



Education Built Around You

2019-2020

Course Catalog/Course Description Book

ACE Academy Course Catalog

Course catalog and required information

This course catalog has been prepared for ACE Academy students and their parents. This offers information courses and descriptions, as well as policies regarding other methods of earning credit. In viewing this catalog take into consideration that ACE Academy courses are developed around a 36-week schedule.

ACE Academy Yearlong Courses (36 Weeks)

High School			
Semester 1 (18 Weeks)		Semester 2 (18 Weeks)	
Middle School			
Quarter 1 (9 Weeks)	Quarter 2 (9 Weeks)	Quarter 3 (9 Weeks)	Quarter 4 (9 Weeks)

Schedules 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*

Ohio Graduation Requirements- Academic Courses

Graduation requirements include those prescribed by the Ohio Department of Education, but should be considered minimum requirements. Students will generally plan for or earn more than these minimum credits. Ohio law allows high school credits earned prior to ninth grade to be used to satisfy the minimum graduation requirements. The grades earned in these courses will count in the student's academic history. Requirements for high school graduation from ACE Academy consist of a minimum of 20 credits, which include the following:

Subject	Credits
English	4.0
Mathematics (including 1 unit of Algebra 2 or its equivalent)	4.0
Science as listed below: Physical Science course Life Science course Advanced Science course	3.0
Social Studies as listed below: American History 1 World History U.S. Government *1	3.0
Health	0.5
Physical Education	0.5
Elective credits *2	5.0
20 Course Credits Needed for Graduation	
State Mandated Exams	
Class of 2019 and beyond must meet the new graduation assessment criteria as defined on page 4.	

- 1- This course fulfills the financial literacy requirement.
- 2- Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

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 OR Chemistry		3
Social Studies (3 years)		Modern World History			1
American History (SS)	American History				1
US Government (SS)			US Government and Econ.		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

Ohio Graduation Requirements- State Exams

In addition to earning course credits, students must demonstrate college or career readiness in order to graduate. Ways a student can do this include:

Overall Graduation Points	<p>Students earn points toward graduation on seven end-of-course exams: English 1, English 2, Algebra 1/Integrated Math 1, Geometry/Integrated Math 2, Biology, American History, and American Government</p> <p>Students earn from 1-5 points for each exam, based on performance: 5- Advanced 4- Accelerated 3- Proficient 2- Basic 1- Limited</p> <p>Students need a minimum of 18 points to graduate under this option, with the minimum number needed in each area: English – 4 points Mathematics – 4 points Science and Social Studies – 6 points</p>
Remediation Free Score	<p>Students earn “remediation-free” scores in English Language Arts and Mathematics on a nationally recognized college admission exam.</p> <p>The state of Ohio will cover the costs of all 11th grade students in the classes of 2019 so that students have one time to take a college admission exam free of charge.</p>
Industry Credential and Workforce Score	<p>Students earn an approved industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment. Students should see the Dean of Students for more information.</p>

Grade Placement

Parents will receive a progress report every nine weeks. Parents may check progress at any time on Edgenuity and/or ProgressBook using the student login.

The percentage grading scale adopted by our district is listed below:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 59 and below = F

In order to pass a course, the student’s final average for the course must be 60% or better.

Your percentage grade for the quarters and final exams are averaged to get your grade average in each class. This means that a student who chooses not to complete assignments, study for tests, etc. will end up with a lower final grade than the student who tries but has trouble.

Retention: Middle School students failing two or more core courses (Math, Science, English, Reading and History) for the year will be considered for retention in the same grade.

High School Class Status/Grade Placement:

0 – 4.9 Credits earned	Freshman
5.0 – 9.9 Credits earned	Sophomore
10.0 – 14.9 Credits earned	Junior
15.0 – 20.0 Credits earned	Senior

The minimum student course load is 6 credits per year. Students earning the required number of credits at the beginning of 2nd semester will be placed in the appropriate grade level.

Academic Support for Students

Special Education Students

A student receiving Special Education support

- has needs solely identified and documented through the Individualized Educational Program (IEP) process.
- receives instructional modifications to the curriculum or accommodations that assist the student in accessing the curriculum.
- has access to a continuum of learning environments* including but not limited to: general education classes, team taught general education classes, resource classes, small group intervention, work study, and/or job training.

*A student's disability category does not determine the type or level of special education services to be provided.

Contact Patricia Houseworth, Lead Intervention Specialist for more information. 419-738-4572; phouseworth@auglaizeesc.org

Gifted Students

A student receiving Gifted Education support

- has been identified as gifted in one or more of the following areas: Cognitive, Reading, Math, Science, Social Studies, Creativity.
- has been identified as talented in one or more of the following areas: Dance, Music, Drama and/or Art.

The wide variety of classes and programs at the high school level provides many opportunities for gifted students to take challenging courses. Gifted students are encouraged to pursue Honors, Advanced Placement, and College Credit Plus courses.

Contact Jen Korte, Director, for more information. 419-738-4572; jkorte@auglaizeesc.org

English Learners

A student receiving English Language support

- has a primary/home/native language other than English, whether born in the U.S. or another country.
- is not over 21 years of age and is enrolled in the district school.
- scored less than proficient in one or more areas of English proficiency (reading, writing, listening, speaking, and comprehension) on tests on English language proficiency administered within the district.
- has difficulty speaking, reading, writing, or understanding English and may be unable to perform well enough in class or on state tests to meet expected state standards for achievement.

Level	Characteristics
Emergent	Students may understand isolated words, but rely on nonverbal cues and require frequent repetition.
Progressing	Students are beginning to understand more English, but they still have a

	relatively small vocabulary. As comprehension improves, they gain skills for adequate communication; students understand more complex speech but still require repetition. Reading is more fluent; however, errors will still occur.
Monitor or Trial Mainstream	Students can participate in an academic conversation with minimal support.

Materials and the instructional pace of an EL class are adapted to meet the individual needs of each student. Students move from the “Emergent” level of English proficiency through “Progressing” to “Proficient” as basic skills and English fluency are acquired.

Contact Jen Korte, Director, for more information. 419-738-4572; jkorte@auglaizeesc.org

Educational Options for Success (EOS) Program

The primary objective for each student attending EOS is to successfully earn credits towards their high school diploma and develop skills to be successful within the community environment they will face upon completion of the program.

A student participating in the EOS program may be

- considering dropping out of school because they are over age and/or lacking credits.
- experiencing failure in a current school situation.
- seeking an alternative to the traditional school setting and is interested in pursuing specific goals and aspirations.

Contact Lisa Jordan, Dean of Students, for more information. 419-738-4572; ljordan@auglaizeesc.org

Summer Learning Opportunities

A student participating in Summer Learning Opportunities may be

- taking or retaking course to recover credit
- taking courses to work ahead or make room in their future schedules

All Summer Learning Opportunities must be completed by July 31.

Contact Lisa Jordan, Dean of Students, for more information. 419-738-4572; ljordan@auglaizeesc.org

Credit Flexibility Options

Learning opportunities, experiences, and/or activities that extend, enhance, or supplement high school coursework often lie outside the standard curriculum or traditional school setting. Thus, the Credit Flexibility Option allow students to earn high school credit based on the demonstration of subject area competency.

Examples of experiences that might lead to flexible credit approval may include, but are not limited to:

- An internship or research experience in the community.
- A job experience in the community.
- Dance classes or club sport participation such as rowing- note that all activities must contain (a) instructional objectives that align with the district’s curriculum requirements; (b) an outline that specifies instructional activities, materials, and environments; and (c) a description of criteria and methods for assessing student performance

Unless otherwise noted, students are responsible for expenses related to Credit Flex programs or options.

Credit Flexibility Process

Prior to Submitting the Credit Flexibility Application	After Submission of the Credit Flexibility Application	Upon Completion of the Credit Flexibility Option
<ol style="list-style-type: none"> 1. A parent or guardian must approve participation for any student under the age of eighteen. 2. An instructional plan is created based upon individual student needs, including: <ul style="list-style-type: none"> ○ instructional objectives that align with the district’s curriculum requirements ○ an outline that specifies instructional activities, materials, and environments ○ a description of criteria and methods for assessing student performance 3. The school dean of students and teacher of record review the instructional plan. 4. The teacher of record confirms involvement in providing or supervising instruction and evaluating student performance. 	<p>A team of curricular specialists, teachers, and administrators reviews the application</p>	<ol style="list-style-type: none"> 1. Academic credit will be assigned according to student performance relative to the stated objectives and granted upon successful completion of the program. 2. The credit will be placed on the student’s transcript. 3. Credits earned from educational options may be counted toward graduation requirements in accordance with applicable State Law and Administrative Code.

Visit www.go2ace.org for more information, you can find the Board approved policy there as well.

College Credit Plus

College Credit Plus (CCP) provides an opportunity for college-ready students in grades 7-12 to take a college course and earn both high school and college credit. This credit appears on both a student's high school and college transcripts.

ACE Academy students have the opportunity to complete College Credit Plus coursework on a college campus. Students will work directly with college or university faculty members.

Students are eligible for up to 30 credit hours per academic year that runs Summer Term through Spring Term. Successful completion of coursework in the CCP program will earn student both college credit that can be transferred to universities and colleges as well as 1.25 weighted high school credit.

There is no cost to participate in CCP at public institutions and textbooks are included (students are required to return at the end of the term). Additional fees may apply at private institutions. Optional fees are not covered under CCP including transportation and parking.

Why choose CCP?

- Explore post-secondary interests
- Enroll in classes not available at high school
- Be exposed to college faculty/college expectations
- Earn an industry credential (or be well on your way to earning one)
- Transfer college credit, especially between public institutions within Ohio

How do I participate in College Credit Plus (CCP)?

Be eligible.	<input type="checkbox"/> Participate in mandatory informational meeting <input type="checkbox"/> Score college-ready in English, Reading, and/or Math <input type="checkbox"/> Complete and turn in Intent Form (Intent Form due to Dean of Students by March 30)
Be admitted.	<input type="checkbox"/> Apply and be admitted to the college or university you wish to attend <input type="checkbox"/> Attend more than one college or university if you like <input type="checkbox"/> Take the Accuplacer, ACT, or SAT
Register for courses.	<input type="checkbox"/> Enroll in CCP courses offered on college campuses with each institution

Points to Consider

- Is this a right fit for me based on my strengths and goals? College courses may take more time and run at a quicker pace than high school courses.
- Courses may transfer differently to other institutions. Check out transferology.com to explore the portability of credits
- College courses follow the institution's guidelines (dates in session, withdrawal procedures). You may have college courses during your high school breaks.
- There is a financial obligation to reimburse the district if you fail or do not complete a course, including withdrawing with a W.
- You need to make Satisfactory Academic Progress (SAP) in order to continue receiving federal student aid as a full-time college student. In other words, you have to make good enough grades, and complete enough classes (credits, hours, etc.) to keep moving toward successfully completing your degree or certificate in a time period that is acceptable to your school. Your performance in CCP courses count toward SAP. <https://studentaid.ed.gov/sa/eligibility/staying-eligible>
- The Ohio Department of Higher Education had additional information at https://www.ohiohighered.org/content/college_credit_plus_about.

Visit www.go2ace.org for more information and view the Board approved CCP policy.

ACE Academy 2019 – 2020 Course Descriptions

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

**Some courses require a teacher. **

***Exams may be required to be taken in a supervised environment. ***

English Language Arts Department

4 Credits of English are required for graduation.

English Grades 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.

Intro to Communication & Speech Full Year Credit 1

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 aligns 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 homogenous, 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**Half Year****Credit .50**

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

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.

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 antérieur.

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.

Work Study**Half Year/ Full Year****Credit 0.5 – 3.0**

Assigned on an individual basis. Requires an application, approval, and consistent follow up. Must have all pertinent documentation on file and keep up with turning in paystubs. Must also complete reflections and additional course work to support learning taking place outside of the classroom. Credit issues determined by ACE Academy Staff based on requirements completed.

Senior Capstone**Half Year****Credit 0.5**

Offered to seniors only. Requires approval. Project based. Can be used as a part of the alternate path to graduation for the classes of 2019 and 2020.

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.