

# ARCADIA HIGH SCHOOL

## CURRICULUM GUIDE

### 2019 – 2020



# INTRODUCTION

This course description is intended for students, parents, and others who seek information about the courses and educational opportunities offered at Arcadia High School. The information in this guide should help students and parents make thoughtful and purposeful decisions about which program best meets the student's individual educational needs and future goals.

Arcadia High School is a comprehensive high school that offers three basic preparatory programs. Each program is intended to develop the student skills and understandings that are needed for successful citizenship and future career endeavors. The school offers a variety of courses for students with different educational goals. However, students are urged to think of high school as a four-year program, not four one-year choices.

If projected enrollment for a course is low, that course may not be offered during the school year.

**COMPREHENSIVE HIGH SCHOOL PROGRAM.** The comprehensive course program is designed for those students not having a chosen vocation or career goal and wish to select courses from various academic or vocational departments. There should be a purposeful pattern to course selection so the student develops a solid basic educational background for entry level employment after graduation.

**VOCATIONAL PREPARATORY PROGRAM.** The vocational programs offered are designed for students who are preparing for careers in the business, technical and/or vocational areas.

**COLLEGE PREPARATORY PROGRAM.** The courses of study in these programs are for students planning to attend a two-year or four-year college after graduation. Many occupations need post-secondary education; therefore, it will be necessary for students choosing this program to obtain the educational courses needed to meet the entry requirements of the college program. It will be important for the students to consult regularly with the guidance counselor to "keep up" on academic trends, updated career/occupational information, and college entry information (admissions deadlines, financial aid, etc.).

## GRADUATION REQUIREMENTS

To earn a high school diploma from Arcadia High School and the Ohio Department of Education, students must complete the following courses approved by the Ohio Department of Education and the Arcadia Local School Board of Education.

### Required Courses

English Language Arts	4	Social Studies	3
Math	4	Science	3
Fine Arts	1	Health/PE	1
Electives	5		
Total	21		

*In addition, students must meet one of the three options listed below as well.*

1. **Earn at least 18 points on Seven End-of-Course State Tests.**

Algebra I or Integrated Math I	English I
Geometry or Integrated Math II	English II
American Government	Biology
American History	

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies.

2. **Industry Credential and Workforce Readiness**

Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn a 13 on WorkKeys, a work-readiness test.

3. **College and Career Readiness Tests**

Earn "remediation-free" scores\* on the ACT College entrance exam:

English - 18 or higher	Mathematics - 22 or higher	Reading - 22 or higher
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## **MIDDLE SCHOOL – END OF COURSE EXAM SCHEDULE**

	<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>
Grade 7	✓	✓		
Grade 8	✓	✓	✓	

### **MILLSTREAM VOCATIONAL COOPERATIVE**

The Vocational-Technical programs at the Millstream Vocational Cooperative are related classroom instruction and practical job experience. The students preparing to attend an offering at the Vocational-Technical Cooperative will need to plan their first two (2) years at Arcadia, then continue the last two (2) years at Millstream for their selected program. Core academic classes will continue to be taken at Arcadia.

It will be important for the students and parents to consult with the guidance counselor to make the transition into these programs.

### **DROPPING AND ADDING CLASSES**

In the spring, students select courses, which will determine their course of study for the following school year. These choices are considered to be binding upon the student following a verification of his/her choices in the selection of courses, and it must be understood that such courses should be chosen carefully and with genuine consideration of the student's future schooling. Once such choices are made, every effort should be exercised by both the student and the parent to adhere to them.

It should be understood by parents and students that when registering for course work, a student places an obligation upon the school administration to accommodate the courses requested, to staff them with qualified and certified teachers, and to provide adequate textbooks and materials. It is impossible to maintain acceptable class size balances when many requests for schedule changes are honored. A practice of schedule adjustments undermines the effectiveness of the computer operations of the school and is a financially irresponsible use of certified and non-certified staff time. Students are encouraged to make realistic course selections based upon teacher recommendations and actual classroom performance.

In the rare circumstance when a student requests to withdraw from a course a schedule change committee will be convened to review the request. If the request is approved, a mark of "F" will be mandated if the request falls after the first week in a semester course, the second week in a year-long course, or the third week in an Advanced Placement course. The "F" is intended to indicate the lack of commitment, not necessarily the lack of achievement. The "F" will be calculated in the grade point average. There are unique circumstances that a student may need to withdraw from a course without receiving a mandated "F". This must be approved by the administrator.

A student who is withdrawn from a course administratively for violation of course/behavioral contracts will receive a mandated grade of "F" in that particular course and no academic credit. The "F" will be calculated in the grade point average. There are unique circumstances that a student may need to withdraw from a course without receiving a mandated "F". This must be approved by the administrator.

### **STUDY HALLS**

Students will have ONE study hall unless permitted by administration.

### **DIPLOMAS**

#### **REGULAR DIPLOMA**

The student shall successfully complete the curriculum developed by the High School.

#### **HONORS DIPLOMA**

High school students who exceed graduation requirements in Ohio are eligible to receive an Honors Diploma. Currently, there are multiple Honors Diplomas students may obtain: The Academic Honors Diploma and the Career-Technical Diploma with Honors are the most prevalent. If a student wishes to pursue another Honors Diploma, please see the Guidance Office for details.

#### **ACADEMIC HONORS DIPLOMA**

**4 Units of Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**4 Units of Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).

**4 Units of Social Studies** – Students may get credit for an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history). If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**3 Units of World Language** – 3 units of one world language, or no less than 2 units of each of two world languages studied. Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

If a student opts to complete this criterion by taking *two units each of two world languages studied*, a student must complete a total of four world language units. This means two sequential, proficiency-based units in two different languages.

**1 Unit of Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Dance, drama/theatre, music and visual art courses all count as fine arts courses.

**GPA – 3.5 GPA on an unweighted 4.0 scale.**

**ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. For students who took the SAT before March 1, 2016, concordance tables can be found [here](#), and further information can be found on the [College Board’s website](#). The ACT writing and SAT essay sections are not included.

## **CAREER-TECH HONORS DIPLOMA**

**4 Units of Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.

**4 Units of Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for college freshman-level science classes, such as anatomy, botany or astronomy).

**4 Units of Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement or International Baccalaureate American history course (same for government and world history).

If a district counts financial literacy as a social studies course, students can use it as an elective to meet the requirement. If the district counts financial literacy as a family consumer science or business education elective, it does not count.

**2 Units of One World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement.

Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages do fulfill the honors diploma requirement. No units from language courses coded as “Foreign Language Exploratory” can count toward the honors diploma requirement. No units from culture-based courses can count toward the honors diploma requirements.

**4 Units of Career Technical Electives** – Students must complete four units of career-technical education courses. Contact your school for more information on available career-technical education electives.

**GPA – 3.5 GPA on an unweighted 4.0 scale.**

**ACT/SAT/Work Keys Score Requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. For students who took the SAT before March 1, 2016, concordance tables can be found [here](#), and further information can be found on the [College Board’s website](#). The ACT writing and SAT essay sections are not included. Students using WorkKeys to satisfy this assessment requirement must earn a 6 or higher on both the Applied Mathematics and Reading for Information sections of WorkKeys.

**Field Experience** - To fulfill the field experience criterion, a student must complete a learning experience that is pertinent to his or her honors diploma area of focus. Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops,

simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students should receive regular supervision and follow-up that is documented. Click here for more detailed guidance on field experience.

**Portfolio** - Work that is contained in a portfolio documents the student's extensive knowledge and technical, critical-thinking and creative skills (representative of the student's honors diploma area of focus) that the student has learned. Students must get their portfolios reviewed and validated by external experts. Click here for more detailed guidance on the portfolio criterion.

**Additional Assessments** – Students must earn an approved industry-recognized credential or achieve a proficiency benchmark for the appropriate Ohio Career-Technical Competency Assessment or equivalent. More information on industry-recognized credentials is located on the Department's website.

## **COURSE DESCRIPTIONS**

### **AGRICULTURAL EDUCATION MISSION**

The mission of Agricultural Education is to prepare and support individuals for careers, build awareness and develop leadership for the food, fiber and natural resources.

### **FFA MISSION**

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.

### **AGRICULTURE, FOOD AND NATURAL RESOURCES**

Grades: 9-12  
Credit: 1.25

This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science and power technology including the use of hand and power tools. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry and other industries.

### **ANIMAL AND PLANT SCIENCE**

Grades: 9-12  
Credit: 1.25

Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional skills will be examined.

### **GREENHOUSE AND NURSERY MANAGEMENT**

Grades: 9-12  
Credit: 1.25

Students will learn the operational practices needed for the successful growth of nursery stock and/or greenhouse plants. They will learn essential greenhouse practices including water and fertilizer distribution, lighting, ventilation and temperature control. Students will learn pest and disease identification and control along with bio-security practices. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Throughout this course, business and employability skills will be emphasized.

### **MECHANICAL PRINCIPLES**

Grades: 9-12  
Credit: 1.25

Students will engage in the mechanical principles utilized in animal and plant production systems. They will learn electrical theory, design, wiring, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Students will apply knowledge of sheet metal fabrication applicable to the agricultural industry along with identify, diagnose, and maintain small air-cooled engines. Students will also learn about concrete, plumbing, and water systems. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills.

## **AGRONOMIC SYSTEMS**

Grades: 9-12

Credit: 1.25

Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Equipment operation and maintenance will also be studied. Students will employ technological advances, communication, business and management strategies appropriate for the industry.

## **BUSINESS MANAGEMENT FOR AGRICULTURAL & ENVIRONMENTAL SYSTEMS**

Grade: 12

Credit: 1.25

Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.

## **AGRICULTURAL AND ENVIRONMENTAL SYSTEMS CAPSTONE**

Grades: 11-12

Must have passed 4 other Ag. Classes

Credit: 1

Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others.

## **AG BUSINESS RELATED**

Grade: 12

Must be enrolled in Business Management for Agricultural and Environmental Systems and permission from the instructor

Credit: 3

The Ag. Business Related class is a diversified cooperative educational program designed to prepare students to successfully enter, compete, and advance in numerous agricultural occupations. Students must complete the FFA approved record books and complete 450 hours of paid cooperative placement in an agriculturally related occupation approved by the instructor. These hours may be obtained during the summer, after school, during the school day if certain educational requirements have been met, or any combination of work schedules necessary to meet the time requirement. This is a cooperative placement program between the student, parents, instructor and employers. Students must provide transportation.

## **AG CAREER CONNECTIONS**

Grades: 7-8

This course shows students how classroom learning translates into marketable skills. Through hands-on learning and local business involvement, students will engage in career-related experiences to acquire basic skills in various career fields. This provides students with tangible experiences to begin career decision making. Teachers have the flexibility to select career fields related to Ohio's in-demand jobs represented in the community.

## **ART**

Art provides an opportunity for involvement in the creative process. Students will have an opportunity to create original works of art and to learn about and appreciate the visual arts of the past and present. Through their efforts, they will be able to appreciate styles reflected in a work of art correlative to their age and levels of development. Information about art careers will be provided to help those students needing and desiring it.

### **ART 1**

Grades: 9-12

Credit: 1

Students will work with portraits, expression, sculpture, acrylic painting, watercolor, calligraphy, design layout, pen and ink drawing, pastels and charcoal, two point perspective, and ceramics. Art appreciation will include study of early art history through the renaissance period.

### **ART 2**

Grades: 10-12

Prerequisite: Art 1

Credit: 1

Students will work with figure and portrait drawing in a variety of media, still life, commercial design problems, hand lettering, oil painting, sculpture, ceramics, and collage. A comprehensive unit in art history will study baroque art through the most current trends. This class is designed for students who are considering taking Art 2, 3, and 4 in the future.

### **ART 3**

Grades: 11-12

Prerequisite: Art 2

Credit: 1

Work will begin to be tailored to each individual's area of skill and interest. Students will begin work on a portfolio if they plan further study of art after high school. Work will also include an oil painting and air brush work. A unit of architectural design history will be included.

### **ART 4**

Grade: 12

Prerequisite: Art 3

Credit: 1

Art 4 is a more individualized class for students. Further development in areas of personal skill and interest will be stressed. Those who will continue their study of art in post - secondary education will develop a portfolio of work. A trip to the Toledo Art Museum is planned.

## **COMPUTER/BUSINESS**

The Computer/Business curriculum is designed to introduce students to different types of computer/business software applications that are used in today's workforce. It is designed to increase student productivity through typing efficiency and knowledge of commonly utilized software applications. With the ever increasing demand by employers for employees with 21<sup>st</sup> century skills, these courses are beneficial for all students, whether preparing for college or entering the workforce after graduation.

### **GOOGLE APPS/MICROSOFT OFFICE**

Grades: 9-12

Credit: .5

Students will use the most popular Google productivity apps: Docs, Sheets, Slides, Drawings, Forms, and Sites. The lessons in this course will build upon one another, and skills and features are from basic to intermediate using school and workplace-themed lessons. During the second half of the class, students will learn features in Microsoft Office apps: Word and Excel.

### **GOOGLE APPS FOR LEARNING FINANCIAL LITERACY**

Grades: 9-12

Credit: .5

Google Apps will be used to learn about common financial information and important decisions they will make throughout their lives. Topics include planning finances, preparing for your career, managing your money, banks and credit services, investing, and financial risks.

### **INFORMATION TECHNOLOGY**

Grades: 9-12

Credit: .5

Prerequisite: Google Docs/Microsoft Office or Info Tech I with a C or better This course begins by discussing basic computer concepts and what makes the computer work, from file management to operating systems and data representation to data communications. The course will also provide opportunities for students to acquire skills in how basic coding is done by clicking and dragging. Other programs may include online presentations, web page design, photo editing, poster creators, and movie makers. *Note: There is a fee for computer paper used.*

### **INTRODUCTION TO BUSINESS**

Grades: 9-12

Credit: 1

This class will give students an overview of all phases of business including basic business concepts, entrepreneurship, types of ownership, the government's role in our economy, making consumer rights, responsibilities and decisions, financial institutions, and budgets and money management. *Note: There is a fee for an ebook account.*

### **INTRODUCTION TO BUSINESS II**

Grades: 10-12

Prerequisite: Introduction to Business with a C or better

Credit: 1

Introduction to Business II is a continuation of Introduction to Business. Students will focus on business management, human resources, managing employees, marketing and advertising, business finances and money management, as well as risk management. *Note: There is a fee for an ebook account.*

### **OUR DIGITAL WORLD**

Grades: 9-12

Credit: .5

This class will explore topics such as digital technologies, the Internet, hardware and peripherals, system software, applications software, communication and network technologies, the social web, and digital defense. Students will

learn through videos, podcasts, online research, and hands-on activities that will integrate the concepts that they are learning with real-world experience in technology. *Note: There is a fee for an ebook account.*

## **YEARBOOK**

Grades: 10-12

Prerequisite: Google Docs/MsOffice with a C or better

Credit: 1

Students learn everything they need to create the best yearbook possible for Arcadia. The class will cover all aspects of yearbook production including coverage, copywriting and headlining to design, typography and photography. Setting up the yearbook is done through an online software package provided by the yearbook company. Students sell ads and yearbooks to earn money in order to publish the yearbook.

## **ENGLISH**

The English curriculum is designed to help all our students to explore all facets of English through experiences in reading, writing, listening, and speaking. The primary goals are to build an appreciation for literature in the study of English, American, and world authors, to teach students to express themselves with accuracy and poise in speaking, to develop clear and concise written communication skills, and to listen and evaluate intelligently.

A fundamental study of grammar will be considered a necessity to build both written and spoken communication skills. Whether the student is job, career, military or college bound, each student needs to gain a high level of competency.

College Bound Students: College preparatory English is generally a part of the "Core Curriculum" that is required for college admission. Students planning post-secondary education may wish to consult with the guidance counselor and the college admissions office before making their English course decisions.

## **ENGLISH 9**

Grade: 9

Credit: 1

This course is based around three main texts: *The Odyssey* by Homer, *The Tragedy of Romeo and Juliet* by William Shakespeare, and *Night* by Elie Wiesel—with common humanitarian themes. Students are required to choose their own literature based upon a limited restriction from the teacher (ex: non-fiction, bestseller, and a classic). Students will also focus on narrative writing, compare/contrast writing, descriptive writing, and research based writing. Students will complete weekly vocabulary assignments that focus on words that all high school freshmen should know along with learning the etymology of words, general prefix and suffix knowledge, definitions, root word meanings, sentences using context clues, and proper MLA citing. In addition, a poetry unit and fiction unit will be an important part of the curriculum. Oral communication and group projects will be required. Grammar will be addressed on a needed basis with such issues of proper usage, composition, sentence structure, paragraph development, and comma usage.

## **COLLEGE PREP ENGLISH 10**

Grade: 10

Prerequisite: English 9 with B or better or teacher recommendation

Credit: 1

This is a second level academic course that continues to stress the practice of grammar, usage and composition. The writing process is stressed and used throughout the study of grammar and literature. Text studied will include *Julius Caesar*, *Tuesdays with Morrie*, and *The House of the Scorpion*. A common theme that will be explored throughout the course is "Humanity". Students will also explore the art of persuasion. They will study the three pillars of persuasion which are ethos, pathos, and logos. The students will use their knowledge of Ethos, Pathos and Logos to take an argumentative stance through essay writing and group debates. The students will write two major essays (persuasive and a synthesis).

Students will write two major essays (expository and evaluation). Readings are included from all genres: short stories, non-fiction, poetry, epics, dramas and novels. Critical thinking, teamwork, and collaboration are emphasized. Students will be required to become active readers by completing "Close Read" activities on a weekly basis. A strong emphasis will be placed on argumentative writing and public speaking.

## **ENGLISH 10**

Grade: 10

Prerequisite: Passing Grade in English 9

Credit: 1

This course generally follows the same curriculum as the college preparatory course. The pace is slower and less intense for English 10. There is less of a focus on preparing the students for post-secondary education and more of a focus on career based skills needed through written and oral communication. Preparation for the End of Course Exams will also occur periodically throughout the year.



## **COLLEGE PREP ENGLISH 11**

Grade: 11

Prerequisite: College Prep English 10 with a B or better

Credit: 1

This is a college preparatory course which focuses on American literature. Texts studied center on early American literature but may also include *The Crucible* by Arthur Miller, *The Great Gatsby* by F. Scott Fitzgerald, and *A Raisin in the Sun* by Lorraine Hansberry. Students are also required to choose their own literature based upon a limited restriction from the teacher (ex: non-fiction, bestseller, and a classic). In addition, students will study short stories, poetry, and other works of literature from the colonial period to contemporary writers. Vocabulary will be focused on while reading literature. An intensive study of composition will include writing a narrative essay, a persuasive essay, cover letter, resume, thank you letter, reference page, and a multi-genre research project. A character analysis monologue and other oral presentations will be addressed multiple times throughout the curriculum to help each student develop poise in any public speaking situation. Proper MLA format will be taught and developed all throughout the curriculum. Grammar and mechanics will be addressed on a needed basis throughout the writing process. Preparation for the ACT test will also occur periodically throughout the year.

## **ENGLISH 11**

Grade: 11

Prerequisite: English 10 or CP English 10

Credit: 1

**This course generally follows the same curriculum as the college preparatory course. The pace is slower and less intense for English 11. There is less of a focus on preparing the student for post-secondary education and more of a focus on career based skills needed through written and oral communication.**

Proper MLA format will be taught and developed all throughout the curriculum. Grammar and mechanics will be addressed on a needed basis throughout the writing process. Preparation for the ACT test will also occur periodically throughout the year.

## **ENGLISH COMPOSITION 12**

Grade: 12

Prerequisite: Passing grade in English 11 or CP English 11 with a grade average of 3.2 or teacher recommendation

Credit: 1

This is an advanced "college-credit plus" course with a major emphasis placed on the planning, composing, editing, and publishing of various genres of academic nonfiction writing. Students will be instructed how to formulate several different essay types & required to employ the full writing process, including prewriting techniques and peer edits, in order to gain preparation for the college writing experience. This course is strongly recommended for those who are college bound. There is no cost for this course. Upon completion of the course, with a 2.0 or better, students will earn 6 credit hours from Urbana University (English 102/English 106).

## **COLLEGE PREP ENGLISH 12**

Grade: 12

Prerequisite: College Prep English 11 with B or better or teacher recommendation

Credit: 1

This elective college preparatory course is a survey of English literature from *Beowulf* to the present time. Although an emphasis is placed on the great classics of British literature, the literature is presented in thematic units, incorporating literature not only from England but also from all around the world. To further prepare the college bound student, argumentative writing is emphasized. Additionally, other writing assignments are required that all relate to paper that students will be asked to write in college. Students will complete a career exploration unit which covers a variety of skills needed for post-graduation: MLA citations, APA citations, resumes, cover letters, mock interviews, annotated bibliography and an interactive presentation.

## **ENGLISH 12**

Grade: 12

Prerequisite: English 11 or College Prep English 11

Credit: 1

This course stresses the further development of communication skills through reading, writing, and discussion of issues and problems pertinent to life. Grammar essentials, writing styles and techniques, and an advancement of vocabulary study will all be taught as necessities for effective communication. Students will complete a career exploration unit which covers a variety of skills needed for the current workforce: resumes, cover letters, mock interviews, and interactive presentations. English 12 is offered to those students who do not intend to pursue postsecondary education.

## **NOVELS**

Grades: 10-12

Prerequisite: Sophomore, junior, or senior who enjoys reading - Offered either one semester or both

Credit: .5

This course is open to students in grades 10-12 and is designed for those who take an avid pleasure in reading. This class can also give college-bound students a more enriched background in literature to help prepare them for post-high school studies. A variety of activities will be included throughout the semester: projects, analysis, characterization games, and organized discussion including a variety of assessments of literature. Novels may be themed or cover a variety of genres. **The teacher will choose one specific novel, while the other three - four will be decided upon among the class participants and teacher. The students will receive a list of possible choices. The decision of the novels will be made in the fall semester.**

**The class will also participate in The Hancock County CommunityREAD project and author visitation if the book deem school appropriate.** The novels studied will change each year, so it is possible to take this course more than once. This course is limited to **fifteen** students. **Fees:** Cost of paperback novels (each semester will vary)

## **CREATIVE WRITING**

Grades: 9-12

Credit: .5

This course is a semester long course and is open to students in grades 9-12. Creative Writing is designed for students who take pleasure in writing. It also stresses the writing process through creativity and imagination. The students enrolled in this class may create poetry, short stories, plays, narratives, and a variety of other assignments. Individual creative work will be stressed as well as having fun with writing. Students who are interested must have a C or higher in the English course unless other arrangements are made at the discretion of the teacher.

## **JOURNALISM**

Grades: 10-12

Credit: .5

This course is a semester long course open to students in grades 9-12 who are interested in the area of communications and/or journalistic writing. The Journalism course publishes a school newspaper that can be accessed for both students and staff. The students write, construct and design the layout of the entire paper. This class incorporates research skills, investigative reporting and argumentative, expository, and journalistic writing skills. Students work as a collaborative team to select articles, create layouts, and brainstorm relevant and news worthy issues in and around the Arcadia community. Students who are interested must have a C or higher in the English course and/or Creative Writing unless other arrangements are made at the discretion of the teacher.

## **FAMILY AND CONSUMER SCIENCES**

**The Family and Consumer Sciences programs are designed to prepare students with skills to live independently. Skills are developed to help students manage their needs in the areas of interpersonal relationships, digital responsibility, housing, clothing, nutrition, and food. Management of time, money, and resources are emphasized in each area allowing students to be successful at home and in the workplace.**

## **HEALTHY FOODS**

Grades: 10-12

Credit: .5

Healthy Foods is a class that will explore the wide variety of foods and food preparation skills to enable the students to feed self or family nutritiously. Proper nutrition along with practicing good health habits and participating in an active lifestyle/exercise program will give any person the best chance for a long healthy life. Class includes lab experiences. Additional opportunities include competition in the Hancock County Fair.

## **CHILD DEVELOPMENT**

Grades: 10-12

Credit: .5

Child Development is a class where you will learn about the important role of parenting and the stages in development of children. You will study conception through birth development, care of a newborn, developmental stage of children, basic temperament styles, understanding children in crisis, discover career opportunities in Child Development and partner with Arcadia Elementary for lab experiences. Class experiences may also include field trips and guest speakers.

## **LIFE SKILLS**

Grades: 9-10

Credit: 1

Life Skills is a class that will explore the various topics that one needs to master to promote a satisfying lifestyle. You will study nutrition, meal planning, food preparation, sanitation in the kitchen and home, financial responsibility, balancing budgets, room décor, family structures, family communication skills, dating responsibility, caring for children, value of reading to children, clothing construction, laundry, and personal grooming, just to name a few. Special activities and projects, group work, and lab activities will give you the experiences to practice these important life skills. Students in this class have the opportunity to compete in the Hancock County Fair.

**Note: Sewing supplies are the responsibility of the student.**

## **ON YOUR OWN**

Grades: 11-12

Credit: .5

Are you ready to move out and be on your own? Go to college? Do you know how to maintain a healthy life style? Create and maintain a budget? Rent an apartment? Care for clothing? In this course, you will learn how to make wise decisions, maintain a healthy living environment, make clothing decisions, plan and prepare meals and snacks, maintain a vehicle, read a lease and how to develop successful interpersonal relationships. Special activities and projects, group work, and lab activities will give you the experiences to practice these important life skills. Class

experiences may include field trips and lab experiences. Students in this class have the opportunity to compete in the Hancock County Fair. **Note: Sewing supplies are the responsibility of the student.**

## **FOREIGN LANGUAGE**

Providing foreign language offerings to students is three - fold: to make students more aware of other cultures in comparison to their own, to strengthen the understanding of one's own language through the intensive study of another, and to stress inter-communication through the learning of another language.

College Bound Students: A foreign language requirement is generally a part of the "Core Curriculum" that is recommended for college admission. Students planning post-secondary education may wish to consult with the guidance counselor and the college admissions office before making any decision concerning the courses necessary for meeting basic admission requirements.

### **SPANISH 1**

Grades: 9-12

A grade of C or higher in English is required to take Spanish.

Credit: 1

Spanish 1 focuses on the acquisition of a broad basis of vocabulary and basic grammar skills through oral and written work. A basic overview of culture is introduced to enhance the meaning, depth, and application of the language using various mediums.

### **SPANISH 2**

Grades: 9-12

Prerequisite: C- or higher in Spanish 1

Credit: 1

Spanish 2 stresses the rejuvenation of old vocabulary and grammar skills along with the strengthening and building of more vocabulary and more advanced grammar through oral and written work. Further study of culture through various mediums will be pursued through current literature and the Spanish textbook.

### **SPANISH 3**

Grades: 9-12

Prerequisite: C- or higher in Spanish 2

Credit: 1

In Spanish 3, much of the class is conducted in Spanish with a focus on advanced grammar skills and vocabulary. There is a focus on different aspects of the culture specifically in literature and in art through the reading of advanced literary works and excerpts and through advanced composition.

### **SPANISH 4**

Grades: 10-12

Prerequisite: C- or higher in Spanish 3

Credit: 1

The entire class will be conducted in Spanish focusing further on advanced vocabulary and grammar. Culture will continue to be taught through literary works from outside sources. A large portion of the class will focus on advanced conversation and composition.

## **HEALTH AND PHYSICAL EDUCATION**

### **HEALTH**

Grade: 9

Credit: .5

A required academic course includes information about physical, mental, emotional, and social health. Specific units of study are: personality, appearance, behavior, and emotions, drug dependency, control of the body, protection against diseases, safe guarding your body, sex education, personal health, managing stress, self-esteem and mental health, goal setting, wellness, decision making, preventing violence, fitness and nutrition. If scheduling permits students will be certified in CPR and first aid (C.A.R.E. program).

### **PHYSICAL EDUCATION**

Grades: 9-10

Credit: .25

Students are required to complete the requirements of two semesters of Physical Education at the high school level. If there are personal physical reasons or conditions for any student to be excused from this required course, a statement from a physician is needed. The semester courses will cover physical fitness, weight training, individual and team sports.

### **PHYSICAL EDUCATION II**

Grades: 11-12

Credit: .25

This semester course will cover concepts related to the benefits of maintaining a healthy lifestyle. Students will receive instruction in the benefits of life long physical activity. This class will be geared towards utilizing the weight room as a learning environment. Students will learn how to do a variety of exercises that work a variety of

muscle groups. Students will learn about cardiovascular training as well as strength training. Students will learn lifetime sports and recreational activities as well.

## **INDUSTRIAL TECHNOLOGY**

The Industrial Technology Program will be offered as a college credit plus class through Owens Community College. Classes will be offered on-site at Arcadia Local School.

### **CAD (COMPUTER AIDED DRAFTING) COLLEGE CREDIT PLUS**

Grades: 10-12  
Credit: 1

CAD has been integrated into nearly all types of industries at some level. Students with an interest in technical, scientific, or engineering fields should be exposed to CAD. This course will introduce the components of a CAD system, fundamentals of engineering graphics, creating 2D, detailing, dimensioning, printing, and plotting drawings.

### **CAD II (COMPUTER AIDED DRAFTING) COLLEGE CREDIT PLUS**

Grades: 10-12  
Credit: 1

Prerequisite: CAD I

Students in CAD II will continue work with orthographic projections, dimensioning practices and three view drawings on the computer. Sectional drawings, pictorial drawings and auxiliary views will be explored in the class. In addition, models will be constructed from developments using geometric layout work.

### **CAD III (COMPUTER AIDED DRAFTING) COLLEGE CREDIT PLUS**

Grades: 11-12  
Credit: 1

Prerequisite: CAD I and CAD II

This course emphasizes the creation of solid models as used most commonly in industry. Students will learn the fundamentals of CAD sketching, creation of 3D solid models, importing of models into multi-view prints, including use of current dimensioning, GD&T and welding symbol standards. Included is the use finite element analysis in determining the integrity and durability of parts.

### **INTRODUCTION TO MACHINING, TOOLS & MANUFACTURING EQUIPMENT: COLLEGE CREDIT PLUS**

Grades: 10-12  
Credit: 1

Prerequisite: C or better in Algebra I

Students will examine and be provided an overview to basic tools (grinders, hand tools, mills and lathes), machining and manufacturing equipment. Basic usage and safety issues pertaining to various equipment will be the primary focus of the class.

### **CNC (COMPUTER NUMERIC CONTROL)**

Grades: 10-12  
Credit: 1

Students will understand CNC Milling Machine Components. They will also identify Milling Machining tooling including set-up and machine parts. Learn to edit G-Code Programs and write programs to perform for simple contours.

## **MATHEMATICS**

### **CP ALGEBRA I**

Grades: 8-10  
Credit: 1

Students will have an in-depth study of algebraic concepts and processes to represent and solve problems that involve variable quantities. Includes using and relating graphical and symbolic representations and techniques This is a college preparatory class.

### **ALGEBRA I**

Grades: 9-12  
Credit: 1

This class will look at positive and negative numbers, linear and quadratic equations, algebraic fractions and the real number system.

### **CP GEOMETRY**

Grades: 9-10  
Credit: 1

Prerequisite: Must have a B average in CP ALGEBRA I or an A average in ALGEBRA I

This class is an in-depth study of two and three-dimensional geometry including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective. This is a college preparatory class.

## **GEOMETRY**

Prerequisite: Algebra I

Grades: 10-12

Credit: 1

This class is an in-depth study of two and three-dimensional geometry including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective.

## **CP ALGEBRA II**

Prerequisite: Must have a B average in CP Geometry I or an A average in Geometry

Grades: 10-12

Credit: 1

The further study of algebraic concepts and processes such as matrices, vectors, and logarithmic and trigonometric functions. This is a college preparatory class

## **ALGEBRA II**

Prerequisite: Geometry

Grades: 11-12

Credit: 1

This class is the further study of algebraic concepts. It is a continuation of Algebra I and Geometry.

## **PRE-CALCULUS**

Prerequisite: Must have a B average in CP Algebra II

Grades: 11-12

Credit: 1

This is the study of advanced topic in functions, algebra, geometry, and data analysis including the conceptual underpinnings of calculus. This is a college preparatory class.

## **SENIOR APPLIED MATH**

Grade: 12

Credit: 1

College Prep Math will be a review of Algebra I and Algebra II as well as an introduction to Pre-Calculus and Statistics.

## **AP CALCULUS AB**

Grade: 12

Credit: 1

This class is based on the most current Advanced Placement program for Calculus AB and prepares students for the AP exam where they can earn college credit.

## **MUSIC**

The general purpose of the Music Program at Arcadia High School is to help the student develop into a well-rounded individual, knowledgeable in artistic areas outside the normal academic realm. Emphasis is placed upon individual and group responsibility, proper musical techniques, and the development of musical talents.

## **CHORUS**

Grades: 9-12

Credit: 1

Various types of vocal music (from classical to popular, both secular and sacred) will be performed in the classroom setting as well as at concerts. The choir aids in the development and knowledge of the voice, singing in a large ensemble, musical literacy, sight reading and performance while fostering the growth of the individual. Students build confidence and improve cooperation, dedication, creativity, social and self-discipline skills. Special ensembles and soloists will be selected from the chorus for performances, both at concerts and at community functions, throughout the school year. Co-curricular opportunities include solo and ensemble, large group contest and honor choirs. There are required performances that are outside regular school hours.

## **VOCAL ENHANCEMENT**

Grades: 9-12

Credit: .5

Students will study their voice more in-depth and on a scientific level. Various types of vocal solo music will be studied, such as jazz, arias, recitatives, musical theater, opera, etc. Various languages often seen in choral music, (German, Italian, French, and Latin) will also be studied.

## **BAND**

Grades: 9-12

Credit: 1

Performance of appropriate classical, contemporary, and popular band music is included in the band performance/rehearsal schedule. The band functions in many ways toward the development of musical aptitude and perfection of musical playing (private/group lessons, rehearsals, solo and ensemble, etc.). The band marches at football games and contests during the fall season and plays pep bands in the winter and performs in concert from December through the end of the school year. Co-curricular opportunities include solo-ensemble, honor bands, and the musical orchestra. There are required performances and practices that are outside regular school hours. NOTE:

Students are able to join the band program at any grade level with permission of the instructor. Student athletes will be allowed to participate as practice/game schedules allow and will not be penalized when in-season athletic events are planned.

## **MUSIC THEORY**

Grades: 10-12

Credit: .5

This class deals with learning the theories of music and some basic music composition. It is an excellent opportunity for musicians to improve their knowledge of the subject. Some basic music knowledge is beneficial, but not required for this class. This class satisfies one-half credit toward the fine arts requirement.

## **MUSIC APPRECIATION**

Grades: 10-12

Credit: .5

This class deals with the history of music, how music came about, and how it has evolved over time. This class is open to all students. No previous musical knowledge is required. This class satisfies one-half credit toward the fine arts requirement.

## **SCIENCE**

It is the purpose of the Science Program to help our students understand, appreciate, and make use of their living and physical environment as ecologically versed citizens. Our purpose is to develop a foundation in historical and current scientific knowledge while stimulating further inquiry. Clinical observation, accurate recording, effective evaluation and interpretation of data, handling of scientific equipment, and use of scientific measurements are skill areas that will be addressed. Diverse career opportunities in the sciences will also be explored.

## **PHYSICAL SCIENCE**

Grade: 9

Credit: 1

Physical Science is a required course with emphasis on scientific inquiry, laboratory investigation, critical thinking skills and scientific knowledge. The scientific method will be used to complete and analyze the data from all experiments performed. Laboratory work is required. Specific topics include: motion and acceleration, forces and Newton's Law, work and machines, energy and alternative forms, waves and the electromagnetic spectrum, electricity and magnetism, science occupations, periodic table and chemical properties, chemical equations and bonding, and consumer science.

The course work includes use of textbook, class notes, experiments, enriching activities and simulations of scientific process. Safety and correct scientific processes will be emphasized. Academic progress is based on class work, homework, labs and lab reports, projects, quizzes and tests.

## **EARTH SCIENCE**

Grades: 9-12

Credit: 1

Earth Science is a course focusing on several areas of study. The topics of meteorology, climatology, oceanography, mineralogy, astronomy, geology and volcanism are main components. Earth Science topics include, but are not limited to: scientific method, astronomy, plate tectonics, groundwater, hydrologic cycle, weather, climate, pollution and glacial features of the great lakes. This course places emphasis on earth science phenomena using textbooks, maps and map making, classroom activities and laboratory experiences. A major project may be used to incorporate the many facets of this science.

## **COLLEGE PREP BIOLOGY**

Grades: 10-12

Prerequisite: Physical Science

Credit: 1

Biology is a laboratory course designed to prepare students for advanced classes in science. The study of life will emphasize scientific inquiry, laboratory investigations, critical thinking skills and scientific knowledge. Laboratory work incorporating the scientific method will be used to aid in the understanding of key concepts. Specific topics include ecology, biodiversity, population studies, cells and cellular processes, photosynthesis and respiration, genetics, DNA, and genetic engineering, change of organisms over time, fossil history, classification of organisms, bacteria, fungi, protists, plants and animals. Academic progress is based on class work, homework, experiments, projects, quizzes and tests. Preparation for the end of course exam will be emphasized.

## **INTEGRATED SCIENCE I**

Grades: 11-12

Required for juniors who have not passed the physical science end of course State competency testing Credit: 1  
Core science course that contributes to the State competencies. Integrated high school core course to develop standards based knowledge and skills: including atoms, chemical reactions, physical properties, mixtures and solutions, laws of motion, forces, energy, waves, historical perspectives and emerging issues, processes within and on the Earth, Earth's history through geologic evidence, resources, relationship between technology and science, diversity of scientific theories, scientific literacy, scientific conclusions, and modeling investigations.

## **ANATOMY AND PHYSIOLOGY**

Grades: 11-12

Prerequisite: Biology (Students who have passed Biology or instructor permission)

Credit: 1

Anatomy and Physiology is a laboratory course that builds and extends many concepts learned in Biology and Zoology. It is an in-depth study of human anatomy and physiology. The structure and functions of the body systems are studied in detail with emphasis on disease state and disease prevention. The major systems covered are as follows: skeletal, muscular, nervous, digestive, respiratory, circulatory, excretory, endocrine, and reproductive. Current scientific events and discoveries are included in the course. Teacher may require a laboratory practical exam.

Lab work will include cat dissection, blood typing, blood pressure determination, and microscopic study of issues. Information is presented with classroom lecture, videotapes, laboratory experiments, dissections, in-class and homework assignments, and field trips. Evaluation is based on quizzes, tests, outside projects, class work, and formal examinations.

## **APPLIED BIOLOGY**

Grades: 11-12

Prerequisite: Biology

Credit: 1

Applied Biology focuses on the inter-relationships of organisms to their environment. Ecology, successions, pollution, biomes, sustainability, conservation and preservation are the core topics of the course. Laboratory work is required. Students will work in the greenhouse and help take care of the arboretum. Students may have to spend time beyond the school day to finish some of the class projects. Students will demonstrate their proficiency in growing and taking care of plants. Academic progress is based on class work, homework, experiments, projects, quizzes and tests.

## **CHEMISTRY**

Grades: 10-12

Prerequisite: C or higher in Algebra I and Physical Science or instructor permission

Credit: 1

Chemistry is designed to provide an introduction to the chemical facts and principles that will help a person better understand and participate in making decisions on: environmental, health, consumer, social, and occupational issues. The student who does well in this course will also be well prepared for college or university study in chemistry.

Topics include but are not limited to: chemical symbols, and formulas; composition, structure and bonding; reactions and their representations; the interaction of energy and matter; states of matter; solutions; and the interpretation of these in the context of kinetic-molecular theory. Frequently, chemicals chosen in the illustration of the course topics are those of major environmental, industrial, health, and energy concerns.

Laboratory work is required. The emphasis in this component of the course is the safe and effective manipulation of chemicals and chemical equipment; accurate observations and interpretation, often in quantitative terms; and effective communication of results in written reports. Grading is based on class participation including completion of homework, laboratory, and quizzes and comprehensive exams.

## **BIOLOGY**

Grades: 10-12

Prerequisite: Physical Science

Credit: 1

Zoology is the study of animals and their environment. The emphasis of the course is on animals and their relationship to areas of animal ecology, aquatic ecology, behavior, anatomy/physiology, biodiversity, wildlife conservation, and general zoology—including cell biology, genetics, developmental biology, and evolution. Students will learn various ways to classify animals in the world as well as develop ways of gathering and collecting various species.

## **INTEGRATED SCIENCE II: BIOLOGICAL SCIENCES**

Grades: 11-12

Prerequisite: Pass Biology

Credit: 1

A core science course that contributes to state competencies. Integrated core course to develop standards based knowledge skills: including cells, genetics and DNA, diversity of life, ecology, biological evolution, historical perspectives; processes with in and on the Earth, Earth's history through geologic evidence, resources scientific advances, and emerging technologies. (Microbiology, botany, bio and organic chemistry, paleontology, forensics)

## **PHYSICS**

Grade: 12

Credit: 1

Physics investigates the relationship between mass and energy in the physical world. Students will be very active in the laboratory. The purpose of this course is to prepare students for post-secondary work in sciences and related fields as well as prepare students in physics related issues of everyday life. Core topics include motion, acceleration, force, vectors and components, projectile motion, heat, waves, electromagnetic spectrum, light, electricity, and

nuclear physics. There will be several projects during the school year. Academic progress is based on class work, homework, experiments, projects, quizzes and tests.

## **SOCIAL STUDIES**

The Social Studies curriculum offers classes and instruction that are designed to help students understand the physical and cultural geography of the world, the chronological development of the United States of America as a nation, and the principles and practices of our democratic government. The course work emphasizes the development of the groups and institutions within society, the economic responsibilities and decisions that all citizens must consider, and theories of human behavior that help us understand ourselves as well as others.

### **AMERICAN HISTORY**

Grade: 9

Credit: 1

Students in the ninth grade study more recent historical events. The historical development of the United States and its role in world affairs are central to the course. The course will look at the expansion of government, increases in democracy, the influence of immigrants, our increased role in the world, other influences from around the world, the Civil War, and events leading to World War I, World War II, empire building, expansion of the U.S., the Cold War, growing world interdependence and the role of alliances. As students study historic events, they consider geographic setting, the cultural perspectives, the economic implications and the role of government.

The students also develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

### **WORLD HISTORY**

Grade: 10

Credit: 1

World History is a record of the adventures of human kind, of the famous and the ordinary and covers thousands of years. By studying World History and by gazing across time, one can understand the past and recognize its contribution to the present and the future. World History tells of significant people and events. It also encompasses broad historical concepts and geographical themes that happen repeatedly providing meaning for events in the past and showing how they affect contemporary life. Part of the course will also focus on Geography and Financial Literacy.

### **HIGH SCHOOL OHIO HISTORY (REGIONAL)**

Grades: 9-12

Credit: .5

This course reflects an in depth study of Ohio from Native Americans through the present day. Students will learn about various immigrant groups and their shaping of our state. Discussions will also involve centering on issues relating to economics, politics, our state's impact on the nation, and the future challenges for Ohio in the Twenty-First Century. The course will also look at significant Ohioans who have impacted the state in various cultural, military, medical, and political capacities.

### **PSYCHOLOGY**

Grades: 11-12

Credit: .5

The emphasis of this course is Psychology and based on the study of cultural achievement with emphasis on individual human interactions. The course addresses diversity in literature, arts, religion, history, philosophy, and languages. Human interactions are central to the understanding of how events are shaped by human interactions and relationships.

### **SOCIOLOGY**

Grades: 11-12

Credit: .5

The emphasis of this course is Sociology and the study of cultural achievement and diversity between various groups in literature, arts, religion, history, philosophy, and languages. Cultural diffusion in world cultures is also addressed. Cultural achievements and societal values are addressed in an attempt to understand how societies affect human relationships.

### **GOVERNMENT**

Grades: 11-12

Juniors must have a cumulative GPA of 3.5 or above and decision will be left to the discretion of Government teacher      Credit: 1  
This course provides knowledge of the political environment of the United States from a global perspective. Also studied is the heritage of the United States government and the institutions and political activities of the government at the national, state, and local levels. The course encourages young adults to become effective participating citizens in a democratic society. Students also study the interdependence of nations and issues that are a part of international politics.



## **ECONOMICS**

Grades: 11-12

Credit: .5

The goal of the Economics course is for the student to demonstrate an understanding of basic economic concepts. Students become familiar with the economic system of the United States and how it operates. They also explore the roles of various components of the American economic system. Students examine their roles as consumer, worker, investor and voting citizen. Topics of discussion include the Stock Market, comparative economic systems, and the impact of political and social decisions on the economy.

This course will give the students a greater understanding of economics ranging from the viewpoint of the individual consumer or small business owner to the global economy. The course will study the law of supply and demand, forms of business, labor unions, government finances and influence on the economy, money and prices, inflation and deflation cycles. The course relates history and politics to the study of economics.

Upon the successful completion of this course, students will be able to:

- develop an economic way of thinking.
- understand different economic systems used throughout the world.
- understand the nature of, changes in, and elasticity of supply and demand.
- identify the benefits and limitations of the price system and how prices are managed and determined.
- explain how markets are competitive, and how they are regulated.
- identify and differentiate the types of business organizations that exist.
- understand the role of labor unions, their history, and how they affect the economy.
- demonstrate knowledge regarding capital and its sources.

## **OTHER ELECTIVES**

### **ACT PREP COURSE**

Grades: 10-12

Credit: .5

The purpose of this semester course is to prepare students for the ACT test. Test taking skills will be stressed and practiced. Students will have access to five practice tests in each subject concentration including: Reading, English, Math, and Science. Students will complete the practice tests using the correct time limitations for each subject and use specific skills for each field of testing. After each practice test component is completed, students will find their raw scores and analyze their results. Special attention will be given to incorrect answers and correcting inaccurate thought processes. If students have already taken the ACT test then effort concentration will be to increase the obtained scores.