Course Catalog
2024-2025

Education Built Around You

Table of Contents

ACE Academy Course Catalog

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 to provide high quality educational experiences in a supportive environment. Through positive relationships, we meet each student where they are and help them build on their strengths to prepare and empower them to pursue their unique goals.*

Vision: *To create one of the state's most effective online schools by using innovative planning and partnerships to prepare secondary students for success today and in the future.*

Motto: *Education Built Around You*

Core Values:

Personal Ownership	*Active Responsibility* *Follow through* *Goal-setting* *Self-Starting* *Self-Awareness*
Cultivate Quality Relationships	*Responsive Engagement* *Mutual Respect* *Inclusive Empathy* *Personal integrity*
Growth Mindset	*Forward progress* *High expectations* *Productive attitude* *Persistent effort* *Reflection & Action*
Innovation	*Student-centered focus* *Critical thinking* *Responsive problem solving* *Dynamic Technology* *Collaborative Partnerships*

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.

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)	Int. Math 1	Algebra 1	Geometry	Algebra 2/ Int. Math 3	4
Science (3 credits)	Physical Science	Biology	Environmental Science OR Chemistry		3
Social Studies (3 years)	American History	Modern World History	Civics & Citizenship AND American Government		3
Financial Literacy (½ credit)		Financial Literacy			1/2
Physical Education (1/2 credit)	Physical Education				1/2
Health (1/2 credit)	Health				1/2
Fine Art (1credit or 2 .5 credits)		Fine Art	Fine Art		1

Electives (4 Electives)	Elective	Elective	Elective	Elective	4
Total					20

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 World History U.S. Government	3.0
Health	0.5
Physical Education	0.5
Financial Literacy	0.5
Elective credits [(2)]	5.0
20 Course Credits Needed for Graduation	

(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.

Ohio Graduation Requirements

Graduation Requirements - Class of 2023 and Beyond*

*Class of 2021-2022 may chose this option or the option below

1 + 2 + 3 = GRADUATION! - Complete all 3 to graduate.

1. Cover the Basics	2. Show Competency	3. Show Readiness

1. Cover the Basics Earn 20 credits using the following breakdown of credits per subject.			
English Language Arts	4.0 credits	**Social Studies**	3.0 credits
Mathematics	4.0 credits	**Health**	0.5 credits
Science	3.0 credits	**Physical Education**	0.5 credits
Electives	5.0 credits (Includes **Financial Literacy**, 0.5 credits)		

2. Show Competency Show competency by completing the requirements for options 1, 2, or 3.	
1. Earn a score of 684 or higher on the ELA 2 EOC exam and the Algebra 1 EOC exam; **OR** Earn 2 of the following:	
Foundational (Must choose at least 1)	Supporting
• A 12-point industry credential (ACE) • Proficient scores on WebXams (Career Center) • A pre-apprenticeship or acceptance into an approved apprenticeship program (Career Center)	• Work-based learning (ACE) • Earn the Ohio Means Jobs Readiness Seal (ACE) • Earn required score on WorkKeys (Career Center)
2. Enlist in the military- Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.	
3. Earn college credit	

3. Show Readiness Earn 2 seals. (*Discuss specific requirements to earn seals with your Mentor*.)			
Ohio Means Jobs Seal	Industry-Recognized Credential Seal	College-Ready Seal	Military Enlistment Seal
Citizenship Seal	Honors Diploma Seal	Science Seal	Technology Seal
Community Service Seal	Student Engagement Sea	Fine & Performing Arts Seal	

Graduation Requirements - Class of 2021 & 2022*

*Classes of 2021 & 2022 may chose this option or the option above

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	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 Students earn from 1-5 points for each exam, based on performance: 5- Advanced 4- Accelerated 3- Proficient 2- Basic 1- Limited 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
Remediation Free Score	Students earn "remediation-free" scores in English Language Arts and Mathematics on a nationally recognized college admission exam. The state of Ohio will cover the costs of all 11th grade students in the classes of 2021 so that students have one time to take a college admission exam free of charge.
Industry Credential and Workforce Score	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.

Grading Placement

Parents will receive a progress report every nine weeks. Parents may check progress at any time on Progress Book 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 5 credits per year. Students earning the required number of credits at the beginning of 2nd semester will be placed in the appropriate grade level.

Early Graduation

In accordance with ACE Academy's strategy of personalized education and flexibility, ACE Academy students may apply for early graduation by completing this application.

The following procedures are required and must be completed by the appropriate deadline(s) before final consideration will be given to this application for early graduation.

1. The student must meet with the student's Mentor to discuss his/her intent for early graduation, which will help determine eligibility and further course of action.

2. The student must complete and submit this application and all necessary paperwork (below) to the student's Mentor for the early graduation request by May 1st of his/her Junior year, to be able to graduate any time prior to the end of the 4th quarter of his/her Senior year. The paperwork required, along with this application (complete with signatures), includes:

a. A written statement by the student explaining:
   1) Why he/she wants to graduate early;
   2) What benefit early graduation will be to the student;
   3) His/her plans following graduation.

b. Proof of extenuating circumstances, if applicable.

3. After the student returns all documentation for the student's Early Graduation Request, the student's Mentor will request a meeting with the Dean of Students to review the student's request for early graduation approval. After the meeting, the Mentor will provide the student and parent(s)/guardian(s) with information regarding the impact of the request and further steps that will need to occur (if any) prior to the request being granted.

4. Once the student is approved to pursue Early Graduation, the Dean of Students will sign will sign the Student Eligibility Verification document *which states* all requirements for early graduation INCLUDING that the School Board's minimum required certifiable credits for graduation can be fulfilled before the graduation date.

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 Karissa Hoersten, Intervention Specialist for more information. 419-738-4572; khoersten@aceva.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@aceva.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@aceva.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@aceva.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@aceva.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
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: o instructional objectives that align with the district's curriculum requirements o an outline that specifies instructional activities, materials, and environments o 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.	A team of curricular specialists, teachers, and administrators reviews the application	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.

Career Technical Education (CTE)

Career-tech inspires students to identify paths to future success and provides students opportunities to demonstrate the knowledge and skills necessary for high school graduation and beyond. Students learn through career exploration, taking college courses and earning industry credentials. They receive customized learning that aligns their passions and interests to their career aspirations.

Career Fields:

Ohio's career clusters, pathways and programs inform learners as they navigate their way to graduation and success beyond high school. The framework also provides a useful guide to bridge secondary and postsecondary learning and creates individual student programs of study for a range of career options. These courses help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college and career.

24/25 ACE Academy Career Fields and Courses:

Upon completion of the program and reaching proficiency on the course WebExam, you will receive a certificate in the specific career field.

Business and Administrative Services

Business Foundations
Management Principles
Business and Administrative Services Capstone

Information Technology

Information Technology
Design Techniques
Information Technology Capstone

Manufacturing- This pathway will require face-to-face meetings at the Wright State Lake Campus located in Celina, OH.

Manufacturing Operations
Principles of Manufacturing
Manufacturing Capstone

CBI PROGRAM

The Career Based Intervention (CBI) program is an Ohio Department of Education Career-Technical Education program designed for students ages 12-21 in grades 7-12, who are identified as disadvantaged (either academically, economically, or both) and/or students with disabilities, who have barriers to achieving academic and career success. The program is designed to help students improve academic competency, develop professional skills, and implement a career plan that will serve them on the path to graduation and beyond.

The CBI program utilizes a combination of in-class educational and on-site experiential learning opportunities to maximize student success. Local program design varies based on the needs of students and districts.

CBI is an intervention program, not a complete career field pathway. It emphasizes early awareness and recovery; students should not have the intention of remaining in the program throughout high school. The goal of the CBI program is to assist and prepare students for successful high school graduation, additional career-technical education and training, postsecondary education, and/or a meaningful career.

CBI Students will be required to attend a one hour class on line weekly with their instructor. The ICEV System will be used for assignments. Students will do all documentation of work online in a personally assigned Google folder.

Summary of CBI Program Eligibility Requirements for Students:

1. Be age 12-21 (Grades 7-12)

2. Identified as disadvantaged:

a. Economically disadvantaged; and/or

b. Academically disadvantaged; and/or

c. Students with disabilities with barriers to career success

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 students 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.	• Participate in mandatory informational meeting • Score college-ready in English, Reading, and/or Math • Complete and turn in Intent Form (Intent Form due to Dean of Students by March 30)
Be admitted.	• Apply and be admitted to the college or university you wish to attend • Attend more than one college or university if you like • Take the Accuplacer, ACT, or SAT
Register for courses.	• Enroll in CCP courses offered on college campuses or online 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 2024 – 2025 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 7-8 **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.

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

Applied English 12 **Full Year** **Credit 1**

Applied English 12 is an integrated English course based in the study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses, and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade- appropriate multimedia presentations and access online information.

Mathematics Department

4 Credits of Mathematics are required for graduation.

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 to 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 scatter plots 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 as 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.

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 vector**s.**

Science Department

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

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.

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 aligns with the New Ohio Learning Standards for science.

Environmental Science **Full Year** **Credit 1**

Prerequisite: Biology

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

Physical Science **Full Year** **Credit 1**

Physical science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning.

Physics **Full Year** **Credit 1**

Prerequisites: Chemistry and Algebra II

This course includes the study of the principles 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.
This includes at least ½ credit of American History, World History, and US Government.

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 World Issues* **Half Year** **Credit 0.50**

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* **Half Year** **Credit 0.50**

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.

Modern World History **Full Year** **Credit 1.0**

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.

World Geography **Full Year** **Credit 1.0**

Prerequisite: American History

This two-semester high school course challenges students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. The development of modern civilization and human systems-from the agricultural revolution to the technological revolution, includes a detailed study of each of the seven continents. This course encourages students to analyze economic trends as well as compare global markets and urban environments.

Geography Concepts* **Half Year** **Credit .50**

Prerequisite: American History

This one-semester high school course includes units on spatial and thinking skills and a study of the eastern and western hemispheres. Human development, movement, settlement, and urbanization are analyzed, as well as their impact on globalization.

Civics and Citizenship* **Half Year** **Credit .50**

Civics and Citizenship is a one-semester course appropriate for students in middle school and early high school. The course investigates events, concepts, and issues with a 360-degree view allowing multiple perspectives from various cultures and institutions to inform student learning. The course is divided into five units in which students will explore their civic roles, rights, and responsibilities; analyze the development of democracy in the United States; study the purposes and principles of the Constitution; investigate the role of power in decision-making; and discover ways to influence the government. The course provides opportunities to actively engage with the content through interactives, assignments, readings, short writings, projects, and discourse.

General Electives

Per the state of Ohio, 5 credits of electives are required for graduation.

This includes ½ credit of Financial Literacy and 1 credit of Fine Arts.

MS Keyboarding and Applications* **Half Year** **Credit 0.0**

Keyboarding and Applications is a semester-long course that teaches students keyboarding skills, technical skills, effective communication skills, and productive work habits. Students learn proper keyboarding techniques. Once students have been introduced to keyboarding skills, lessons include daily practice of those skills. Students gain an understanding of computer hardware, operating systems, file management, and the Internet. In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations.

Music Appreciation* **Half Year** **Credit 0.50**

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* **Half Year** **Credit 0.50**

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 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 artists; 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 0.50**

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, Intro to Art 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.

High School Physical Education* **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 recordings of themselves performing sport and fitness activities.

High School Health* **Half Year** **Credit 0.50**

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 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.

Career Planning and Development **Full Year** **Credit 1.0**

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the

importance of professionalism and responsibility as careers change and evolve. This two-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

Career Explorations **Full Year** **Credit 1.0**
This two-semester 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.

Exploring Careers 7* **Half Year** **Credit 0**
This is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving various technical fields from computers to agriculture. Each of the five units introduces one particular field and explains its past, present, and future. These units include: Information Technology, Introduction to Information Support and Services, Introduction to Network Systems, Introduction to Agriculture, Food, and Natural Resources, and Introduction to STEM (Science, Technology, Engineering, and Mathematics). The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.

Exploring Careers 8* **Half Year** **Credit 0**
This is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers from business to hands-on career paths. Each of the five units introduces one particular field and explains its past, present, and future. These units include: Introduction to Business and Finance, Introduction to Manufacturing, Introduction to Transportation, Distribution, and Logistics, Introduction to Architecture and Construction, and Introduction to Marketing. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.

Online Learning & Digital Citizenship* **Half Year** **Credit 0.50**
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.

Financial Literacy* **Half Year** **Credit 0.50**
Financial Literacy is a survey course that covers the basics of financial literacy. Financial Literacy is defined as the ability to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being. It includes the ability to discern financial choices, discuss money and financial issues without (or despite) discomfort, plan for the future and respond completely to life events that affect every day financial decisions, including events in the general economy. This includes the topics of Financial Responsibility and Decision Making; Planning and Money Management; Informed Consumer; Investing; Credit and Debt; and Risk Management and Insurance.

Psychology **Full Year** **Credit 1.0**

Psychology is a survey course that covers the basics of the field of psychology. Psychology is the study of how the individual human mind works and behaves. 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.

Strategies for Academic Success* **Half Year** **Credit 0.50**

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.

World Languages

*Teacher required for these courses. *

American Sign Language I **Full Year** **Credit 1.0**

Prerequisite: A minimum "B" average in your ELA course or permission from the instructor.
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.

French 1 **Full Year** **Credit 1.0**

Prerequisite: A minimum "B" average in your ELA course or permission from the instructor.
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

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 everyday 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.

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 everyday 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 everyday 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.

Career Technical Education (CTE)

*All CBI course are for ACE only students.
*Some CTE courses are for ACE only students.

CBI Work Based 1-4 **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.

CBI Related 7-8 **Full Year** **Credit 0**

Students will be introduced to a variety of relevant career connections in this course both through course

content and the onsite Student Success Day series. In addition, students will participate in the Homeroom course to learn strategies for recognizing and developing the social emotional skills e.g., self-management, responsibility, and accountability, needed for both academic and future career success. In this course, students will engage in conversations and activities that will develop an awareness of a range of career opportunities.

CBI Related 9-12 **Full Year** **Credit .50**
Students will be introduced to a variety of relevant career connections in this course both through course content and the onsite Student Success Day series. In addition, students will participate in the Homeroom course to learn strategies for recognizing and developing the social emotional skills e.g., self-management, responsibility, and accountability, needed for both academic and future career success. In this course, students will engage in conversations and activities that will develop an awareness of a range of career opportunities.

Information Technology **Full Year** **Credit 1.0**
This first course in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

Design Techniques **Full Year** **Credit 1.0**
Students will learn techniques for transforming photographic images, through use of digital cameras, computers, and mobile devices. To accomplish this, they will learn software photo editing techniques including layering, color correction, masking, and special effects using current commercial and open source programs and applications.

Information Technology Capstone* (ACE only) **Full Year** **Credit 1.0**
The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in their information technology program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

Business Foundations **Full Year** **Credit 1.0**
Business Foundations is the recommended first course in the Business and Administrative Services, Finance, Logistics and Supply Chain Management and Marketing Career Field pathways. Learners will develop foundational professional skills, in addition to exploring fundamental business activities and concepts. This course also includes introductory learning outcomes from each of the four related pathways.

Management Principles **Full Year** **Credit 1.0**
Management Principles explores how businesses plan, organize and lead functions of management to direct staff towards goal achievement. Learners will develop knowledge and skills in relationship management, business governance, change and project management. This course also includes competencies in strategic planning and data and information management to promote problem-solving and decision-making skills.

Business and Administrative Services Capstone* (ACE only) **Full Year** **Credit 1.0**
Students will apply knowledge, attitudes and skills that were learned in a Business and Administrative Services program in a more comprehensive and authentic way in this capstone course. Capstones often include project-/problem-based learning opportunities that occur both in and away from school. Under supervision of the school

and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.

Manufacturing Operations* (ACE only) Full Year Credit 1.0
Students will learn the production processes applied across manufacturing operations. Students will be able to demonstrate a broad array of technical skills with an emphasis given to quality practices, measurement, maintenance and safety.

Principles of Manufacturing* (ACE only) Full Year Credit 1.0
Students will apply knowledge and skills required in the application of standard manufacturing practices including planning, design and visualization. Students will learn and apply skills related to interpreting drawings, creating documentation and performing measurements. Additionally, students will use principles and techniques of Computer Numerical Control (CNC), employ scheduling, and practice project evaluation.

Manufacturing Capstone* (ACE only) Full Year Credit 1.0
The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in a Manufacturing program in a more comprehensive and authentic way. Capstones often include project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.