



Course Catalog  
2021-2022

**Education Built Around You**

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# 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:

| <b>Subject</b>   | <b>Credits</b> |
|--|----------------|
| English  | 4.0            |
| Mathematics (including 1 unit of Algebra 2 or its equivalent)  | 4.0            |
| Science as listed below:<br><br>Physical Science course<br>Life Science course<br>Advanced Science course  | 3.0            |
| Social Studies as listed below:<br><br>American History<br>World History<br>U.S. Government <sup>(1)</sup> | 3.0            |
| Health   | 0.5            |
| Physical Education   | 0.5            |
| Elective credits <sup>(2)</sup>  | 5.0            |
| <b>20 Course Credits Needed for Graduation</b>   |                |

(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 |
|---|--------------------|----------------------|----------------------------|-----------------------|---------|
| <b>English</b><br>(4 credits)                 | English 9          | English 10           | English 11                 | English 12            | 4       |
| <b>Mathematics</b><br>(4 credits)             | Int. Math 1        | Algebra 1            | Geometry                   | Algebra 2/Int. Math 3 | 4       |
| <b>Science</b><br>(3 credits)                 | Physical Science   | Biology              | Environmental OR Chemistry |                       | 3       |
| <b>Social Studies</b><br>(3 years)            |                    | Modern World History |                            |                       | 1       |
| <b>American History (SS)</b>                  | American History   |                      |                            |                       | 1       |
| <b>US Government (SS)</b>                     |                    |                      | US Government and Econ.    |                       | 1       |
| <b>Physical Education</b><br>(1/2 credit)     | Physical Education |                      |                            |                       | ½       |
| <b>Health</b><br>(1/2 credit)                 | Health             |                      |                            |                       | ½       |
| <b>Fine Art</b><br>(1 credit or 2 .5 credits) |                    | Fine Art             | Fine Art                   |                       | 1       |
| <b>Electives</b><br>(4 Electives)             | Elective           | Elective             | Elective                   | Elective              | 4       |
| <b>Total</b>                                  |                    |                      |                            |                       | 20      |

## 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.**

|                            |                           |                          |
|----------------------------|---------------------------|--------------------------|
| <b>1. Cover the Basics</b> | <b>2. Show Competency</b> | <b>3. Show Readiness</b> |
|----------------------------|---------------------------|--------------------------|

| <b>1. Cover the Basics</b>  |             |                           |             |
|---|-------------|---------------------------|-------------|
| Earn 20 credits using the following breakdown of credits per subject. |             |                           |             |
| <b>English Language Arts</b>  | 4.0 credits | <b>Social Studies</b>     | 3.0 credits |
| <b>Mathematics</b>  | 4.0 credits | <b>Health</b>             | 0.5 credits |
| <b>Science</b>  | 3.0 credits | <b>Physical Education</b> | 0.5 credits |
| <b>Electives</b>  | 5.0 credits |                           |             |

| <b>2. Show Competency</b>  |   |
|--|---|
| 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; <b>OR</b> Earn 2 of the following:  |   |
| Foundational (Must choose at least 1)  | Supporting  |
| <ul style="list-style-type: none"> <li>● A 12-point industry credential (ACE)</li> <li>● Proficient scores on WebXams (Career Center)</li> <li>● A pre-apprenticeship or acceptance into an approved apprenticeship program (Career Center)</li> </ul> | <ul style="list-style-type: none"> <li>● Work-based learning (ACE)</li> <li>● Earn the Ohio Means Jobs Readiness Seal (ACE)</li> <li>● Earn required score on WorkKeys (Career Center)</li> </ul> |
| 2. Enlist in the military-<br>Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.  |   |
| 3. Earn college credit   |   |

| <b>3. Show Readiness</b>   |  |                             |                          |
|--|--|-----------------------------|--------------------------|
| Earn 2 seals. ( <i>Discuss specific requirements to earn seals with your Mentor.</i> ) |  |                             |                          |
| Ohio Means Jobs Seal   | Industry-Recognized<br>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:

|  |  |
|--|--|
| <b>Overall Graduation Points</b>               | <p>Students earn points toward graduation on seven end-of-course exams:<br/>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:<br/>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:<br/>English – 4 points Mathematics – 4 points Science and Social Studies – 6 points</p> |
| <b>Remediation Free Score</b>                  | <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 11<sup>th</sup> grade students in the classes of 2021 so that students have one time to take a college admission exam free of charge.</p>  |
| <b>Industry Credential and Workforce Score</b> | <p>Students earn an approved <a href="#">industry-recognized credential or group of credentials</a> in a single career field and achieve a <a href="#">workforce readiness score</a> on the <a href="#">WorkKeys</a> 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>  |

### Grading Placement

Parents will receive a progress report every nine weeks. Parents may check progress at any time on Edgenuity and/or 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 6 credits per year. Students earning the required number of credits at the beginning of 2<sup>nd</sup> 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 Patricia Houseworth, Lead Intervention Specialist for more information. 419-738-4572; [phouseworth@auglaizeesc.org](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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"> <li>1. A parent or guardian must approve participation for any student under the age of eighteen.</li> <li>2. An instructional plan is created based upon individual student needs, including:                             <ul style="list-style-type: none"> <li>○ instructional objectives that align with the district’s curriculum requirements</li> <li>○ an outline that specifies instructional activities, materials, and environments</li> <li>○ a description of criteria and methods for assessing student performance</li> </ul> </li> <li>3. The school dean of students and teacher of record review the instructional plan.</li> <li>4. The teacher of record confirms involvement in providing or supervising instruction and evaluating student performance.</li> </ol> | <p>A team of curricular specialists, teachers, and administrators reviews the application</p> | <ol style="list-style-type: none"> <li>1. Academic credit will be assigned according to student performance relative to the stated objectives and granted upon successful completion of the program.</li> <li>2. The credit will be placed on the student’s transcript.</li> <li>3. Credits earned from educational options may be counted toward graduation requirements in accordance with applicable State Law and Administrative Code.</li> </ol> |

Visit [www.go2ace.org](http://www.go2ace.org) for more information, you can find the Board approved policy there as well.

## **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.

### 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.          | <ul style="list-style-type: none"> <li>• Participate in mandatory informational meeting</li> <li>• Score college-ready in English, Reading, and/or Math</li> <li>• Complete and turn in Intent Form (Intent Form due to Dean of Students by March 30)</li> </ul> |
| Be admitted.          | <ul style="list-style-type: none"> <li>• Apply and be admitted to the college or university you wish to attend</li> <li>• Attend more than one college or university if you like</li> <li>• Take the Accuplacer, ACT, or SAT</li> </ul>                          |
| Register for courses. | <ul style="list-style-type: none"> <li>• Enroll in CCP courses offered on college campuses or online with each institution</li> </ul>  |

## 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](http://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](https://www.ohiohighered.org/content/college_credit_plus_about).

Visit [www.go2ace.org](http://www.go2ace.org) for more information and view the Board approved CCP policy.

## ACE Academy 2020 – 2021 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**

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, 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 6**

#### **Full Year**

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**

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**

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 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



**Anatomy and Physiology**                      **Full Year**                      **Credit 1**

Prerequisite: Physical Science and Biology

This course will introduce students to the basic principles of living organisms, exploring the human body from the smallest level (chemical) to the largest (the whole organism).

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

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

Prerequisites: Chemistry and Algebra II

This course includes the study 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.

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

**Social Studies Grade 6****Full Year**

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**

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**

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.

**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



## 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.

### **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 recordings 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.*

**Online Learning & Digital Citizenship\*      Half Year      Credit .50**

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

**Strategies for Academic Success\*      Half Year      Credit .50**

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

**World Languages**

\*Teacher required for these courses. \*

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

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

**American Sign Language II      Full Year      Credit 1.0** Prerequisite: ASL 1 with a minimum “C” average or permission from the instructor. ASL 2 is a continuation of ASL 1. This course expands the novice level of vocabulary, grammatical knowledge, and cultural awareness, and introduces a broader range of grammatical aspects. This course requires limited participation in Deaf Culture activities.

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

Prerequisite: ASL 2 with a minimum “C” average or permission from the instructor.

ASL 3 is a continuation of ASL 2. This course expands vocabulary, grammatical knowledge at an intermediate level, as well as increasing cultural awareness, and introduces increasingly complex grammatical aspects. This course requires participation in Deaf Culture activities.

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

Prerequisite: ASL 3 with a minimum “C” average and permission from the instructor.

ASL 4 is a continuation of ASL 3. This course expands and reinforces previously learned vocabulary and grammatical knowledge at an intermediate level as well as continuing a depth of knowledge of Deaf history, and cultural awareness, and provides practice of complex grammatical aspects. This course requires regular participation in Deaf Culture activities.



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 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.

**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 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.

**CBI – Work Based** **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 6** **Full Year**

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 7** **Full Year**

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 8** **Full Year**

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**

**Full Year**

**Credit 1.0**

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 10**

**Full Year**

**Credit 1.0**

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 11**

**Full Year**

**Credit 1.0**

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 conversation sand activities that will develop an awareness of a range of career opportunities.

**CBI Related 12**

**Full Year**

**Credit 1.0**

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.

**CTE Courses**

**Career Planning and Development**

**Half Year**

**Credit .50**

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.

**Keyboarding and Applications**

**Half Year**

**Credit 0.5**

This course introduces students to the features and functionality of the most widely-used productivity software in the world: Microsoft® Office®. Through video instruction, interactive skills demonstrations, and hands-on practice assignments, students learn to develop, edit and share Office® 2016 documents for both personal and professional use in Word® and Excel®. Students will also learn basic features of both

Outlook® and PowerPoint®.

**Career Management**

**Half Year**

**Credit 0.5**

Career Management is a semester-length high school course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including communication, leadership, teamwork, decision making, problem solving, goal setting and time management.

**Career Explorations**

**Full Year**

**Credit 1.0**

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

**Career Explorations 1**

**Half Year**

**Credit 0.5**

Career Explorations I is a semester-long course designed to give students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving human-related services. Each of the five units introduce one particular field and explains its past, present, and future. These units include: Career Management, Introduction to Careers in Health Sciences, Hospitality and Tourism Systems, Human Services, and Consumer Services. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.

**Career Explorations 2**

**Half Year**

**Credit 0.5**

Career Explorations II is a semester-long course designed to give 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.

**Career Explorations 3**

**Half Year**

**Credit 0.5**

Career Explorations III is a semester-long course designed to give students an opportunity to explore various CTE subjects. Specifically, students learn about careers from business to hands-on career paths. Each of the five unit 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.

**Introduction to Health Science**

**Half Year**

**Credit .50**

This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.

**Intro to Agriculture, Food, & Natural Resources/Food Safety and Sanitation** **Half Year** **Credit 0.5**

This high school course introduces students to the basic scientific principles of agriculture and natural resources. Students recognize and research plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems. In this course, students apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, and communities. Students also analyze community practice or policy development related to sustainability in agriculture, food, and natural resources. Finally, students apply adaptive ecosystem management to a common pool resource problem in a manner that addresses ecological, socioeconomic, and institutional contexts. This comprehensive course covers the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers. The course provides a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After successful completion of this course, students are prepared to meet the requirements of state and national certification exams.

**Intro to Careers in the Health Sciences/Careers in Allied Health      Half Year      Credit 0.5**

This course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science. Careers in Allied Health focuses on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. The course includes an overview of the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day. Within each job type, students explore important aspects applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies.

**Careers in Marketing Research/Marketing and Sales for Tourism and Hospitality      Half Year      Credit 0.5**

Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions. Careers in Marketing Research is a high school course that provides information about the process of investigation and problem analysis by using research to produce key marketing statistics that are communicated to management and used throughout the organization. This course concludes with the execution, interpretation, and presentation of marketing research. This course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students are introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between marketing and other functions such as advertising, sales techniques, and public relations to maximize profits in a hospitality organization is addressed. Students have an opportunity to explore this multi-faceted world, identifying multiple career paths and opportunities.

**Intro to Network Systems/Intro to Information Technology Support & Services      Half Year      Credit 0.5**

This course introduces students to the fundamental technology and concepts that make networking systems possible. The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing. The course explores the software and hardware supporting LANs, WANs, and Wi-Fi networks. Students are introduced to the protocols in the TCP/IP stack that are used to communicate across a network, and to networking hardware, including hubs, switches, bridges, routers, and transmission media. Students explore questions of security, network management, and network operating systems. This course focuses on real-world application, including common industry best practices and specific vendors that offer tools for technicians, project managers, and IT leadership. Students learn how the IT department of an enterprise supports the overall mission of the company. Students apply their knowledge of hardware and software components associated with IT systems while exploring a variety of careers related to IT support and services. Students analyze

technical support needs to perform customer service and configuration management activities. Students also evaluate application software packages and emerging software. Students demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system.

**Intro to Careers in Government & Public Administration/Intro to Law, Public Safety, Corrections, & Security**  
**Half Year** **Credit 0.5**

This course provides students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability. Students explore the foundations of the U.S. government, the separation of powers, the federal civil service system, and the relationship between the government and state and local officials. Students learn about politics in the United States and the electoral process, political attitudes and opinions, and American political parties. Students explore the structure of U.S. federal governmental institutions, the nature of bureaucracy, and the functions of the three branches of government. Students also learn about policy making in American government, including discussions of foreign and defense policies. In this course, students learn about the many careers that exist within the fields of law, law enforcement, public safety, corrections, and security. In addition to learning about the training and educational requirements for these careers, students explore the history of these fields and how they developed to their current state. Students also learn how these careers are affected by and affect local, state, and federal laws. Finally, students examine the relationships between professionals in these fields and how collaborations between professionals in these careers help to create a safer, more stable society.

**Intro to Human Services/Family and Community Services** **Half Year** **Credit 0.5**

This course introduces high school students to the possibilities for careers in the human services professions. Through anecdotes, lessons, and a variety of assignments and projects, students learn about the broad variety of jobs available in the human services. These begin with entry-level positions, such as associate social workers, that require a two-year Associate of Arts degree. Students also learn ethics and philosophies of the helping professions. The history of the profession, as well as the impact of the cultural, social, and economic environment on individual people, especially those who need social services assistance, is also explored. Family and Community Services is a high school course that introduces applications within professions related to family and community services. Students identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness of family and community services. Students develop the abilities necessary to evaluate and identify a range of effective communication strategies and skills for establishing a collaborative relationship with others. Students also complete a variety of projects to apply their skills and knowledge. Units are divided among career fields: Social Workers, Emergency Management and Planners, Therapists and Treatment Specialists, Education and Childcare.

**Intro to Careers in Architecture & Construction/Construction Careers** **Half Year** **Credit 0.5**

The goal of this high school course is to provide students with an overview of careers in architecture and construction in order to assist with informed career decisions. This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction (Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair). The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining, and planning the built environment. The built environment encompasses all zones of human activity—from natural conservation areas with minimal human intervention to highly dense areas with tall skyscrapers and intricate highway systems to suburban cul-de-sacs. The interrelated components that make up the built environment are as varied and unique as the professionals who help shape it. Construction Careers is a course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many

lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students learn that there is no way to be successful in construction without taking such issues seriously. Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.

**Intro to STEM/Intro to Careers in Arts, A/V Technology, & Communications      Half Year      Credit 0.5**

This course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM. Students are introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students are exposed to several computer applications used to analyze and present technical or scientific information. Finally, students explore the kinds of strategies frequently used to solve problems in these disciplines. Throughout the course, students discover their strengths through practical applications and awareness of the various STEM careers. This introductory high school course provides comprehensive information on five separate areas of arts and communications as potential educational and career pathways, including: audio/video technology and film, performing arts, visual arts, printing technology, journalism and broadcasting, and telecommunication systems. Students who are interested in careers across a broad spectrum of professional positions, including fine artist, telecommunications administrator, magazine editor, broadcast journalist, or computer graphic artist, will gain useful perspective on industry terminology, technology, work environment, job outlook, and guiding principles.

**Intro to Careers in Education & Training/Human Growth and Development      Half Year      Credit 0.5**

Introduction to Careers in Education and Training is a course that introduces students to the field of education and training, and the opportunities available for early-childhood through adult and continuing education. Students gain an understanding of the career options available in teaching, administrative work, and support services. They also explore the education and background experience needed to succeed in these careers. Students learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions. They also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children. This course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socioemotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists. The course provides a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief. It gives the student perspective and highlights where people in the caring professions are most needed. Students who take this course will come away with a broad understanding of all the careers that help people from birth to death.

**Intro to Careers in Finance/Intro to Consumer Services      Half Year      Credit 0.5**

Introduction to Careers in Finance is a course that provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers. Course units address a broad set of services in the industry including finance overview, financial services, securities analysis, investments, principles of corporate finance, banking services, risk management, and insurance./this semester-long course, students analyze various career paths in terms of employment opportunities and educational requirements, such as hard and soft skills, certifications, and licensures for different pathways. Developing research, analytical, and presentations skills are key components. This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas. Emphasis is placed on the human services aspect (vs. corporate concerns) of consumer services. Social issues and advocacy, as well as ethics and legalities, are a recurring theme. Students gain knowledge of current issues affecting various consumer services professions, and the impact

of local, state, national and global issues on consumer services.

**Intro to Careers in Transportation, Distribution, and Logistics/Careers in Logistics, Planning and Management Services** **Half Year** **Credit 0.5**

This course introduces students to the complicated world of commercial transportation. Students undertake an overview of the fields of transportation, distribution, and logistics, learning the differences between the fields and the primary services provided in each. Students learn how warehousing, inventory, and other associated businesses impact the economy, which includes the advantages and disadvantages of automation on employment. Students learn about the history of transportation. Students examine the fields that serve to support and manage transportation systems. Lastly, the role of technology and technological development on transportation-related businesses is addressed. Careers in Logistics Planning and Management Services is a course that provides high school students with the history of logistics and recent advances in the field. Units include supply chain management, inventory and transportation management, and safety in the workplace. Logistics is a high-growth industry and stable career choice. There is something for every career-seeker, ability, and experience level. The objectives of this course are to introduce the student to the field of logistics planning and management and to explain the career opportunities that are available in this field.