributions and data analysis—including how to summarize data sets with a variety of statistics. In the second half of the course, students create and analyze scatterplots and begin a basic study of regression. Then they study two-way tables and normal distributions, learning about powerful applications such as hypothesis testing. Finally, students return to probability at a more advanced level, focusing on topics such as conditional probability, combinations and permutations, and sets.

Geometry **Full Year** **Credit 1**

Prerequisite: Algebra 1

In this course students will be introduced to the building blocks of Geometry, and they will apply postulates and theorems. There is also an introduction to geometric reasoning, geometric probability and logic. Students will prove triangles similar and apply properties of triangle similarity including using proportions to find missing measures. They will also, apply properties of interior angles of polygons, classify quadrilaterals with a focus on different types of parallelograms, and apply properties of similar polygons. They will also apply formulas for area for all types of polygons. Students will apply concepts of geometric transformations such translation. Students will apply formulas for surface area and volume of geometric. Students will solve problems using geometric mean, the Pythagorean Theorem, right triangles, and basic trigonometry. Students will master the standards necessary to achieve a passing score on the Geometry End of Course Examination.

Financial Math **Full Year** **Credit 1**

Prerequisite: None

Connecting practical mathematical concepts to personal and business settings, informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

Integrated Math I **Full Year** **Credit 1**

Integrated Math I formalizes and extends the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying

linear models to data that exhibit a linear trend. Students will study functions, equations, inequalities, and perform geometric constructions as well. Integrated Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Students will master the standards necessary to achieve a passing score on the Integrated Math I End of Course Examination.

Integrated Math II

Full Year

Credit 1

Prerequisite: Integrated Math I

Integrated Math II focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated Math I organized into critical areas or units. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Students will master the standards necessary to achieve a passing score on the Integrated Math II End of Course Examination.

Integrated Math III

Full Year

Credit 1

Prerequisites: Integrated Math I and II or Algebra I and Geometry

Students are provided with opportunities to pull together and apply the accumulation of learning that they have from their previous courses. They will apply methods from probability and statistics to draw inferences and conclusions from data. Students will practice problem-solving and more formally define the idea of functions and their properties. They will expand their skills with linear and quadratic functions to include performing operations on polynomial functions. They will then learn the basics of rational and radical functions. This course meets the requirement of an Algebra II or equivalent credit for graduation.

Mathematical Models with Applications

Full Year

Credit 1

Prerequisite: Algebra 1

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of the course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment loan models. Providing timely and highly useful content, this two-semester course is a must-have for any high school student. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

Pre-Calculus & Trigonometry

Full Year

Credit 1

Prerequisite: Algebra 2

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational,

exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors.

Science Department

Per the state of Ohio 3 credits of science are required for graduation.

Science Grade 6

Full Year

Credit 0

6th grade science is divided into four themes: inquiry and application, Earth and space, physical science, and life science. Earth and space science focuses on the study of rocks, minerals, and soil. Physical science focuses on the study of foundational concepts of the particulate nature of matter, linear motion, and kinetic and potential energy. Life science focuses on the study of the basics of Modern Cell Theory.

Science Grade 7

Full Year

Credit 0

7th grade science is divided into four themes: inquiry and application, Earth and space, physical science, and life science. Earth and space science focuses on Earth's hydrologic cycle. Physical science focuses on the empirical evidence for the arrangements of atoms on the Periodic Table of Elements, conservation of mass and energy, transformation and transfer of energy.

Science Grade 8

Full Year

Credit 0

8th grade science is divided into four themes: inquiry and application, Earth and space, physical science, and life science. Earth and space science focuses on the physical features of Earth and how they formed. This includes the interior of Earth, the rock record, plate tectonics and landforms. Physical science focuses on forces and motion within, on and around the Earth and within the universe. Life science focuses on continuation of the species.

Biology

Full Year

Credit 1

Prerequisite: Physical Science

This course will introduce students to "principles of living organisms". This includes cellular genetics, structure and function of DNA in cells, genetic mechanisms and inheritance, evolution, mutations, and modern genetics.

Environmental Science

Full Year

Credit 1

Prerequisite: Biology

Environment: This course will introduce students to environmental principals. This includes organism interactions, energy flow, habitat and ecosystem interactions, population growth, and human impact on the environment

Chemistry

Full Year

Credit 1

Prerequisite: Physical Science and Biology

This course introduces students to key concepts and theories that provide a foundation for further study in other sciences as well as advanced science disciplines. The course content covers the structure and properties of matter as well as interactions of matter. Virtual Lab investigations are used to help students understand and explain the behavior of matter in a variety of scenarios that

include scientific reasoning, analysis, communication skills and real-world applications. The course is aligned with the New Ohio Learning Standards for science.

Physical Science HS

Full Year

Credit 1

This course explores the following:

1. Matter: classification of matter, heterogeneous vs homogeneous, properties of matter states of matter and its changes.
2. Atoms: models of the atom (components), ions (cation and anions), isotopes. Periodic trends of the elements: periodic law, representative groups. Bonding and components: bonding (ionic and covalent), nomenclature. Reactions of matter: chemical reactions, nuclear reactions.
3. Energy and Waves: conservation of energy, quantifying kinetic energy, quantifying gravitational potential energy, energy is relative. Transfer and transformation of energy (including work). Waves: refraction, reflection, diffraction, absorption, superposition, radiant energy and the electromagnetic spectrum, Doppler shift, thermal energy, electricity: movement of electrons, current, electrical potential (voltage), resistors and transfer of energy.
4. Forces and Motion: Motion: (introduction of 1-dimensional vectors, displacements, velocity, (constant, average, and instantaneous) and acceleration, interpreting position vs. time and velocity vs time graphs. Forces: force diagrams, types of forces (gravity, friction, normal, tension), field model for forces at a distance. Dynamics (how forces affect motion): objects at rest, objects moving with constant velocity, accelerating objects.
5. The Universe: history of the universe, galaxy formation. Stars: formation, stages of evolution, fusion of stars.

Physics

Full Year

Credit 1

Prerequisites: Chemistry and Algebra II

This course includes the study the principals of chemistry and physics that include matter, energy, the structure of atoms, chemical reactions, forces, and motion.

Social Studies Department

Per the state of Ohio 3 credits of social studies are required for graduation.

½ credit of American History, World History, Economics and Personal Finance, and US Government are required for graduation.

Social Studies Grade 6

Full Year

Credit 0

Sixth grade social studies focuses on the Eastern Hemisphere from economics to government to geography. Students learn about the early river civilizations and the characteristics of those civilizations including their governments, cultures, and economics. The geography focus continues from the fifth grade with a continued focus on cultural diversity. Students will also continue to develop economic ideas.

Social Studies Grade 7**Full Year****Credit 0**

Seventh grade students will explore the social, cultural, geographical, political and technological changes that occurred after the fall of the Roman Empire and in Medieval Europe. Students will also study the period from the fifteenth to the eighteenth century, including the Islamic world, Africa, China, and Japan, but with a heavier emphasis on western civilization in Europe during the Renaissance and Reformation. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout these continents during medieval times. They will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will learn about the resulting spread of Enlightenment philosophies and the examination of new concepts of reasoning toward religion, government, and science that continue to influence our world today. Students will analyze geography's influence on the development of these civilizations as they continue their study of world history and geography.

Social Studies Grade 8**Full Year****Credit 0**

Students study the history of the United States from the early Colonial Period through Reconstruction. Historical content focuses on the political, economic, religious, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early republic, the Age of Jackson, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a constitutional republic. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States.

American Government**Half Year****Credit .50**

Prerequisite: US History

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of American government. After a rigorous review of the Constitution and its amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments and practice outlining and drafting skills by writing full informative and argumentative essays.

American History**Full Year****Credit 1**

Content for the study of United States History includes significant individuals, issues, and events after the period of Reconstruction to the present. The course continues the focus from Grade 8 on the history, geography, and political and economic growth of the nation. Students study the emergence of the United States as a world power. They learn how geography influences historical developments, analyze economic development and growth, understand the nation's social and cultural developments, and study the political development of the United States from Reconstruction to the present.

Contemporary Issues**Full Year****Credit 1**

The dynamics of global interactions among nations and regions present issues that affect all humanity. These dynamics include: competing beliefs and goals; methods of engagement; and conflict and cooperation. Contemporary issues have political, economic, social, historic and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. In this course students can impact global issues through service learning and projects.

Economics & Financial Literacy**Half Year****Credit .50**

This semester-long course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

Modern World History**Full Year****Credit 1**

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

Personal Finance**Half Year****Credit .50**

This course is designed to cover the basic personal financial needs of most individuals and emphasizes the basics of budgeting, saving, checking, investments, credit, and the wise use of insurance. Students will prepare sample budgets and work with real life simulations involving family expenses. After high school, students face a world filled with possibilities, and the more knowledge they can acquire, the higher the probability that their financial future will be secure. Students taking this course will learn to better prepare for their financial futures.

Psychology**Full Year****Credit 1**

Psychology is a survey course that covers the basics of the field of psychology. The course includes units covering Research Methods, Biopsychology, The Three Fields of Psychological Thought, Personality Development Theories, Learning Theories, Behavioral Psychology, Perception Theories, Memory Theories, Intelligence Theories, Motivation Theories, Emotion Theories, and Social Psychology.

Sociology**Half Year****Credit .50**

Sociology is a survey course that covers the basics of the field of sociology. The course includes Research Methods, Major Sociological Schools of Thought, Society and Cultures, Socialization, Groups, Demography, Deviance, Race, Ethnicity, Gender, Stratification, Family, Religion, Health & Medicine, Politics, Collective Behavior, and Social Movements.

World Geography**Half Year****Credit .50**

Prerequisite: US History

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. This high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

General Electives**Music Appreciation****Half Year****Credit .50**

High School Music Appreciation is a class for students with little or no background in American Music. It focuses on providing an interactive and communicative format that places equal emphasis on the three skills (reading, listening and performing). The main objective of this course is to expose the learner to the different genres of American music from its early beginnings to current trends. The course follows the current Ohio Department of Education Learning Standards for H.S. grade music.

Art History I**Half Year****Credit .50**

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artist; High Renaissance and baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth- and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

Introduction to Art**Half Year****Credit .50**

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

7th Grade Health**Quarter Year****Credit 0**

Exploring a combination of health and fitness concepts, 7th Grade Health is a comprehensive and cohesive course that explores all aspects of wellness. Offered as a 9-week course designed for middle school students, this course uses pedagogical planning to ensure that students explore fitness and physical health, and encourages students to learn about the nature of social interactions, and how to plan a healthy lifestyle.

7th Grade PE**Quarter Year****Credit 0**

The focus of this course is on understanding, assessing, and enjoying physical activity. Students will demonstrate and evaluate her/his specific sport skills, analyze personal fitness, and develop a personal fitness plan. The course is offered as 9-week class that is for middle school students. *Assignments within the course require students to upload video recording of themselves performing sport and fitness activities.*

High School PE**Half Year****Credit 0.50**

Exploring fitness topics such as safe exercise and injury prevention, nutrition and weight management, consumer product evaluation, and stress management, high school health equips 9-12 grade students with the skills they need to achieve lifetime fitness. Throughout this one-semester course, students assess individual fitness levels according to the five components of physical fitness: cardiovascular health, muscular strength, muscular endurance, flexibility, and body composition. Personal fitness assessments encourage students to design fitness programs to meet their individual fitness goals.

Assignments within the course require students to upload video recording of themselves performing sport and fitness activities.

High School Health Half Year Credit .50

This 1 semester course designed for high school students examines and analyzes various health topics. It places alcohol use, drug use, physical fitness, healthy relationships, disease prevention, relationships, and mental health in the context of the importance of creating a healthy lifestyle. Throughout the course, students examine the practices and plans they can implement in order to carry out a healthy lifestyle, and the consequences they can face if they do not follow safe health practices. In addition, students conduct in-depth studies in order to create mentally and emotionally healthy relationships with peers and family, and to devise healthy nutrition, sleeping, and physical fitness plans. Students also examine and analyze harassment and bullying laws.

The Contemporary Health course does cover sensitive topics such as sexual intercourse, contraception, sex and gender, pregnancy, sexual harassment, physical violence, emotional abuse, sexually transmitted infections, and substance use and abuse.

Adulting 101 Half Year Credit .50

This course is designed to help prepare adolescence and young adult to make wise choices on their journey to become independent consumers. Students will use the decision making process to set goals, map career choices, and learn about ways to manage stress and develop healthy relationships. Additionally, students will learn basics of food selection, preparation and healthy meal planning practices. Participants will learn skills to improve eating habits by preparing basic recipes at home through the aid of on-line demonstrations and basic food preparations techniques. Students will be exposed to financial skills through money management knowledge, budgeting, saving, credit and banking institution topics. Participants will apply hands on activities and projects that have real life applications. Adulting 101 is must for students planning to live on their own in the future.

Online Learning & Digital Citizenship Half Year Credit .50

In this one-semester course, you will develop essential study skills for academic success, such as staying organized, managing time, taking notes, applying reading strategies, writing strong papers, and researching and properly citing information. Explicit modeling and ample practice are provided for each study skill to support your mastery. Instruction on how to be a responsible online learner is threaded throughout the course, and these skills are directly addressed in lessons on cyberbullying, staying safe online, and learning how to be a digital leader. A basic understanding of software and hardware and how to troubleshoot common technology issues are also taught. By the end of the course, you will have the tools you need to be academically successful in both traditional and digital learning environments.

Strategies for Academic Success Half Year Credit .50

This course offers you a comprehensive analysis of different types of motivation, study habits, and learning styles. This one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. The course provides engaging lessons that will help you identify what works best for you individually. This one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

Introduction to Entrepreneurship Half Year Credit .50

This course teaches the skills and key business concepts students need to know to plan and launch a business. Students learn about real-life teen entrepreneurs, characteristics of successful entrepreneurs and the pros and cons of being self-employed. Students will learn general business ideas, create a business plan and promote and market a company.

Career Explorations Full Year Credit 1

This full year course prepares students to make informed decisions about their future academic and occupational goals. Students will learn how to assess their own skills and interests, explore industry clusters and pathways and develop plans for career and academic development. The 16 career clusters will be discussed to help the student make a career plan.

Career Planning and Development Half Year Credit .50

Introduces high school students to the working world. This class provides knowledge and insight necessary to compete in today's challenging job market. This course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, and address the importance of professionalism. This one semester class includes lessons in which students create self-assessment profiles, cover letter, and a resume that can be used in their educational or career portfolio.

Test Preparation

Diagnostic test to determine learning path, which is based on individual results.

Ohio Test Preparation Quarter Year Credit 0.25 (HS only)

English Language Arts 6-8
Mathematics 6-8
Science 8
Social Studies 6
English Language Arts I & II
Algebra 1
Geometry
Integrated Math I & II
Biology
American Government
American History

World Languages

*Teacher required for these courses. *

American Sign Language I Full Year Credit 1.0

In ASL I, students will learn basic vocabulary, grammar skills and fingerspelling for novice level communication, and develop a basic understanding of Deaf Culture and history including exposure to ASL literature and art. This course requires limited participation in Deaf Culture

activities.

American Sign Language II Full Year Credit 1.0

Prerequisite: ASL 1 with a minimum “C” average or permission from the instructor.
ASL 2 is a continuation of ASL 1. This course expands the novice level of vocabulary, grammatical knowledge, and cultural awareness, and introduces a broader range of grammatical aspects. This course requires limited participation in Deaf Culture activities.

American Sign Language III Full Year Credit 1.0

Prerequisite: ASL 2 with a minimum “C” average or permission from the instructor.
ASL 3 is a continuation of ASL 2. This course expands vocabulary, grammatical knowledge at an intermediate level, as well as increasing cultural awareness, and introduces increasingly complex grammatical aspects. This course requires participation in Deaf Culture activities.

American Sign Language IV Full Year Credit 1.0

Prerequisite: ASL 3 with a minimum “C” average and permission from the instructor.
ASL 4 is a continuation of ASL 3. This course expands and reinforces previously learned vocabulary and grammatical knowledge at an intermediate level as well as continuing a depth of knowledge of Deaf history, and cultural awareness, and provides practice of complex grammatical aspects. This course requires regular participation in Deaf Culture activities.

French 1 Full Year Credit 1.0

This course is an introduction to basic French language and culture. Students will use functional vocabulary and grammar structures. There will be a study of French holidays and customs as well as the other French speaking countries of the world

Grammar – gender, articles, pronouns, present verbs, singular and plural, adjectives, interrogatives, question formation, possession, negatives, and adverbs are among the planned topics

Vocabulary – numbers, classroom objects, food, greetings, days, months, calendar, names, age, family, physical descriptions, colors, prepositions, clothing, European countries, Francophone countries, leisure activities, question words, school subjects, shopping, restaurants, prepositions, professions, idioms, and weather are among the planned topics

Culture – formal versus informal, proper greetings, eating customs, schools, teenage life, Paris, Francophone countries, holidays, prayers, and current events are among the planned topics

French 2 Full Year Credit 1.0

Prerequisite: “B” average in French 1. *(or by Teacher Approval)

This course will continue the study of the French language. The year starts with an intensive review of level 1. After the review students will continue the study vocabulary, grammar concepts and French culture, including the cultures of many Francophone (French speaking) countries

Grammar – gender, articles, pronouns, present verbs, passé compose, additional irregular verbs, reflexive verbs, imperative, singular and plural, adjective agreement, comparisons, objects, interrogatives, question formation, possession, negatives, and adverbs are among the planned topics

Vocabulary – numbers, food, daily routine, rooms in a house, furniture, family, physical descriptions, colors, prepositions, clothing, European countries, Francophone countries, leisure activities, questions, school activities, shopping, restaurants, prepositions, professions, idioms, travel plans and activities are among the planned topics

Culture – formal versus informal, health, eating customs, schools activities, life in France, Francophone countries, holidays, prayers, and current events are among the planned topics.

French 3 **Full Year** **Credit 1.0**

Prerequisite: “B” average in French 2. *(or by Teacher Approval)

This course will continue the study of the French language. Each year starts with an intensive review. After the review students will continue the study vocabulary, grammar concepts and French culture.

Grammar – gender, articles, pronouns, present, passé compose, imperfect, future, conditional, subjunctive tense, adjectives, interrogatives, questions, possession, negatives, and adverbs are among the planned topics.

Vocabulary – Wider scope of vocabulary related to food, calendar, family, physical descriptions, adjectives, prepositions, clothing, European countries, Francophone countries, leisure activities, question words, school, health, shopping, restaurants, prepositions, professions, idioms, and weather are among the planned topics

Culture – driving, secondary schools and university life, teenage life, life in France, Francophone countries, holidays, prayers, social issues, arts, history and current events are among the planned topics

French 4 **Full Year** **Credit 1.0**

Prerequisite: “B” average in French 3. *(or by Teacher Approval)

This course will continue the study of the French language. Each year starts with an intensive review. After the review students will continue the study vocabulary, grammar concepts and French culture.

Grammar – Review of French 1, 2, and 3 grammar. French 4 will also cover the plus-que-parfait, past conditional, and the futur anterieur.

Vocabulary – Wider scope of vocabulary to build on previous year of French vocabulary.

Culture – Continued study of topics from French 1, 2 and 3

German 1 **Full Year** **Credit 1.0**

Prerequisite: “B” average in 7/8 grade English is desired. *(or by Teacher Approval)

German I is a class for students with little or no background in the German language. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to every day concepts in the German speaking world and as a first step in becoming a speaker of German. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. This course presents basic German grammar structures and key vocabulary for everyday situations.

German 2 **Full Year** **Credit 1.0**

Prerequisite: Minimum of “C” average in German 1 (or by Teacher Approval)

German II is a per-intermediate German class for students who have taken German I. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to every day concepts in the German speaking world and to focus on the grammar of the German language. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. This class focuses on German Grammar becoming richer throughout the year.

German 3 **Full Year** **Credit 1.0**

Prerequisite: Minimum of “C” average in German 2 (or by Teacher Approval)

German III is an intermediate German class for students who have taken German II. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose more advanced topics in German. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. This course focuses on more complex Grammar Structures of the language and students begin to develop more critical writing and reading skills.

German 4 **Full Year** **Credit 1.0**

Prerequisite: Minimum of “C” average in German 3 (or by Teacher Approval)

German IV is an advanced intermediate German class for students who have already passed the first 3 levels of German. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to advanced topics in German and prepare them for further study of Language. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. In this course students will do a good deal of creative writing, read a novel and engage in advanced linguistic discussions related to the language.

Spanish 1 **Full Year** **Credit 1.0**

Prerequisite: “B” average in 7/8 grade English is desired. *(or by Teacher Approval)

Spanish I is a class for students with little or no background in the Spanish language. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to every day concepts in the Spanish speaking world and as a first step in becoming a speaker of Spanish. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. This course presents basic Spanish grammar structures and key vocabulary for everyday situations.

Spanish 2 **Full Year** **Credit 1.0**

Prerequisite: Minimum of “C” average in Spanish 1 (or by Teacher Approval)

Spanish II is a per-intermediate Spanish class for students who have taken Spanish I. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to every day concepts in the Spanish speaking world and as a step as a learner of

Spanish. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula.

Spanish 3

Full Year

Credit 1.0

Prerequisite: Minimum of “C” average in Spanish 2 (or by Teacher Approval)

Spanish III is an intermediate Spanish class for students who have taken Spanish II. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to more advanced topics in Spanish. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. This course focuses on more complex Grammar Structures of the language and students begin to develop more critical writing and reading skills.

Spanish 4

Full Year

Credit 1.0

Prerequisite: Minimum of “C” average in Spanish 3 (or by Teacher Approval)

Spanish IV is an advanced intermediate Spanish class for students who have already passed the first 3 levels of Spanish. It focuses on providing an interactive and communicative format which places equal emphasis on the four skills (reading, writing, listening and speaking). The main objective of this course is to expose the learner to advanced topics in Spanish and prepare them for further study of Language. The course follows Ohio and ACTFL (American Council on the Teaching of Foreign Languages) content standards and course curricula. In this course students will do a good deal of creative writing, read a novel and engage in advanced linguistic discussions related to the language.

PLEASE NOTE: *Changes to this document may be necessary without advance notice. Please see the appropriate persons to determine alterations to the document.*

Thank you.