



Mound Street Health Careers Academy
Mound Street IT Careers Academy
Mound Street Technology, Trades, & Military (TTM) Careers Academy

Program of Studies

Curriculum Handbook

2014-15

Board Adopted: August 14, 2014

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Letter from the Superintendent

Dear Parents and Students:

Mound Street Academies serve students between the ages of sixteen and twenty-one in grades nine through twelve who are in danger of not graduating on time with their cohort and/or have experienced crises that significantly interfere with their academic progress.

The mission of the Mound Street Academies is to nurture and inspire all students through self-paced education to achieve academic success, to establish career goals, and to acquire 21st century skills.

With that mission in mind, this *Program of Studies* outlines the course work available to students to help them advance toward their academic and career goals of passing all required statewide achievement assessments, completing all academic requirements for graduation, and securing positive placement after graduation in post-secondary education, military service, apprenticeship programs and/or a chosen career.

The course work has been carefully designed to meet the Common Core State Standards and, therefore, the competencies that must be met to pass the Ohio Graduation Tests.

At Mound Street Academies, we teach students to apply academic skills in the work place, to work as a team player in school and on the job, and to explore a career pathway that will help them achieve self-sufficiency.

This *Program of Studies* forms the foundation for our students to achieve that end.

My best wishes for a productive school year.

Best regards,
William Coutts

Requirements for Graduation

A student must satisfactorily complete the following:

Twenty-one (21) units of credit consisting of:

- Four (4) units of credit in English
- Three (3) units of credit in Social Studies to include:
 - ½ credit in American History
 - ½ credit in American Government
 - ½ credit in Economics
- Four (4) units of credit in Mathematics to include:
 - 1 credit in Algebra I
 - 1 credit in Algebra II
- Three (3) units of credit in Science to include:
 - 1 credit in Physical Science

- 1 credit in Biological (Life) Science
- Seven (7) elective credits
 - At least one (1) credit from Career and College Readiness (Career Based Instruction Related activities)
 - Students must also complete ½ credit of Health and ½ credit of Physical Education, including the PE Evaluation
 - Up to five (5) credits from paid work experience / volunteer experience / job shadowing experience / internship / college courses

Each student is personally responsible for periodically evaluating his/her past, present, and future program of studies to insure all minimum standards are met prior to graduation.

State Testing

House Bill 487 updated Ohio's graduation requirements to ensure that all students are ready for success in college and work. As a result, the class of 2017 (10th-graders in the 2014-2015 school year) will be the last students to take the current Ohio Graduation Tests. The new requirements take effect with the class of 2018 (ninth graders in Fall 2014). Additionally, every student in the class of 2018 will have the opportunity to take a nationally recognized college admission exam free of charge in the 11th grade.

It is not enough just to complete curriculum requirements or just to pass graduation exams; students who earn an Ohio diploma must meet both the test performance standards and the curriculum requirements.

Support Services

Mound Street Academies offers support services for those students who meet eligibility criteria. These services are available to disabled or limited English speaking students based upon testing criteria for specific learning needs.

Mound Street Academies Comprehensive Program

The comprehensive program can be simplified to two (2) major goals for every student:

1. To raise the mathematics, science, communication, problem solving, technical achievement, and general academic skills of each student.
2. Blend the curriculum content of traditional college-preparatory students with quality career and technical studies that support the following key practices, which translate into what students are taught and how they are taught.

Key Practices for Each Student at Mound Street Academies

- High personal expectations for each student.
- A program of study consisting of a challenging academic core and a career pathway major.
- Problem solving activities that actively engage students.
- Challenging career pathway to serve a diverse student enrollment.

- Academic studies that teach the core content concepts from a post-secondary perspective.
- Blending of academic and career learning.
- Academic and career advisement through small class size.
- A plan for additional assistance through web-based course content, technical support, and instructor care for all students.

Program Planning

Mound Street Academies students must have a strategic plan to challenge them and make them competitive in tomorrow's marketplace. The strategic plan must reflect the realities of our ever-changing world, high personal expectations, and new priorities. The plan must ensure that each student possesses:

1. Skills to compete in a global marketplace.
2. Academic credentials based on industry standards.
3. Knowledge and skills for lifelong learning.
4. The ability to successfully enter, compete, and advance through the present and future workforce.

Career Clusters

The State of Ohio has identified six broad Career Clusters. A Career Cluster is a grouping of occupations from one or more industries that share common skill requirements. Career Clusters provide a means of organizing academic and career programs and integrating academic and career identification by identifying related course work. This integration enables students to learn career skills while working toward their high school diploma. Mound Street Academies students have the opportunity to participate in curriculum that integrates one or more of these Career Clusters.

Credit Flexibility Information and Guidelines

Credit Flexibility applies to any alternative coursework, assessment and/or performance that demonstrates proficiency qualified to be awarded equivalent graduation credit as applied for and approved in advance by Mound Street Academies. Approved credit awarded through this policy will be posted on the Student's transcript and counted toward Student grade point average (GPA), class rank and as graduation credit in the related subject area or as an elective.

Mound Street Academies will include details of the Credit Flexibility policy and program on the Academies website and in the Student Handbook.

Application

Any Student may apply for credit to be awarded through Credit Flexibility. The Student will submit an application on the Academies **Application for Credit Flexibility** form at least 45 days prior to the date he/she wants to begin the Credit Flexibility Plan. All required information must be provided. The Student may be required to provide supporting documentation as determined by his or her Teacher and Principal. Some options may have associated cost/fees paid by the applicant.

Review of Application

The application will be reviewed by the Student's Teacher, Principal, and School Curriculum Teams. Upon approval of a completed application, the Student may then proceed with the learning activity and credit will be awarded when all requirements are completed and evaluated. The Teacher, Principal, and School Curriculum Teams may consult the facilitator of the related department, organization or others supporting the proposed credit as needed to provide needed information prior to making a decision regarding the awarding or denial of credit.

Awarding Credit

A Student may be eligible to receive credit upon satisfactory completion of the preapproved alternative coursework, activity, assessment and/or performance as required by Teacher, Principal, and School Curriculum Teams. The following standards and guidelines apply to awarding of Independent Study and Credit Flexibility credit:

- The total number of credits that may be awarded is not limited.
- The successful completion of a preapproved course may result in credit being designated as fulfilling either required or elective credit toward graduation requirements.
- All courses, as applicable, must be aligned to Ohio's New Learning Standards to receive credit.
- Credit from other districts and educational providers, including online providers, may be accepted in accordance with the Ohio Operating Standards.
- The Teacher, Principal, and School Curriculum Teams may award credit for custom learning activity(s) in the amount approved in advance based upon the equivalence up to 120 hours (one Carnegie unit) course. In preapproved cases, partial credits may be awarded where deemed appropriate.
- The Teacher, Principal, and School Curriculum Teams may award credit or partial credit for preapproved assessments, performances or work products that demonstrate mastery of content of any course offered at Mound Street Academies. Elective credit for courses not offered at Mound Street Academies may also be earned in this manner as preapproved.
- If a Student transfers from another school district to Mound Street Academies and the Student has not completed the course requirements to receive credit as approved by the other district, it is recommended that the Student complete the course requirements at the previous school district, if possible. If this is not possible, the Teacher, Principal, and School Curriculum Teams may consider this a new application for credit. The Teacher, Principal, and School Curriculum Teams may assign partial credit for partial completion as deemed appropriate.
- Credits completed in another district before transfer to Mound Street Academies will count as credits toward fulfilling graduation requirements as awarded by the sending district. The Student's Teacher and Principal will review the transfer credit to determine equivalency to specific courses offered by Mound Street Academies.

- Academies developed and/or approved tests/assessments will be used to determine advancement and course credits. To qualify for credit by assessment, the Student must demonstrate mastery of content through examination, written assignments, projects, demonstrations and other items as specified in the Plan Agreement. A Student failing to achieve successful completion may not apply for credit by assessment for the same course credit until the following school year. **Any credit by assessment for a particular course may only be attempted two times.**
- There are NO weighted grades for credits earned through independent study/credit flexibility.
- The Teacher of Record reserves the right to withdraw the Student from a course (with penalty) for issues involving plagiarism and copyright violation.
- The Student must complete all approved assignments/activities, etc., as approved in his/her Plan on or before the due date or the Student may be withdrawn with penalty.
- A Student may request an appeal to reject the denial of a plan development, completion, or evaluation. A letter outlining the reason(s) for the appeal must be received by the Superintendent within 10 calendar days following notification of plan outcome. The Superintendent's decision will be final.

Determining Grades

- Grades earned through Credit Flexibility will NOT be weighted. The letter grade to be posted on the transcript and included in the Student's grade point average will be awarded as determined by the Teacher of Record.
- If a Student fails to make adequate progress, through identified progress benchmarks, or complete the Credit Flexibility Plan as agreed, the approval to further pursue the proposed credit may be revoked and a failing grade will be posted to the Student's transcript.
- The final grade for the course must be posted before the credit can count toward graduation.
- If a Student is unable to complete the course due to illness (with provided medical documentation) or other valid reason as determined by the Teacher and Principal, an extension of time may be permitted. If the Student does not intend to complete the credit and there has been an illness or other valid reason, the application **may** be withdrawn without penalty if approved by the Student's Principal.
- Should a Student transfer to another school district, upon request of the Student or parent, the Academies shall forward a copy of the approved application to the new district for their consideration.

Access

This policy does not in any way prohibit access to online education, postsecondary options or services from another district approved by the board.

Mound Street Academies

354 Mound Street, Dayton, OH 45402

Phone: 937-223-3041

Web: <http://www.moundstreet.org>

Application for Credit Flexibility

This application must originate after enrollment with a Teacher/Student conference. Parent is highly encouraged to be a participant in this meeting. Upon the completion of this application, it will be submitted to the Principal. Student will be contacted with the final decision and a Credit Flexibility planning conference date will be scheduled with appropriate district personnel. This planning conference will take place within 2 weeks of submission to Principal.

STUDENT INFORMATION

Student Name _____ Grade _____ ID# _____

Student phone and other contact information _____

Parent/Guardian Name and contact information _____

COURSE INFORMATION

Course Title _____

Course type (check one): ☐ Course Assessment Option ☐ Online Course
☐ Custom Course ☐ Project/Research

Core Subject Area field (e.g., Language Arts, Mathematics, Physical Science, Fine Arts, Social Studies, etc.):

Will the student continue to attend Mound Street Academies? ☐ Yes ☐ No
If yes, specify: Semester(s) ____1 ____2 ____All Year ____Day(s)/Time(s) _____

Check here if student is completing a course previously attempted _____

Explanation/Comment: _____

Amount of Course Credit _____ School Year _____

Course and Section Number (to be added by EMIS Coordinator) _____

Course duration: Start: _____ End: _____

ACTION PLAN

Description of what student will do to earn this credit (check all that applies):

<input type="checkbox"/> Test and/or assessment	<input type="checkbox"/> Alternate Coursework	<input type="checkbox"/> Internet-based learning
<input type="checkbox"/> Field experience	<input type="checkbox"/> Mentorship/Work Study	<input type="checkbox"/> Project-based learning
<input type="checkbox"/> Internship	<input type="checkbox"/> Postsecondary Course	<input type="checkbox"/> Independent study

Name and contact information of organization and/or individual(s) to support your proposed credit earning activity:

STUDENT CONTRACT

Student explanation of goals and statement of commitment:

I, (student signature) _____, understand the Credit Flexibility

Option is an intensive process designed to allow me to work at my own pace to complete the assigned work.

The student and parent must initial each item below as indication of having read and accepted the following:

Parent Student

- | | | |
|-------|-------|---|
| _____ | _____ | The student will hold primary responsibility for the overall success or failure of the course. |
| _____ | _____ | The student will be expected to allocate an average of _____ hours per week working toward completion of this course. |
| _____ | _____ | The student will be expected to meet with the teacher at pre-determined intervals to assess prescribed benchmarks' mastery. |
| _____ | _____ | The student will actively engage with the teacher and course activities according to the pre-determined progress benchmarks or the student may be withdrawn with penalty from the course according to MSA guidelines. |
| _____ | _____ | The student will have until _____ to complete the course or the student may be withdrawn with penalty from the course. |
| _____ | _____ | The student's teacher and/or other school authorities have the right to cancel this course/credit option if: (1) the student violates any rule/policy stated in the MSA Student Handbook; (2) the student does not regularly and actively engage with the teacher and course material by _____; or (3) the student does not make steady progress toward completion of the course. |
| _____ | _____ | The student must complete all online AS WELL AS offline/other work assigned by the due date stated by the teacher or the student may be withdrawn with penalty from the course. |
| _____ | _____ | The instructor reserves the right to remove the student from the course (withdrawn with penalty) for issues involving plagiarism and copyright violation. |
| _____ | _____ | There are NO weighted grades for credits earned through independent study/credit flexibility. |
| _____ | _____ | The teacher decision regarding a withdrawal from the course may be appealed to the Superintendent. A letter outlining the reason(s) for the appeal must be received by the Superintendent within 10 calendar days following notification of withdrawal. The Superintendent's decision on the appeal is final. |

SIGNATURES/ROUTING

Student _____

Date_____

Parent _____

Date_____

Teacher _____

Date_____

Principal _____

Date_____

NOTES:

Distribution:

- _____ Original, Permanent Record
- _____ Student/Parent
- _____ Teacher of Record
- _____ Principal's Office

Processing of Application

Submit application to the Principal for approval upon completion of application.

Upon completion of course, submit Final Grade and Credit Report to your Teacher for processing and distribution.

Courses of Study

General Information

Language Arts
Mathematics
Science
Social Studies
Career Based Information Education
Electives

General Information

Core curriculum at Mound Street Academies is offered via Apex Learning Network. This comprehensive program gives students the opportunity to work anytime, anywhere from a computer with Internet access. All core content area courses are aligned to the respective state and national standards. Students are assigned two (2) content area courses at a time and encouraged to complete them before moving ahead. All learning styles are addressed with the integration of video and audio components into the courseware modules. Students must achieve a 70% passing rate in order to receive credit for the course.

Language Arts

The Language Arts requirement for all students is one credit each year. Reading and writing will keep many career options open. The skills and concepts learned in each of these courses are appropriate to the abilities of the students in these courses and they build sequentially from one year to the next. Each course is divided into two semester-length, ½ credit sections, A and B.

Common Core - English 9

Credit: 1

English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction.

As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text.

Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, persuasive and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

Common Core - English 10

Credit: 1

English 10 builds upon students' foundation of critical reading and analytical writing skills. Through texts that range from investigative journalism, essays, articles and historical documents to a novel, drama, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to refine arguments and organize evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work.

English 10 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, persuasive and explanatory styles. Throughout the course students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

Common Core - English 11

Credit: 1

In English 11, students examine the belief systems, events, and literature that have shaped the United States. Starting with the Declaration of Independence, students explore how the greatest American literature tells the stories of individuals who have struggled for independence and freedom: freedom of self, freedom of thought, freedom of home and country. Students reflect on the role of the individual in Romantic and Transcendentalist literature that considers the relationship between citizens and government, and they question whether the American Dream is still achievable while examining Modernist disillusionment with American idealism. As well, reading the words of Frederick Douglass and those of the Civil Rights Act, students look carefully at the experience of African Americans and their struggle to achieve equal rights. Finally, students reflect on how individuals cope with the influence of war, cultural tensions, and technology in the midst of trying to build and secure their own personal identity.

English 11 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

Common Core - English 12

Credit: 1

English 12 asks students to delve into the mingled history of British and World literature. It asks students to imagine: Face to face with a human being unlike any you've seen before, do you feel fear, awe, or curiosity? Do you look for what you can give, what you can take, or what you can share? Do you find unfamiliar people and customs magical, mysterious, or monstrous? Students explore how humans interact with and influence each other — historically, socially, and otherwise — and examine the complexities of cultural identity in our global and fast-changing world.

English 12 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction, and robust scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for English Language Arts.

English Foundations I

Credit: 1 (Elective)

English Foundations I supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling.

Semester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Semester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills. The student learns step-by-step processes for building effective paragraphs and learns how to use academic tools such as reference books and outlines. To provide additional support, the course uses text features and visual clues to draw students' attention to important information. The use of text features is also designed to help students internalize strategies for comprehending informational text.

Characters appear throughout the instruction to offer tips and fix-up strategies in an authentic, first-person, think-aloud format. Their inclusion makes transparent the reading processes that go on inside the mind of a successful reader. This extra metacognitive support serves to bolster student confidence and provide a model of process and perseverance.

Numerous practice opportunities are provided in the form of assessments that move from no stakes to low stakes to high stakes throughout a unit. This practice is centered on authentic and age-appropriate passages that are written in a topical framework and use controlled syntax and vocabulary. The difficulty of these passages gradually increases from a 3rd- to 5th grade reading level over the duration of the course. Additional support is offered through significant formative feedback in practice and assessment.

This course guides students through the reading, writing, and basic academic skills needed to prepare for success in academic coursework. At the end of the course, the student should be poised for continued success in the academic world. The content is based on extensive national and state standards research and consultation with reading specialists and classroom teachers. It aligns to state standards for reading and writing and to NCTE/IRA reading and writing standards.

English Foundations II

Credit: 1 (Elective)

English Foundations II offers a year of skill building and strategy development in reading and writing. Semester one is a reading program designed to help struggling readers develop mastery in the areas of reading comprehension, vocabulary building, study skills, and media literacy. Semester two is a writing program which builds confidence in composition fundamentals by focusing on the areas of composing, grammar, style, and media literacy.

Both semesters are structured around ten mini-units which offer interactive instruction and guided practice in each of the four learning strands. Students read for a variety of purposes and write for a variety of audiences. The workshops stress high interest, engaging use of technology, relevant topics, and robustly scaffolded practice. Students learn to use different types of graphic organizers as they develop and internalize reading and writing process strategies. They build confidence as they develop skills and experience success on numerous low stakes assessments that encourage growth and reinforce learning.

The reading program content is based on the National Council of Teachers of English (NCTE), International Reading Association (IRA), National Reading Program (NRP), and McREL, standards

and aligned to state standards. The writing program is based on the National Council of Teachers of English (NCTE) standards and aligned to state standards.

NOTE TO STAFF:

Courses that can transfer and be counted as a component of the student's English requirement:

- Speech, Drama or Debate can replace a half credit (1/2) in English 12.
- The DPIA Reading Lab must be placed as an elective.

Mathematics

Students at Mound Street Academies will earn a minimum of four (4) credits in mathematics as required by Ohio law. Two (2) of these credits must include Algebra I (1 credit) and Algebra II (1 credit). Each course is divided into two semester-length, ½ credit sections, A and B.

Introductory Algebra

Credit: 1

Introductory Algebra provides a curriculum focused on beginning algebraic concepts that prepare students for success in Algebra I. Through a "Discovery-Confirmation-Practice" based exploration of basic algebraic concepts, students are challenged to work toward a mastery of computational skills, to deepen their conceptual understanding of key ideas and solution strategies, and to extend their knowledge in a variety of problem-solving applications. Course topics include integers; the language of algebra; solving equations with addition, subtraction, multiplication, and division; fractions and decimals; measurement; exponents; solving equations with roots and powers; multi-step equations; and linear equations.

Within each Introductory Algebra lesson, students are supplied with a scaffolded note-taking guide, called a "Study Sheet," as well as a post-study "Checkup" activity, providing them the opportunity to hone their computational skills by working through a low-stakes, 10-question problem set before starting a formal assessment. Unit-level Introductory Algebra assessments include a computer-scored test and a scaffolded, teacher-scored test.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Introductory Algebra includes audio resources in both Spanish and English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned to state standards.

Common Core - Algebra I

Credit: 1

Algebra I builds students' command of linear, quadratic, and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include problem-solving with basic equations and formulas; measurement; an introduction to functions and problem solving; linear equations and systems of linear equations; exponents and exponential functions; sequences and functions; descriptive statistics; polynomials and factoring; quadratic equations and functions; and function transformations and inverses.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment.

Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Common Core - Geometry

Credit: 1

Geometry builds upon students' command of geometric relationships and formulating mathematical arguments. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include reasoning, proof, and the creation of sound mathematical arguments; points, lines, and angles; triangles and trigonometry; quadrilaterals and other polygons; circles; congruence, similarity, transformations, and constructions; coordinate geometry; three-dimensional solids; and applications of probability.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Common Core - Algebra II

Credit: 1

Algebra II introduces students to advanced functions, with a focus on developing a strong conceptual grasp of the expressions that define them. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include quadratic equations; polynomial functions; rational expressions and equations; radical expressions and equations; exponential and logarithmic functions; trigonometric identities and functions; modeling with functions; probability and inferential statistics; probability distributions; and sample distributions and confidence intervals.

This course supports all students as they simultaneously develop computational fluency, deepen conceptual understanding, and apply Common Core's 8 mathematical practice skills. Students begin each lesson by discovering new concepts through guided instruction, and then confirm their understanding in an interactive, feedback-rich environment. Modeling activities equip students to use tools and analyze a variety of real-world scenarios and mathematical ideas. Journaling activities allow students to reason abstractly and quantitatively, construct arguments, critique reasoning, and communicate precisely. Performance tasks prepare students to synthesize their knowledge in novel, real-world scenarios that require the student to make sense of multifaceted problems and persevere in solving them. Throughout the course, students are evaluated through a diversity of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments.

This course is aligned with the Common Core State Standards for Mathematics.

Personal Finance

Credit: 1

Personal Finance focuses on real-world financial literacy, personal finance, and business subjects. Students apply what they learned in Algebra I and Geometry to topics including personal income, taxes, checking and savings accounts, credit, loans and payments, car leasing and purchasing, home mortgages, stocks, insurance, and retirement planning.

They then extend their investigations using more advanced mathematics, such as systems of equations when studying cost and profit issues and exponential functions when calculating interest problems. To assist students for whom language presents a barrier to learning or who are not reading at grade level, Personal Finance includes audio resources in both Spanish and English.

This course aligns to state standards as they apply to Personal Finance and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Math for the Real World

Credit: $\frac{1}{2}$

Math for the Real World helps students recognize and develop vital skills that connect life and career goals with personalized strategies and milestone-based action plans. Students explore concepts and work toward a mastery of personal finance skills, deepening their conceptual understanding of key ideas and extending their knowledge in a variety of problem-solving applications.

Course topics include career planning; income, taxation, and budgeting; savings accounts, checking accounts, and electronic banking; interest, investments, and stocks; cash, debit, credit, and credit scores; insurance; and consumer purchasing advice on how to buy a car or house, including buying, renting, and leasing options.

These topics are solidly supported by writing and Discussion activities. Journal activities provide introspective opportunities for students to apply concepts on a personal scale as well as analyze scenarios from a third-party perspective. Discussions help students network with each other by sharing personalized strategies and goals and recognizing the diversity of life and career plans within a group.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Math for the Real World includes audio resources in both Spanish and English.

This course is aligned with state standards as they apply to Financial Literacy and adheres to the National Council of Teachers of Mathematics' (NCTM) Problem Solving, Communication, Reasoning, and Mathematical Connections Process standards.

Probability and Statistics

Credit: $\frac{1}{2}$

Probability and Statistics provides a curriculum focused on understanding key data analysis and probabilistic concepts, calculations, and relevance to real-world applications. Through a "Discovery-Confirmation-Practice"-based exploration of each concept, students are challenged to work toward a mastery of computational skills, deepen their conceptual understanding of key ideas and solution strategies, and extend their knowledge in a variety of problem-solving applications.

This course covers topics such as types of data; common methods used to collect data; and the various representations of data, including histograms, bar graphs, box plots, and scatterplots. Students learn to work with data by analyzing and employing methods of prediction, specifically involving

samples and populations, distributions, summary statistics, regression analysis, transformations, simulations, and inference.

Ideas involving probability — including sample space, empirical and theoretical probability, expected value, and independent and compound events — are covered as students explore the relationship between probability and data analysis. The connection between geometry and probability is explored through basic geometric probability.

To assist students for whom language presents a barrier to learning or who are not reading at grade level, Probability and Statistics includes audio resources in English.

The content is based on the National Council of Teachers of Mathematics (NCTM) standards and is aligned with state standards.

Math Foundations I

Credit: 1 (Elective)

Math Foundations I offers a structured remediation solution based on the NCTM Curricular Focal Points and is designed to expedite student progress through 3rd- to 5th-grade skills. The course is appropriate for use as remediation for students in grades 6 to 12. When used in combination, Math Foundations I and Math Foundations II (covering grades 6 to 8) effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Math Foundations I empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning 3rd- to 5th-grade math skills. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence and is aligned to state standards.

Math Foundations II

Credit: 1 (Elective)

Based on the NCTM Curricular Focal Points, Math Foundations II is designed to expedite student progress through 6th- to 8th-grade skills. The course is appropriate for use as remediation at the high school level or as a bridge-to-high-school or as middle school curriculum. The program simultaneously builds the computational skills and the conceptual understanding needed to undertake high school-level math courses with confidence.

The course's carefully paced guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance, while summative assessments chart progress and skill development. Early in the course, students develop general strategies to hone their problem-solving skills. Subsequent units provide a problem-solving strand that asks students to practice applying specific math skills to a variety of real-world contexts.

The content is based on the National Council of Teachers of Math (NCTM) April 2006 publication, Curricular Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence and is aligned to state standards.

NOTE TO STAFF:

Courses that can transfer and be counted as a component of the student's mathematics requirement:

- All traditional math courses such as: Algebra, Geometry, Algebra II, Trigonometry, Precalculus, and Calculus
- Transition to College Math
- Probability and Statistics
- Functions, Statistics, and Trigonometry
- OWE / OWA / CBI Math
- DPIA Math – can only count for $\frac{1}{2}$ math credit regardless of how many credits earned in the class.

Social Studies

Students at Mound Street Academies will earn a minimum of three (3) credits of social studies as required by Ohio law. Of these three (3) credits, ½ credit must be in American History, American Government, and Economics. World History and American History are divided into two semester-length, ½ credit sections, A and B. American Government, Economics, Sociology and Multicultural Studies are individual ½ credit courses.

World History

Credit: 1

In World History, students learn to see the world today as a product of a process that began thousands of years ago when humans became a speaking, traveling, and trading species. Through historical analysis grounded in primary sources, case studies, and research, students investigate the continuity and change of human culture, governments, economic systems, and social structures.

Students build and practice historical thinking skills, learning to connect specific people, places, events and ideas to the larger trends of world history. In critical reading activities, feedback-rich instruction, and application-oriented assignments, students develop their capacity to reason chronologically, interpret and synthesize sources, identify connections between ideas, and develop well-supported historical arguments. Students write throughout the course, responding to primary sources and historical narratives through journal entries, essays and visual presentations of social studies content. Discussion of historical ideas and data is an important component of this course as well. The course's rigorous instruction is supported with relevant materials and active learning opportunities to ensure students at all levels can master the key historical thinking skills. This course is aligned to state standards in Social Studies.

American History since the Civil War

Credit: 1

This course traces the nation's history from the end of the Civil War to the present. It describes the emergence of the United States as an industrial nation, highlighting social policy as well as its role in modern world affairs.

Students evaluate the attempts to bind the nation together during Reconstruction while also exploring the growth of an industrial economy. Moving into the 20th and 21st centuries, students probe the economic and diplomatic interactions between the United States and other world players while investigating how the world wars, the Cold War, and the "information revolution" affected the lives of ordinary Americans. Woven through this chronological sequence is a strong focus on the changing conditions of women, African Americans, and other minority groups.

The course emphasizes the development of historical analysis skills such as comparing and contrasting, differentiating between facts and interpretations, considering multiple perspectives, and analyzing cause-and-effect relationships. These skills are applied to text interpretation and in written assignments that guide learners step-by-step through problem-solving activities.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

American Government

Credit: ½

American Government offers a purposeful curriculum that uses the perspective of political institutions to explore the history, organization, and functions of American government.

Students explore the political culture of the United States and gain insight into the challenges faced by presidents, Congress, citizens, and political activists. Coverage focuses on the roles of political parties, interest groups, the media, and the Supreme Court. Special attention is paid to the relationship between individual Americans and their governing bodies.

Building social studies skills is a particular goal of the course. Toward that end, annotated readings of primary documents support comprehension and teach students how to read closely and make real-life connections. Writing assignments develop skills through clear step-by-step instruction. Extensive scaffolding aids below-proficient readers in understanding academic social studies content. Accessible text provides the adaptive scaffolding struggling readers need to find success with challenging content such as primary source documents. Strategic scaffolding, including explicit comprehension and vocabulary strategies, helps students simultaneously develop their literacy skills.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994), and is aligned to state standards.

This course also contains supplemental material (presented in small group settings) on the Ohio Constitution, the roles of state and local governments, and the Northwest Ordinance. These items will be covered in an end of course exam to be administered after instruction is complete.

Economics

Credit: ½

Economics offers a tightly focused and scaffolded curriculum that provides an introduction to key economic principles.

The course covers fundamental properties of economics, including an examination of markets from both historical and current perspectives; the basics of supply and demand; the theories of early economic philosophers such as Adam Smith and David Ricardo; theories of value; the concept of money and how it evolved; the role of banks, investment houses, and the Federal Reserve; Keynesian economics; the productivity, wages, investment, and growth involved in capitalism; unemployment, inflations, and the national debt; and a survey of markets in areas such as China, Europe, and the Middle East.

Economics is designed to fall in the fourth year of social studies instruction. Students perfect their analytic writing through a scaffolded series of analytic assignments and written lesson tests. They also apply basic mathematics to economic concepts. Students read selections from annotated primary documents and apply those readings to the course content.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Multicultural Studies

Credit: ½

Multicultural Studies is a one-semester elective history and sociology course that examines the United States as a multicultural nation. The course emphasizes the perspectives of minority groups

while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences.

Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures.

Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology. Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity. focus of this interdisciplinary course is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS).

Sociology

Credit: ½

Sociology examines why people think and behave as they do in relationships, groups, institutions, and societies.

Major course topics include individual and group identity, social structures and institutions, social change, social stratification, social dynamics in recent and current events, the effects of social change on individuals, and the research methods used by social scientists.

Interactive multimedia activities include personal and historical accounts to which students can respond, using methods of inquiry from sociology. Written assignments and journals provide opportunities to practice and develop skills in thinking and communicating about human relationships, individual and group identity, and all other major course topics.

The course content is based on the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies.

World History since the Renaissance

Credit: 1

World History since the Renaissance covers the development of civilizations around the world from the Renaissance to the present. The course covers major themes in world history, including the development and influence of human-geographic relationships, political and social structures, economic systems, major religions and belief systems, the effects of science and technology, the vital role of the arts, and the importance of trade and cultural exchange.

Topics covered in this course include the Reformation and its legacy, the Scientific Revolution, European exploration, the Enlightenment, political revolutions, the rise of nation-states, the industrial era, the spread of imperialism, and the issues and conflicts of the 20th and 21st centuries.

Primary source documents, which appear frequently, encourage students to make connections to evidence from the past. Writing skills are honed through a spiraled sequence of short analytic pieces.

The content is based on standards from the National Council for History Education (1997), the National Center for History in the Schools (1996), and the National Council for Social Studies (1994) and is aligned to state standards.

Science

Students at Mound Street Academies will earn a minimum of three (3) credits of science as required by Ohio law. Of these three (3) credits, one (1) credit must be in Physical Science and one (1) credit must be in Biology or Life Science. Each course is divided into two semester-length, ½ credit sections, A and B.

Physical Science

Credit: 1

Physical Science offers a focused curriculum designed around the understanding of critical physical science concepts, including the nature and structure of matter, the characteristics of energy, and the mastery of critical scientific skills. Topics include an introduction to kinematics, including gravity and two-dimensional motion; force; momentum; waves; electricity; atoms; the Periodic Table of Elements; molecular bonding; chemical reactivity; gases; and an introduction to nuclear energy. Teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Biology

Credit: 1

Biology focuses on the mastery of basic biological concepts and models while building scientific inquiry skills and exploring the connections between living things and their environment.

The course begins with an introduction to the nature of science and biology, including the major themes of structure and function, matter and energy flow, systems, and interconnectedness of life. Students then apply those themes to the structure and function of the cell, cellular metabolism, and biogeochemical cycles. Building on this foundation, students explore the connections and interactions between living things by studying genetics, ecosystems and natural selection, and evolution. The course ends with an applied look at human biology.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about the concepts.

Lab activities reinforce critical thinking, writing, and communication skills and help develop a deeper understanding of the nature of science.

The content is based on the National Science Education Standards (NSES) and is aligned to state standards.

Chemistry

Credit: 1

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology.

The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in matter, chemical reactions, redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Scientific inquiry skills are embedded in the direct instruction, wherein students learn to ask scientific questions, form and test hypotheses, and use logic and evidence to draw conclusions about

the concepts. Lab activities reinforce critical thinking, writing, and communication skills and help students develop a deeper understanding of the nature of science.

Throughout this course, students are given an opportunity to understand how chemistry concepts are applied in technology and engineering. Journal and Practice activities provide additional opportunities for students to apply concepts learned in the Studies and practice their writing skills.

The content is based on the American Association for the Advancement of Science (AAAS) Project 2061 benchmarks and the National Science Education Standards and is aligned with state standards.

Earth Science

Credit: 1

Earth Science offers a focused curriculum that explores Earth's composition, structure, processes, and history; its atmosphere, freshwater, and oceans; and its environment in space. Topics include an exploration of the major cycles that affect every aspect of life, including weather, climate, air movement, tectonics, volcanic eruptions, rocks, minerals, geologic history, Earth's environment, sustainability, and energy resources. Optional teacher-graded labs encourage students to apply the scientific method.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Science Foundations

Credit: 1 (Elective)

Science Foundations provides students with opportunities to develop the knowledge, skills, and strategies necessary for success in rigorous high school science courses. The course is appropriate for use as remediation at the high school level or as a bridge to high school.

Science Foundations is a two-semester course, with each semester containing 10 mini-units. Each mini-unit is composed of three lessons. The first lesson focuses on key concepts found in earth science, physical science, and life science. The second lesson reinforces reading and math skills students need to be successful with the content introduced in the first lesson. The third lesson introduces scientific inquiry and critical thinking skills that will help students thrive in science as well as other disciplines. Carefully paced, guided instruction is accompanied by engaging and accessible interactive practice. Checkup activities provide an opportunity to review content prior to assessment. Practice activities offer an opportunity to apply concepts that were presented in Study activities.

The course is based on National Science Education Standards (NSES) for middle school science.

NOTE TO STAFF:

Courses that can transfer and be counted as a component of the student's Science requirement:

- Physical Science Credit:
 - OWA / OWE / CBI Science
 - Integrated Science
 - Earth / Space Science
 - Chemistry
 - Physics
 - Science - Technology

- Biology Credit:
 - Biology
 - Integrated Science
 - Environmental Science
 - Genetics

Career-Based Intervention (CBI) Education

College and Career Preparation I (CBI Related IA)

Credit: ½

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

In College and Career Preparation I, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable.

Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead into expansive career opportunities after they have completed their education and are ready for the working world.

Students who complete College and Career Preparation I have the basic skills and foundation of knowledge to progress into College and Career Preparation II, the capstone course that provides hands-on information about the transition from high school to college and career.

College and Career Preparation II (CBI Related IIA)

Credit: ½

High school students have many questions about the college application process, what it takes to be a successful college student, and how to begin thinking about their careers.

College and Career Preparation II builds on the lessons and skills in College and Career Preparation I. The course provides a step-by-step guide to choosing a college. It walks students through the process of filling out an application, including opportunities to practice, and takes an in-depth look at the various college-admission tests and assessments, as well financial aid options.

College and Career Preparation II also instructs students in interviewing techniques and provides career guidance. Students explore valuable opportunities such as job shadowing and internships when preparing for a career.

Students who complete this course obtain a deeper understanding of college and career readiness through informative, interactive critical thinking and analysis activities while sharpening their time management, organization, and learning skills that they learned in College and Career Preparation I.

College and Career Preparation II prepares students with the knowledge and skills to be successful in college and beyond.

Business Applications

Credit: ½

Business Applications prepares students to succeed in the workplace. Students begin by establishing an awareness of the roles essential to an organization's success, and then work to develop an understanding of professional communications and leadership skills. In doing so, students gain proficiency with word processing, email, and presentation management software.

This course allows students to explore careers in business while learning skills applicable to any professional setting. Through a series of hands-on activities, students will create, analyze, and critique reports, letters, project plans, presentations, and other professional communications. Regular engagement in active learning ensures students can continually refine the skills necessary to prepare

them for work. In addition, students will evaluate the qualifications required for specific careers so they can identify opportunities that are of interest to them.

Business Applications is an introductory level Career and Technical Education course applicable to programs of study in business, management, and administration; information technology; and other career clusters. This course is aligned with state and national standards. Students who successfully complete the course can go on to obtain the Microsoft® Office Specialist: Microsoft® Office Word certification.*

*Microsoft is a registered trademark of Microsoft Corporation in the United States and/or other countries.

Introduction to Health Science

Credit: ½

Introduction to Health Science provides the foundational knowledge and skills students need for careers in health care. Students begin by exploring the services, structure, and professions of the health care system. The remainder of the course focuses on day-to-day skills and expectations for health professionals, which include promoting wellness, maintaining a safe environment, creating medical records, and practicing good communication, collaboration, and leadership.

Using real-life scenarios and application-driven activities, students learn the responsibilities and challenges of being health care professionals. In addition to building their understanding of technical concepts and skills, students evaluate the qualifications required for specific careers and develop personal career plans to pursue work in the health care industry.

Introduction to Health Science is an introductory-level Career and Technical Education course for programs of study in health sciences. This course is aligned with state and national standards.

Electives

Health

Credit: ½

Health is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health; nutrition; physical activity; substance use and abuse; injury prevention and safety; and personal health, environmental conservation, and community health resources.

Through use of accessible information and real-life simulations, students apply the seven health skills. These include access to valid health information; self-management; analysis of internal and external influences; interpersonal communication; decision-making; goal setting; and advocacy. Students who complete Health build the skills they need to protect, enhance, and promote their own health and the health of others.

The content is based on the National Science Teachers Association (NSTA) standards and is aligned to state standards.

Physical Education

Credit: ½

Physical Education combines the best of online instruction with actual student participation in weekly cardiovascular, aerobic, and muscle toning activities. The course promotes a keen understanding of the value of physical fitness and aims to motivate students to participate in physical activities throughout their lives.

Specific areas of study include: Cardiovascular exercise and care, safe exercising, building muscle strength and endurance, injury prevention, fitness skills and FITT benchmarks, goal setting, nutrition and diet (vitamins and minerals, food labels, evaluation product claims), and stress management. The course requires routine participation in adult-supervised physical activities. Successful completion of this course will require parent/legal guardian sign-off on student-selected physical activities and on weekly participation reports to verify the student is meeting his or her requirements and responsibilities. Under Ohio Law, all students will be required to participate in a Physical Education Evaluation.

Physical Education is aligned to national and state standards and the Presidential Council on Physical Fitness and Sports.