



Virtual Schoolhouse

High Quality Alternative Educational Experience

COURSE CATALOG AND CURRICULUM GUIDE

2008-2009

Virtual Schoolhouse
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The VSH Mission Statement

Virtual Schoolhouse is a bricks and mortar school designed to address the needs of students in grades K-12 who are at risk of dropping-out. Our students face many economic, environmental, emotional and/or academic challenges, including physical and mental health illnesses, social disadvantage, learning disabilities or other special needs. Virtual Schoolhouse strives to provide exceptional educational experiences for all students regardless of grade or performance level.

Virtual Schoolhouse aims to:

- Meet the educational needs of children in Ohio who are not being adequately served by traditional school systems
- Expand the vision of schools to include extensive teacher-student (face-to-face) interactions
- Provide a challenging standards-based curriculum that best suits every child's developmental level and individual needs
- Reintegrate into the State's educational system students who have been distanced due to physical, emotional, behavioral, or learning disabilities



Virtual Schoolhouse

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HOME OF THE WIZARDS

Our colors are green and gold.
The school's newspaper is The Wizard.

ADMINISTRATION

Mr. Dave Gilbert, Head of School
Mrs. Luanna List, Director of Elementary School
Mr. Dan Rose, Director of Middle School
Ms. Nicole Robinson, Director of High School
Mrs. Alice Nack, Director of Dropout /Credit Recovery
Mrs. Crystal Banks, Director of Daily Operations

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Dear Student and Parents,

Virtual Schoolhouse offers a wide variety of courses and programs to make your transition to on-line education both challenging and rewarding. Our web-based learning program provides you with an individualized curriculum which is fully structured to address the standards as required by the state of Ohio. It is incumbent upon each student to carefully analyze the course offerings included in this catalog and make selections based upon capabilities, aspirations, and interests.

This catalog should be used as a four-year planning guide for all students in grades nine through twelve. Course descriptions, credits and graduation requirements are accurate for the year of publication. Changes and new course offerings will be available to students each year.

This catalog is designed to make students aware of academic requirements and course offering. We hope you find this useful as you begin to develop a four-year program of studies.

The Virtual Schoolhouse Administrative Staff

HIGH SCHOOL ACADEMIC INFORMATION

COURSE LOAD

All high school students will carry a minimum of two and one half (2.5) credits (four academic classes) each semester. Students will be able to register for up to three (3) credits for each semester, and consideration will be given for more than three credits with approval from the Director of High School Education. Students in their senior year will be allowed to carry less than the minimum if they require fewer credits to graduate.

CREDITS NEEDED FOR GRADE PROMOTION

To sophomore standing: completion of five (5) credits

To junior standing: completion of ten (10) credits

To senior standing: completion of fifteen (15) credits

GRADUATION REQUIREMENTS

To receive a diploma from The Virtual Schoolhouse, a student must meet the standards adopted by the State of Ohio and the Virtual Schoolhouse Board of Education. The ultimate responsibility for tracking and completing necessary credits for graduation lies with students and parents.

1. Pass all sections of the Ohio Graduation Test
2. Earn a minimum of twenty (20) credits
3. Within the required number of credits, the successful completion of the following specific credits is required:

English	4 credits
Mathematics	3 credits
Science *	3 credits
Social Studies **	3 credits
Health	.5 credits
Physical Education	.5 credits
Electives ***	6 credits

* One credit Physical Science (Physical Science, Earth and Space Science, Chemistry, or Physics), one credit Life Science (Comprehensive Biology or Life Science), one credit elective science

** Half credit American history, half credit American Government, balance in Social Studies electives

***One credit (or two half credits) must include Business/Technology, Fine Arts, or Foreign Language

EARLY GRADUATION

The earliest time that request for early graduation will be considered is during the last nine-week grading period of the student's sophomore year. Ohio state minimum graduation requirements must be met in order for consideration.

Procedures for applying for permission to graduate early:

1. Student receives application from the Director of High School Education
2. Completed application must be signed by parent, listing reasons for request, and then returned to the Director of High School Education.
3. Director of High School Education will verify that the student has a 2.75 cumulative GPA or higher.
4. Director of High School Education will send application to the Head of School.
5. Head of School will seek final approval from the Virtual Schoolhouse Board.

GRADE POINT AVERAGE (GPA) SCALE

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

GRADING SCALE FOR ALL HIGH SCHOOL STUDENTS

100- 90 A

89 - 80 B

79 - 70 C

69 - 60 D

Below 60 F

STUDENT SCHEDULE CHANGES

All necessary schedule changes should be completed prior to the beginning of a school semester. Students have the first two weeks of a semester to add or drop a course. This can be done only with the approval of the Director of High School Education and the High School Academic Guidance Counselor.

INCOMPLETE GRADE POLICY

A grade of Incomplete will be given at the end of a grading period only at the discretion of the Director of High School Education and the student's teacher/tutor. If an incomplete is granted, the student will have three weeks from the end of the semester to complete all

missing assignments. This deadline will be extended, in the rarest of occasions, only if extenuating circumstances are clearly evident. Students who need an extension will meet with the Director of High School Education and the High School Academic Counselor.

SUMMER SCHOOL

Students who wish to complete summer school courses must get approval from the Director of High School Education prior to enrolling in a summer course. Summer school is recommended when a student receives a D or F in a particular subject, or feels he/she needs remedial help before advancing to the next course. The Virtual Schoolhouse will only accept credit from The Tree of Knowledge and E-tree, unless prior approval has been granted.

FINAL EXAMS

Center based high school students will need to take final exams at the end of each semester. The length and weight of each exam will be determined by the subject teacher. Students who miss final exams will need to reschedule with the teacher in order to receive credit for the course.

OHIO GRADUATION TESTS

The State of Ohio requires all students to pass the Ohio Graduation Tests (OGT) in order to receive a diploma. Students are required to take these tests starting in the spring of their sophomore year. Students who do not pass each test will have multiple opportunities to do so. The Virtual Schoolhouse will offer test preparation sessions to help students develop skills to take and successfully complete the OGT.

COLLEGE ENTRANCE REQUIREMENTS

College entrance requirements differ from one school to another. It is never too early for high school students to begin planning for college. SAT and ACT tests are usually taken in the junior year, while the actual application process begins in the fall of the senior year. The Director of High School Education will assist any student seeking information regarding post-secondary education. This may include registering for the SAT or ACT tests, completing college applications, and applying for financial aide. Students are reminded that many schools hold to strict admissions standards and therefore should try to maintain a good GPA and an excellent attendance record throughout all four years of high school.

COLLEGE CREDIT

High school students who wish to get college credit may do so through CLEP (College-Level Examination Program). CLEP gives students the opportunity to demonstrate mastery of a subject through a computer generated test. A passing score allows students to get

undergraduate credit and/or advanced standing at many colleges. The Director of High School Education can help students seek out which colleges accept CLEP scores for credit.

ENGLISH / LANGUAGE ARTS

INTRODUCTION

The English / Language Arts Department seeks to provide a setting in which every student will strive to succeed! The English curriculum is consistent with the State of Ohio Standards and is aligned to meet the requirements of the Ohio Graduation Test. Our program requires each student to take four years of English. These English courses provide a sequence that emphasizes deep thinking, reading, speaking, and media literacy skills. The curriculum is designed to develop students who can communicate and learn effectively in a variety of learning and writing modes. All students in grades 9-12 will be required to complete a research project before promotion to the next grade level.

Literature is an essential part of every High School English Course. Four grade-specific literature titles allow students to explore universal themes, characters, and terms of literature. Each title includes four complete books and several short stories. A series of lessons with study guides accompanies the student throughout each book. Various interactive features such as plot reviews and chapter overviews enhance each student's literary learning procedure.

ENGLISH / LANGUAGE ARTS DEPARTMENT COURSE OFFERINGS:

Below are suggested sequences for English /Language Arts courses for the students at the Virtual Schoolhouse. All students are required to complete four (4) **units** of English / Language Arts to meet graduation requirements.

Grade 9

Literature 9
AND
Writing 9

Grade 10

Literature 10
AND
Writing 10

Grade 11

Literature 11
AND
Writing 11

Grade 12

Literature 12
AND
Writing 12

COURSE DESCRIPTIONS:

English 9

Literature 9

The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

A Tale of Two Cities by Charles Dickens

The Odyssey by Homer

Romeo and Juliet by William Shakespeare

Writing 9

High School level review of the writing process covering pre-writing, identifying and narrowing a topic, drafting, editing, publishing, writing complete sentences, correct word choices, writing topic sentences, writing analogies, using the library, writing biographical sketches, ideas and opinions, writing essays, writing short stories, poetry, plays, and folk literature.

1 unit – 1 credit / full year (Includes both Literature and Writing)

Language Arts OGT Skills 9

Reading section contains lessons about common expressions, connotation and denotation, Greek and Latin words, poetry, word recognition, and story details and sequence; Usage section contains lessons about punctuation, clauses and phrases, and usage problems; Vocabulary section reviews vowel sounds and spelling.

½ credit / semester course

English 10

Literature 10

Great Expectations by Charles Dickens

The Adventures of Huckleberry Finn by Mark Twain

Julius Caesar by William Shakespeare

The Jungle by Upton Sinclair

Writing 10

Covers journal, resume, and newspaper writing, review of the writing process, writing sentences and paragraphs, specialized writing projects including writing analogies, correspondence, learning logs, story endings, expository, descriptive, and persuasive essays, creative writing including poetic text, short stories, and scripts.

1 unit – 1 credit / full year (Includes both Literature and Writing)

Language Arts OGT Skills 10

Reading section contains lessons about fact and opinion, folklore, inferences, story elements, and words in context; Usage section contains lessons about parts of speech, parts of sentences, and verbals; Vocabulary section reviews blends and silent letters.

½ credit / semester course

English 11

Literature 11

The House of the Seven Gables by Nathaniel Hawthorne

The Last of the Mohicans by James Fenimore Cooper

Moby Dick by Herman Melville

The Red Badge of Courage by Stephen Crane

Writing 11

Review of the writing process, using strategy, sequence, drafting, proofreading, publishing, identifying and writing sentence types, writing paragraphs for various purposes, chronological and spatial importance, writing analogies, newspaper stories, sketches, essays, summarizing, and creative writing.

1 unit – 1 credit / full year (Includes both Literature and Writing)

Language Arts OGT Skills 11

Reading section includes American literature, context clues, farce and satire, and foreign terms; Usage section includes lessons about infinitives, clauses, verb tenses, and usage problems; Vocabulary section reviews consonants, syllables and pronunciation, and digraphs.

½ credit / semester course

English 12

Literature 12

Pride and Prejudice by Jane Austen

Jane Eyre by Charlotte Bronte

Macbeth by William Shakespeare
Wuthering Heights by Emily Bronte

Writing 12

Covers selecting and narrowing a topic, identifying audience, writing introductions and conclusions, writing strategies, the writing process, journal writing, writing persuasive, descriptive, expository, and narrative paragraphs, writing story endings, summarizing, expressing ideas and opinions, writing short stories, poetry, drama, and folk literature.

1 unit – 1 credit / full year (Includes both Literature and Writing)

Language Arts OGT Skills 12

Reading section includes British literature, drama, etymology, genres and literature, literary devices, and propaganda and bias; Usage section reviews clauses and diagramming; Vocabulary section reviews root words and sounds of various letters.

½ credit / semester course

MATHEMATICS

INTRODUCTION

The mathematics curriculum is consistent with the state of Ohio standards and has been aligned to meet the requirements of the Ohio Graduation Test. The mathematic department has created individualized course instruction in which:

1. Students will be exposed to the kinds of mathematics curricula needed to accomplish intended career goals.
2. Students will be called upon to demonstrate competency on all levels of the cognitive domain knowledge, comprehension, application, analysis, synthesis, and evaluation.
3. Students will utilize the logical problem solving techniques acquired in math courses when confronted with mathematical and non-mathematical problems.

MATHEMATICS DEPARTMENT COURSE OFFERINGS:

Below are suggested sequences for mathematics courses for Virtual Schoolhouse students. Our students have different backgrounds, differing goals, career expectations, and objectives. All students are required to complete **three (3) units** of math to meet graduation requirements.

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Pre-Algebra	Algebra I	Geometry	Algebra II
Algebra I	Geometry	Algebra II	Trigonometry
Geometry	Algebra II	Trigonometry	Calculus

All students are required to take a math placement test.

Pre-Algebra

Covers number notation, the multiplicative property of zero, operational symbols, inverse operations of multiplication and division, rules for solving equations by adding and subtracting integers, factors and exponents, fractions, graphing on the coordinate plane, slope and intercept, decimals and percents, statistics, scatter plots, the counting principle, definitions of basic geometric terms, circles, area, volume, sine and cosine ratios, and the Pythagorean Theorem. Contains seven review tests and one comprehensive exam.

1 unit – 1 credit / full year

Algebra I

Topic areas include algebraic expressions and equations, writing numbers in exponential form, using standard and scientific calculators, integers, absolute values, review of additive identity, like terms, using reciprocals to solve problems, evaluating expressions using order of operations, inverse operations, eliminating fractions, identification of the x and y axes, linear equations, graphing with constants, rules of exponents, binomials, trinomials, using the FOIL method, factoring out monomials, trinomial squares, and quadratic equations, finding solutions of linear systems of equations by graphing, eliminating variables, motion problems, using negative one as a factor, identifying the least common multiple of expressions, ratio and proportion, using inequalities to solve problems, equations with absolute values, irrational numbers, radical expressions, finding the value of a function, using vertex and axis of symmetry or the T-table, problem solving involving joint and combined variation, and identifying and evaluating the discriminant of a quadratic equation.

1 unit – 1 credit / full year

Geometry

Introduces basic geometric terms commonly used and also covers geometric concepts including angles, perpendicular and parallel lines, rays and transversals, measuring line segments, lines, segments, sides and vertices of angles, acute, obtuse, and right angles, parallel and skew lines, acute, obtuse, and right triangles, calculating perimeter, volume and area of trapezoids, polygons, proportional ratios, pyramids, cones, spheres, chords, circumference, tangents, and angle measurement. Contains three review lessons and one comprehensive exam.

1 unit – 1 credit / full year

Algebra II

Topic areas include review of the real number system including rational numbers, rules for combining and multiplying real numbers, order of operations, connecting words and numbers through expressions, developing a plan to solve a problem, combining like terms, definition and examples of ordered pairs, grids, quadrants, abscissa, defining linear equations, graphing equation systems, three-variable equations, matrix multiplication, transformation, point and matrix transformations, polynomial types, zero as an exponent, finding higher variables, factoring numerators, solving complex rationals, review of square roots, radicals, complex pure and imaginary numbers, solving and factoring, identifying and evaluating the discriminant of a quadratic equation, rewriting equations, solving problems with number lines, graphing parabola, circle parts and formulas, hyperbola, graphing quadratic relations and inequalities, inverse functions, compound interest problems, sequences of numbers, identification of sigma, examples and definition of common ratios, finite series, and solving factorial problems.

1 unit – 1 credit / full year

Trigonometry

Covers angles, angle terminology, reference angles, definition of sine, cosine, and tangent, definition and value of secant, cosecant, and cotangent, calculating sides of right triangles, using trig to solve real world problems, the Law of Sines and Cosines, symmetry identities, verifying trigonometric identities, sum and difference for sine, cosine, and tangent, using cofunction identities, graphing trig functions, principal values, arc length, area of circular sectors, simple harmonic motion, and frequency. Contains four review tests and one comprehensive exam.

½ credit / semester course

Calculus I

High school level course with topic areas covering calculating x-values and corresponding values, limits, notation, continuous functions, asymptotes, negative and positive infinities, graphing tangents, secants, and cosecants, derivatives, Leibniz notation, constant functions

and derivatives, functions that are products, the derivative as a reciprocal of sine, acceleration as a derivative of velocity, maximum and minimum values of given functions at closed intervals, sign graphs, using related rates to determine the volume of cones, determining graphing data, anti-derivatives with negative exponents. Contains three review lessons and one comprehensive exam.

½ credit / semester course

Calculus II

Continuing coursework from the Calculus I title. Topic areas include notations of integrals, the fundamental theorem of calculus, indefinite integrals and anti-derivatives, integration by substitution, natural logarithms, points of intersection for regions of graphs, applications of the integral including volumes of rotation about the axes, arc length, surface area and work, hydrostatic force, inverse functions including natural exponent functions, exponential and logarithmic functions of other bases, exponential growth and decay, and inverse trigonometric functions. Contains three review lessons and one comprehensive exam.

½ credit / semester course

SCIENCE

INTRODUCTION

The science curriculum is aligned with the state of Ohio academic standards to meet the requirements of the Ohio Graduation Test (OGT). The philosophy of instruction at Virtual Schoolhouse is the personalization of education in meeting the individual needs of the student. The courses offer a variety of learning strategies and methods to satisfy various learning styles.

SCIENCE DEPARTMENT COURSE OFFERINGS:

Below are suggested sequences for science courses for the students at the Virtual Schoolhouse. Our students have different backgrounds, differing goals, career expectations, and objectives. Each student is required to complete three units of science to meet graduation requirements. One unit must be a physical science (Physics, Physical Science, Chemistry, or Earth Science) and one unit must be a biological science (Biology or Life Science).

Grade 9

Earth and Space
Science

Grade 10

Comprehensive
Biology

Grade 11

Physics

Chemistry

Grade 12

Chemistry

Physics

COURSE DESCRIPTIONS:

Earth & Space Science

Topic areas include an introduction to earth and space themes, comparison and uses of pie charts, review of the elements and their properties, observations of events and phenomena in the universe, sunspots, the solar system, satellites, earthquakes, the cycles of the moon, balloons, airplanes, development of rockets, the Apollo missions, characteristics of different atmospheric layers, cloud cover, weather terms and cycles, high and low pressure, types of fronts, climatology, oceanography, underground water, topography, weathering and erosion, dinosaurs, and natural resources.

1 unit – 1 credit / full year

Comprehensive Biology

Comprehensive Biology is designed to fully address state and national standards for high school in one complete course.

General topics in science as they apply to biology include science as inquiry, the history and nature of science, and science and technology.

The specific topics for this biology course include the structure and function of organisms; matter, energy, and organization in living systems; the molecular basis of heredity; life cycle and reproduction; diversity, adaptations and origins; the interdependence of organisms; the behavior of organisms; and organisms in the environment.

1 unit – 1 credit / full year

Chemistry

The introductory chemistry course covers personal safety, basic lab techniques, heating solids, determining specific heat, mixtures, chemical reactions, calculating average atomic mass numbers, the periodic table, positive and negative charges, chemical equations, balancing the single replacement equation, empirical formulas, equation stoichiometry, using instruments to measure and describe gas, Boyle's Law, pressure in the atmosphere, temperature, and universal symbols, review of the empirical and molecular formulas, the first law of thermodynamics, electromagnetic energy, classifying subatomic particles and forces, molecular geometry, identification of symbols used in writing chemical reactions, properties of solids, colligative properties, rate of diffusion, osmotic pressure, activation energy, the pH scale, spontaneous reactions, Le Chatelier's Principle, buffers, heat of reaction, and entropy, Contains three review lessons and one comprehensive exam.

1 unit – 1 credit / full year

Physics

Advanced level science course including the topic areas of the introduction to physics concepts, mathematics as the language of physics, scalar and vector quantities, acceleration, Newton's first law of motion, vectors, universal gravitation, mechanical advantage, thermal energy, types of waves, definition of sound, Snell's Law, atoms, magnets, the unit of charge, Ohm's Law, resistance, combined electrical circuits, how electricity is generated, and a brief review of astronomy. Contains five review lessons and one comprehensive exam.

½ credit / semester course

SOCIAL STUDIES

INTRODUCTION

The Social Studies curriculum is aligned with the state of Ohio academic standards to meet the requirements of the Ohio Graduation Test (OGT). The philosophy of instruction at Virtual Schoolhouse is the personalization of education in meeting the individual needs of the students. The courses offer a variety of learning strategies and methods to satisfy various learning styles. Each course provides a basic working knowledge of past and present societies.

SOCIAL STUDIES DEPARTMENT COURSE OFFERINGS:

Below is the suggested sequence for Social Studies courses for students at the Virtual Schoolhouse. Our students have different backgrounds, differing goals, career expectations, and objectives. All students are required to complete three (3) units of Social Studies to meet graduation requirements.

Grade 9
World History

Grade 10
American
Government

Grade 11
American History II

Grade 12
World Geography
OR
Economics

COURSE DESCRIPTIONS:

World History

This course, with emphasis on the 19th and 20th Century, is designed to provide instruction beginning with the study of the Enlightenment and concluding with the present war against terrorism. Numerous significant events will be covered as well as basic lessons in Geography and building an understanding of cultural perspectives, economic systems and forms of government.

1 unit-1 credit / full year

American History II

The second half of American History starts with the fierce competition amongst many divergent groups in the Western United States. Our study of U.S. History will end with the present war in Iraq. Emphasis will be given to World War II and the Cold War Era. World War I, the Great Depression, and the advance of technology are other topics provided in the curriculum.

1 unit-1 credit / full year

American Government

American Government begins with the philosophy of the U.S. Constitution and concludes with the study of American Political Culture. Major attention will be given to understanding the three branches of our government. Other areas of the curriculum include the federal bureaucracy, the articles and amendments of the U.S. Constitution, and how political campaigns operate.

1 unit-1 credit / full year

World Geography

Second course of the A+LS geography series continues teaching students about the study of geography and the tools of geography. Other topic areas include continents, islands, mountains, valleys, bodies of water, lakes, oceans, Asia, Southeast Asia, Central and Northern Asia, the Middle East, Iran, Kuwait, Saudi Arabia, Oman, North Africa, West Africa, East Africa, the Sahel, eastern, southeastern, central, southern, western, and northern European countries, the United Kingdom, Wales, Scotland, Ireland, North America, Canada, the U.S., Mexico, Belize, the West Indies, South America, and Oceania.

½ credit / semester course

COGNITIVELY DISABLED/MULTI-HANDICAPPED COURSE OFFERINGS:

INTRODUCTION

The curriculum for Cognitive disabled and multi-handicapped students designed to focus on the individual ability level of each student. This program is geared towards practical application to the world of work and polishing the skills already known while adding to the student body of knowledge.

Below are suggested sequences for cognitive disabled/multi-handicapped courses for students at the Virtual Schoolhouse.

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English Fundamentals 1	English Fundamentals 2	English Fundamentals 3	English Fundamentals 4
Math Fundamentals 1	Math Fundamentals 2	Math Fundamentals 3	Math Fundamentals 4
Social Studies Fundamentals 1	Social Studies Fundamentals 2	Government Fundamentals	Health Fundamentals
Science Fundamentals 1	Science Fundamentals 2	Science Fundamentals 3	
Life Skills 1	Life Skills 2	Life Skills 3	Life Skills 4
Vocational Basis 1	Vocational Basics 2	Vocational Basics 3	Vocational Basics 4
		Adaptive Physical Education	Computer Tools
		Keyboarding	

COURSE DESCRIPTIONS:

English Fundamentals 1,2,3,4

Grades 9-12

Prerequisite-Program Admission

English is based on an individual's ability level. All activities are geared toward polishing the skills already known while adding to his/her own body of knowledge. Students will work on systematic phonics, spelling, listening/reading comprehension and decoding.

All skills will be incorporated in functional applications.

1 credit / full year

Math Fundamentals 1,2,3,4

Grades 9-12

Prerequisite- Program Admission

Math is based on an individual's ability level and emphasis is placed on practical application of skills in the world of work. Basic computation, counting money and making change, measurement and time management skills will be developed based on the student's current knowledge base and capabilities.

All skills will be applied to work applications and consumerism.

1 credit / full year

Social Studies Fundamentals 1,2

Grades 9-12

Prerequisite- Program Admission

Social Studies is based on developing the skills necessary to being a responsible member of a family, community and country. Activities involve learning about current events, history, and geography. Emphasis is placed on developing active participation in the community.

1 credit / full year

Government Fundamentals

Grades 9 - 12

Prerequisite-Program Admission

Government Fundamentals provides a general knowledge of how local, state, and national governments operate in the United States. Emphasis is placed on developing the skills necessary to be an informed participant in the voting process.

1 credit / full year

Science Fundamentals 1,2,3

Grades 9-12

Prerequisite- Program Admission

Students will be introduced to and/or will build on areas of science that will affect their lives as adults. Activities will include learning about the environment, plants, animals, water life, and basic mechanical awareness.

1 credit / full year

Independent Living Skills 1,2,3,4

Grade 9-12

Prerequisite-Program Admission

Students will develop skills needed to function as independently as possible after graduation from high school. Housing options, housekeeping skills, transportation options/skills, shopping, laundry and clothing, repair and opportunities for community involvement are areas in which knowledge will be gained.

1 credit / full year

Health Fundamentals

Grade 9-12

Prerequisite-Program Admission

Students will develop an understanding of facts about the human body, healthy life habits, prevention of diseases, nutrition, personal hygiene, tobacco, alcohol and drug abuse; and basic first aid and safety practices in the home, school, work and community.

½ credit / semester course

Keyboarding

Grade 9-12

Prerequisite- Program Admission

Students will be instructed on the correct fingering or adapted techniques for the alphabetic and numeric keyboard to increase speed and accuracy.

½ credit / semester course

Computer Tools

Grade 9-12

Prerequisite- Program Admission

Students will learn how to use the basics of Microsoft Word in order to create personal documents. They will also use several general types of computer software based upon their individual knowledge, ability, and interest levels.

½ credit / semester course

Adaptive Physical Education

Grades 9-12

Prerequisite-Program Admission

This program is designed to meet the unique needs of its students. The objective is to expose students to recreational, sports, and leisure activities that will provide healthy habits for a lifetime.

½ credit / full year course

Vocational Basics 1,2,3,4

Grades 9-12

Prerequisite-Program Admission

This program is designed to introduce and continue to build on employability skills such as following directions, cooperating with a supervisor and co-workers, and increasing speed, accuracy, and endurance. This program uses the development of micro-enterprises to gain competences to achieve a successful path to career options.

Work based learning can be single or multiple periods in length. The number of years a student spends in the Vocational Basic program is determined by the IEP team.

credits to be determined

ELECTIVES

Students are required to complete six (6) credits of electives and a half (1/2) credit each of health and physical education. The six elective credits can be completed using any combination of the following courses described below, but students must complete at least one (1) credit of any the following course types; business/ technology **or** fine arts **or** foreign language.

Anthropology is a behavioral science that focuses on the study of humanity and culture. Anthropologists research the characteristics and origin of the cultural, social, and physical development of humans. They may also determine why some cultures change and other cultures come to an end. Students learn the foundations of the five main branches of anthropology including physical, social, linguistic, archaeology, and cultural. They are provided the opportunity to apply their observational skills to the real life study of cultures in the United States and around the world.

.5 unit-½ credit / semester course

Art Appreciation is a survey of the visual arts of painting, sculpture, architecture, and the principles of design. The history and art of both past and present world cultures will be introduced to the students. The course is designed to enable students to identify, observe, comprehend, and evaluate various forms and styles of art.

.5 unit-½ credit / semester course

Creative Writing

Creative Writing is designed for center based high school students to explore the art of writing through poetry, fiction and creative non-fiction. Students will read various authors/poets as well as write their own work.

.5 unit-½ credit / semester course

ECONOMICS

In this course, students deepen their understanding of the elements of a market economy in a global setting. They learn to make reasoned decisions on economic issues as citizens, workers, consumers, business owners and managers. By the end of this course, students should have an introductory understanding of macro and microeconomic concepts.

½ credit / semester course

Health : In this course, students will learn about healthy lifestyle choices that center on the basic concepts of physical health and wellness. With an emphasis on nutrition and exercise, students also learn about health risks, types of illnesses, functions of the major systems of the body, and health career options

.5 unit- ½ credit / 1 semester

Humanities I: This course provides a background and discussion of the cultural creativity of humans in the visual and performing arts from the beginning of history to the present. The material in this course enables students to recognize various historical periods of the arts and their influence on the societies and cultures of the modern world.

.5 unit-½ credit / semester course

Journalism: Journalism is designed for center based sophomores, juniors and seniors to develop their journalistic and creative writing skills. Students will produce a school newspaper on a monthly basis which will inform students and staff of school, local and world news.

.5 unit-½ credit / semester course

Lifetime Physical Fitness: This course is designed to teach students basic concepts of lifetime physical fitness, and give each student experience with self-developed exercise programs. Students will also investigate available public fitness resources to access activities from walking and hiking to water related sports.

The focus of these lessons is on physical fitness activities and recreational resources that are available in most communities. This course is designed as a complete one-semester study of physical fitness.

.5 unit-½ credit / semester course

Multicultural Studies

Multicultural education is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good. This is a center based course.

.5 unit-½ credit / semester course

Personal Finance

This high school level math prepares students for the real world. Topic areas include calculating income and/or wages based on an hourly wage, calculating salary per pay period, gross vs. net pay, FICA, tax assessment, maintaining a checkbook, electronic deposits, catalog shopping, making bulk purchases, inflationary trends, calculating monthly expenses, amortization schedules, calculating distance on a map, reading utility meters, budgets, the process of obtaining a loan for a home, automobile costs, investing money into stocks and bonds, income potential for various careers, and completing a resume. Contains five review tests and one comprehensive exam.

½ credit / 1 semester

Psychology

This course will to enable the student to recognize bases for behavior and to develop an understanding of human behavior and experience. Students will gain an understanding of the discipline of psychology while reading and writing research papers

.5 unit-½ credit / semester course

Sociology

This course studies groups, communities and societies. The process of socialization, norms, folkways and mores, scientific research, social behavior, social institutions, culture, population, minorities, and changes to the informal and formal structure of society are explored in depth. Students apply research strategies to the detailed examination of sociological data and statistics from numerous studies by various United States federal agencies as they work through a series of study units.

.5 unit-½ credit / semester course

Yearbook

Yearbook is designed for center based juniors and seniors to further their computer skills, help organize the school yearbook and learn basic advertisement skills.

½ credit / 1 semester

PHYSICAL EDUCATION

Students are required to complete a half (1/2) credit of physical education in order to graduate from high school. Students are able to meet this requirement by **completing 60 hours of physical activity at home**. In order to receive credit for this, students should record dates, times and types of activity. Parents or guardians need to sign, acknowledging completion of the activities. Students then need to turn in the signed log sheets to the Director of High School Education or the registrar. Credit for physical education will be reflected on the student's report card at the end of each semester.

.5 units- ½ credit / 1 semester

FOREIGN LANGUAGE

1 unit-1 credit / full year

Ohio's Academic Content Standards in foreign language are made up of five standards.
Communication: Communicate in languages other than English.
Cultures: Gain knowledge and understanding of other cultures.
Connections: Connect with other disciplines and acquire information.

Comparisons: Develop insight into the nature of language and culture.
Communities: Participate in multilingual communities and cultures at home and around the world.

Spanish

This course is an introduction to the Spanish language and culture. The student develops the skills of correct pronunciation through aural-oral drill with a selected active vocabulary, accurate comprehension of the printed word, usage of vocabulary, and grammar in elementary composition and conversation. The student will present short oral and written reports in correct form and right Spanish form dictation.

Spanish II

Prerequisite: Spanish I

This course builds on what the student learned in Spanish I while continuing to focus on the Spanish language and culture. The student will learn a wider range of vocabulary, how to formulate proper sentences both orally and through his/her writing. Students should expect to present oral and written reports.

FINE ARTS

Students who participate in any fine art (choir, theater, art classes, etc.) may use their experiences for elective credit. Students are able to receive credit by **completing at least 60 hours of activity**. In order to receive credit, students should record dates, times and the type of activity. Parents or guardians need to sign, acknowledging completion of the activities. Students then need to turn in the signed log sheets to the Director of High School Education or the registrar. **Students may earn up to two (2) credits each school year.** Credit for this elective will be reflected on the student's report card at the end of each semester.

60 hours= .5 units- ½ credit / 1 semester

VOCAL ARTS (MUSIC)

The major emphasis of this course is to develop the student's ability to make discriminating judgments regarding music through listening and related activities. The course provides judgment for growth in understanding the following musical elements: rhythm, melody, form or design, tempo, and harmony. This course develops the skills of listening. This course encourages interest in music from other cultures, and presents a variety of musical modes including renaissance, baroque, classical, romantic, and jazz.

½ credit / semester course

OCCUPATIONAL WORK EXPERIENCE (O.W.E)

Students who work may receive elective credit for their jobs. In order to receive credit, students may turn in work pay stubs. **Every 80 hours of work will equal a half (1/2) credit of OWE elective up to 3 credits in one school year.** Students should bring or mail copies of their pay stubs to the Director of High School Education or the registrar. Credit for OWE will be reflected on the student's report card at the end of each semester. (In order to count toward credit, the work MUST be completed during the school year.)

80 hours= .5 units- ½ credit / 1 semester

INDEPENDENT STUDY

Students who carry at least a 2.5 GPA may be eligible to create an independent study elective. Students who are interested must create a proposal to take this elective. They will need to choose a teacher or tutor to act as their sponsor. They will also need to keep a journal, create a project, as well as meet any other requirements established by the student and sponsor.

1 unit-1 credit / full year or .5 units- ½ credit / 1 semester or .25 units- ¼ credit / one quarter

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