

# BEDFORD HIGH SCHOOL



## 2025-2026 PROGRAM OF STUDIES

### Information for Students and Parents

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*Approved by:*

**THE BEDFORD BOARD OF EDUCATION**

November 7, 2024

**Eva Boyington, *President***  
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## **PURPOSE OF THIS BOOKLET**

This booklet is prepared to assist students and parents in selecting an appropriate course of study from the various subjects offered at the secondary school level. The school principals and counselors are prepared to advise all students in choosing an educational program best suited to their needs, interests, and abilities.

Course descriptions and subject offerings at the different grade levels are listed and a special outline sheet is included in order that an organized four-year program can be developed for the individual student.

### **SCHOOL COUNSELOR ASSIGNMENTS**

Parents are encouraged to contact school counselors either by telephone or in person if they wish further information or assistance concerning their child, be it personal matters or scheduling matters. School counseling responsibilities are divided by grade, as listed below. All counselors can be reached during the school day. Telephone numbers are listed below.

#### **HESKETT MIDDLE SCHOOL**

**PHONE: 440-439-4472**

##### **Counselor      Grades 6-8**

Ms. Hogue

Mrs. Tanesha Paul

#### **BEDFORD HIGH SCHOOL**

**PHONE: 440-439-4848**

##### **School Counselor    Grades 9 -12**

Mr. Christopher Petitti (A-D)

Mr. Doug Dressman (E-J)

Mrs. Tameka Pollard (K-Q)

Ms. Dezeræ Terrell (R-Z)

Mr. Scott Kronstain - Excel Academy

Opportunities are made available to all students to participate in all educational programs and activities regardless of race, national origin or disability.

The Bedford Board of Education, in compliance with the Title IX/Section 504 regulations, will not discriminate on the basis of gender, race, color, religion, age, disability or national origin in education programs and activities OR in employment practices. The Bedford Board of Education also provides equal access to the Boy Scouts and other designated youth groups. Inquiries concerning the application of the Title IX/Section 504 regulations may be referred to the district's Title IX/Section 504 coordinator, Samuel Vawters, at 475 Northfield Road, Bedford, OH 44146.

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**81-82**

## **BEDFORD CITY SCHOOLS BEDFORD, OHIO**

Heskett Middle School and Bedford High School are chartered by the State Department of Education. The High School is also accredited by the North Central Association of Secondary Schools and Colleges.

### **REGISTRATION PROCEDURE**

If a student is new or returning to the Bedford Schools, the following procedure should be followed:

1. Notarized residency affidavit  
    PLUS the following:
  2. Proof of residency;
  3. Child's birth certificate;
  4. Child's Social Security card;
  5. Immunization records (and the 2nd MMR shots and meningococcal meningitis for 7th and 8th graders);
  6. Proof of legal guardianship or custody, if applicable;
  7. School records, including official transcripts, if applicable;
  8. Current Individualized Education Plan (IEP) for Special Education students when applicable.

These forms can be uploaded on our district website at <https://www.bedford.k12.oh.us/Page/1315> or call 440-439-4395 for additional support.

### **COURSE REQUESTING**

The underclassmen Course Requesting period will occur each school year in the beginning of the second semester. These requests should be made after careful consideration and with recommendations from teachers, guidance counselors, case managers, parents, and administration.

### **PLANNING AN APPROPRIATE PROGRAM OF STUDY**

Before selecting one or more of the following programs of study, all students are urged to discuss their interests and goals with their parents. A counselor is available, should assistance be requested.

1. All students must enroll in **a minimum of 5.25 credits or more each year.**
2. The College Preparatory/Technical Preparatory program is designed for those who wish to go on to a college, university, or business/ technical school for specialized training in one or more specific fields. The catalog of the universities or schools of the student's choice should be consulted for specific requirements for admission.
3. The Cultural Arts program of study includes Fine Arts and Music. Students who have a special interest in either or both of these fields and a desire to make a career of art or music after graduation from high school and/or college should consider this program of study.
4. Career & Technical Education courses are for those students seeking a career objective in a specialized field or skilled area. It affords students the opportunity to gain entry-level skills and experience to enter into a selected career.

### **PERSONAL ELECTRONIC DEVICES**

The Bedford City School District permits students to use their personal electronic devices (including, but not limited to iPods, iPads, laptops, smart phones, and tablets) at school under the supervision of a teacher or other official school staff member. Certain areas may be designated for personal device use.

A "Student Device Permission/Responsibility Acknowledgement", signed by the student and parent, must be on file. Students granted permission must log in daily and agree to abide by all terms and

conditions outlined in the Bedford City School District's Acceptable Use Policy. Anyone who fails to abide by the terms and conditions will be subject to disciplinary action.

*Note: the Bedford City School District is NOT RESPONSIBLE for personal devices that are lost, stolen, or damaged.*

### **COMMUNITY SERVICE**

Students who complete 40 hours of community service will earn a local graduation seal.

Community Service work for the Graduation Seal shall be voluntary with no payment rendered for service and must be completed outside of normal school hours (except for school approved activities). Service credit will only be accepted from non-profit organizations and/or for elderly or disabled individuals that are not capable of performing the work themselves.

In order to receive the Community Service Local Graduation Seal, students who transfer from outside districts are expected to complete 10 hours of community service for every year they are enrolled for 3 quarters or more. (Example: Student "A" transfers to BHS in December of their Sophomore year is required to complete 20 hours for graduation. Student "B" transfers to BHS in September of their Sophomore year is required to complete 30 hours for graduation.) Please see your school counselor for more details.

***Students who complete a minimum of 20 hours beyond the local seal required 40 hours (for a total of 60 hours) will earn an Exemplary Community Service cord to be worn at graduation.***

*Students should turn in hours via online by logging into Classlink and clicking on the X2VOL link at the bottom of the screen.*

### **CAREER BASED INTERVENTION**

The Career Based Intervention (CBI) program is an Ohio Department of Education Career-Technical Education program designed for students ages 12-21 in grades 7-12. The program is designed to help students improve academic competency, develop professional skills, and implement a career plan that will serve them on the path to graduation and beyond.

The CBI program utilizes a combination of in-class educational and on-site experiential learning opportunities to maximize student success. Local program design varies based on the needs of students and districts. CBI is an intervention program, not a complete career field pathway. It emphasizes early awareness and recovery. The goal of the CBI program is to assist and prepare students for successful high school graduation, additional career-technical education and training, postsecondary education, and/or a meaningful career.

This program is only available to students who are accepted into the Excel Program. Questions about this program can be directed to the Excel staff.

### **CLOSING THE ACHIEVEMENT GAP**

The Closing the Achievement Gap (CTAG) program is an initiative that helps students who need extra guidance to reach their full potential. The program's goals include: Improving academic achievement, attendance, and performance outcomes, reducing negative behavior trends, and addressing non-academic barriers to success. The program was initiated by former Ohio Governor Ted Strickland to help at-risk students graduate high school. School districts with a three-year graduation rate of 80% or less were required to have a CTAG program in each eligible school. CTAG programs include linkage coordinators, who act as mentors, life coaches, and advocates for students. They help students improve their outlook on their education and address their social and emotional needs.

### **SERVICE LEARNING SEMINAR**

A Service Learning Seminar is designed to provide interested upperclassmen (grades 11-12) with the opportunity to explore real world issues from multiple perspectives. The course will integrate meaningful community service with classroom instruction and independent research that enriches students'

learning, teaches civic responsibility, and strengthens the surrounding community needs. Students will actively participate in meaningful service around a personal passion and compassion and practice the skills they are learning in class. Students will be expected to provide their own transportation to and from their service learning activities. This course will take on a blended-learning approach that includes such things as individual conferencing, onsite visits/observations, group seminars, independent research, collaborative teamwork and, of course, field work. Students who are truly interested in making a difference are ideal candidates for this course. This is a one semester course worth ½ credit which can count as an elective toward graduation.

## **SENIOR PROJECT**

Senior Project is an opportunity for those seniors who meet the requirements to develop an understanding of specific careers before graduating from Bedford High School. This internship takes place during the last three weeks of classes during the second semester of the school year. The experience of participating in the Senior Project can include shadowing a professional, research in a specific field, or assisting a social service agency. Remember that this project is designed to encourage Bedford High School students to examine work outside of high school, so that the student will be better prepared for life after graduation.

The criteria for seniors who would like to participate are as follows:

- Must be on target to graduate in June of the current school year (including credits, state tests, etc.)
- Has no unexcused absences in the senior year
- Has neither in school restriction or out of school suspension in the senior year
- Maintains an overall 2.5 grade point average or above
- Has no outstanding fees or fines as of April 30<sup>th</sup> of the graduation year

Principals have the right to make final decisions on all students interested in participating in senior project.

**Seniors who successfully complete their senior project experience will have the privilege of wearing a senior project honor cord at graduation.**

## **WORK STUDY**

For students who are interested in earning work study credit, the Bedford City Schools provides two possibilities:

1. Consider enrolling in Professional Work Experience Capstone which is a 2 credit course that requires SOME seat time, as well as early release from school to allow for the work-study hours to be completed. The content of this course includes developing employability skills, writing a resume, enhancing oral communication skills through in-class presentations, career interest exploration, on-site job training and teacher visitations, etc. More on the course can be found on the Career and Technical Education page. It is open to any student over the age of 16.
2. Enrolling in the twilight COMPASS Academy will allow students to work after hours and earn up to 3 credits over their high school career for approved employment hours. (NOTE: 40 hours = 0.25 credit). Students will also need to successfully complete the Career Exploration course offered online in order to be awarded work study credit.

See your school counselor if you are interested in either of these options.

## **EARLY GRADUATION**

Students are encouraged to take advantage of the full term of their secondary school career by attending Bedford High School for eight semesters. However, if there are unusual circumstances, a student may make a request in writing to the building principal for the early completion of graduation requirements. The request must be made at least one grading period prior to their intended graduation. Interested students will need a 2.0 GPA, a minimum of 14 earned credits and have passed the English

II and Algebra I End of Course exams. The letter should be written in collaboration with the student's counselor and parent/guardian. The letter should include an outline of the student's early graduation plan. Decisions will be rendered prior to the start of the student's junior year. If granted, completion of graduation requirements must be met before the commencement date. Please note that it is the goal at Bedford High School to have all students, including all seniors, maintain a full schedule of classes. All classes should follow the sequences outlined in this document. Students will not be permitted to take courses out of sequence in order to achieve Early Graduation status.

All students are encouraged to enroll in any of the many electives and options available to them throughout their full four years at the high school, including taking advantage of College Credit plus in their senior year if all other credits toward graduation have been attained.

### **LATE IN OR EARLY OUT**

Seniors that are on track to graduate may have an early out or late start option. Students in this category must have all points required for End Of Course (EOC) exams and all credits on their school schedule.

Students that do not have End Of Course exam credits completed and/or do not have all credits may not have an early out or late start option. Students that have not met EOC exam requirements must be enrolled in a testing intervention course as applicable. Students must have a full schedule if all graduation requirements are not on track.

### **SCHEDULE CHANGES**

Students and their parents should carefully consider class choices for next year prior to the online course requesting period. Every effort will be made to ensure that students are enrolled in the courses they and their parents select. *The cancellation of specific classes or scheduling conflicts may require the student to be placed in alternative courses.*

While a schedule change after the school year has started may be seen as the solution to a current problem, a further consideration of the problem itself may lead to the recognition that there are other and, perhaps, better solutions that may be chosen.

Because of the commitments for hiring and assigning staff and the need to order textbooks and supplies, schedule changes will be made after the opening of the school year for the following reasons:

- Changes prescribed by staff for educational reasons; (for example, academic misplacement as verified by classroom teacher; overcrowding; substituting a course for a study hall);
- Changes to meet graduation requirements for seniors;
- Changes necessitated by the health of a student as verified by a physician;
- Changes due to summer school courses completed;

Career and Technical Education will not be dropped. These state-funded programs are staffed on the basis of student enrollment; enrollment must remain firm to maintain eligibility for state funds. It is understood, therefore, that a student who has applied for and been accepted into a Career and Technical Education program has made a commitment, confirmed by his or her parents, to remain in it for at least one year.

*Please refer to the Course Request Handbook for additional information on scheduling and course requests.*

### **DROPPING AND ADDING CLASSES**

Adding a class may be done within the first week of school, (semester or year long courses). If a course is dropped during the first week of a course (see above acceptable reasons for a schedule change), the students will not receive a grade. Withdrawal after this time will be recorded as WP (Withdrawn Passing) if the current grade being earned is a C or better or as a WF (Withdrawn Failing) if

grade average is a D or an F. Note that WP has no effect on the GPA, whereas a WF is the same as an F and is calculated as a failing grade in the student's GPA. No "Drop and Add" substitutions will be permitted after the above described timeline. Adding a class may be done *only within the first week* of the semester or year long course. **Any schedule changes, including all dropping or adding of courses, require the permission of a parent/guardian, principal, a teacher and a counselor. Any questions about schedule changes should be addressed to the appropriate school counselor within the first week of each semester. Any extenuating circumstances requiring a decision outside of this policy will need the approval of the building Principal.**

**LIBRARY RESOURCE CENTER**

The Library Resource Center is available to all students of Bedford High School Monday through Friday from 7:30am to 3:30pm. The LRC offers a wide variety of library materials for reading, research, and study. Students will find many forms of media materials for their use including books, magazines, microfiche, audio and video tapes. Individual work stations are provided with computers. Students may utilize the LRC with classes, during study halls, lunch breaks or before and after school. INFOHIO is the State's digital library and is freely available to students and their parents.

**AUDITS**

Courses may be audited only if previously taken and passed. Audit status must be determined prior to the beginning of any class. Additional credit will not be granted for an audited course.

**SUBJECT SEQUENCE**

Subjects must be taken in proper sequence and prerequisites must be met.

**CLASS OFFERINGS**

The principal has the ultimate authority to change course placement decisions for all students. Please also note that any courses listed are subject to change based on student enrollment, district finances, and other circumstances.

**GRADING SCALE**

The Board-adopted district grading scale is as follows:

Grading Scale	Grade	Regular	Honors	AP/CCP
90-100	A	4.0	4.5	5.0
80-89	B	3.0	3.5	4.0
70-79	C	2.0	2.5	3.0
60-69	D	1.0	1.5	2.0
0-59	F	0	0	0

Report cards are issued on a nine-week basis. Letter grades rather than numerical grades are given. A copy of the district grading scale can be found in the Student handbook.

Note: All Advanced Placement (AP) and College Credit Plus (CCP) courses are weighted by one full weight. Class rank is determined with weighted grades included.

**FEES**

Additional fees may be charged for specific classes requiring consumable materials and membership dues. See the requirement for a fee payment in the Student Handbook. Note that failure to pay fees by September 15 may result in loss of privileges relative to participation in social events.

## OHIO REQUIREMENTS FOR GRADUATION

Students are required to pass the state–mandated tests to be determined by the Ohio Department of Education (ODE), and complete 21 credits in order to earn a diploma. Specific requirements for graduation are as follows:

Subject	Required Credits	Approved courses
English	4 Credits	English I, II, III, or AP or Tri-C courses; English IV or AP, or Tri-C courses
Mathematics	4 Credits	Must include Algebra II or equivalent
Science	3 Credits	Must include 1 credit of Biology or Tri-C Biology course and 1 credit of a Physical Science (Physical Science, Chemistry, Physics)
Social Studies	3 Credits	Must include World Studies or Tri-C courses, US/ Honors US Studies; and Government or AP Government
Health	1/2 Credit	
Physical Education*	1/2 Credit	
Financial Literacy	1/2 Credit	
Electives**	5.5 Credits	Must include fine arts or Career Tech*** electives.

*All students transferring into Bedford High School should see their assigned counselor to obtain a “Graduation Plan” prior to course selection. This will help delineate courses which will and/or will not count towards your graduation from Bedford High School.*

A credit is defined as one Carnegie unit of instruction earned for satisfactorily completing a year's work in a subject. No more than four one–quarter credits of Physical Education may apply toward graduation requirements.

**\*A student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons is not required to complete any PE courses. However, that student is still required to complete and earn the ½ credit in another course of study.**

**\*\*Must include one (1) or any combination of a foreign language, computer coding, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, a junior reserve officer training corps (JROTC) program approved by the U.S. Congress, or English Language Arts, Mathematics, Science, or Social Studies courses not otherwise required.**

**\*\*\*Must be one credit or one year in coursework representing coherent sequential career-technical content.**

## RETAKE A COURSE

If a student does not pass a required course for graduation, there may be alternative options to fulfill graduation requirements. Students should schedule an appointment with their counselor to discuss these options. One option is to retake the course (either in an upcoming school year, during summer school, or Twilight). Both grades will be used to determine Grade Point Average.

## **REQUIREMENTS FOR GRADE PROMOTION**

### **Promotion to Grade 9:**

8<sup>th</sup> grade students must have successfully completed 4 out of 4 required academic subjects (language arts, math, science, social studies).

### **Promotion to Grade 10:**

Students must earn a minimum of 5 credits.

### **Promotion to Grade 11:**

Students must earn a minimum of 10 credits.

### **Promotion to Grade 12:**

Students must earn a minimum of 15 credits.

## **EXCEPTIONS TO REQUIREMENTS**

Any exceptions to the Bedford High School graduation requirements may only be granted by written permission of the building principal and must be on file in the student's folder. Any course work for credit from sources outside of Bedford High School are subject to evaluation and approval by the building principal and according to district policy.

## **EARNING A HIGH SCHOOL DIPLOMA**

We believe our students will rise to the high expectations set by the rigors of Ohio's Learning Standards for English Language Arts, mathematics, science and social studies. We also believe that receiving a diploma signifies that students have mastered high school level work and are well prepared to enter post-secondary institutes, the military or the workforce.

There is no one-size-fits-all way to graduate. Ohio gives you several options to qualify for a high school diploma. Please be aware of your options and work to graduate through one of the pathways prescribed by the ODE. You will find some more detail on each of the pathways on the following pages. In addition you can talk to your school counselor if you have further questions.

# GRADUATION REQUIREMENTS FOR THE CLASS OF 2023 AND BEYOND

## STEPS TO GRADUATION:

To earn a high school diploma, you must complete courses (Step 1) and then complete Steps 2 and 3 as outlined hereafter:

### STEP 1: CREDITS

#### **Complete Courses to Graduate from Bedford High School**

You must take and earn a minimum of 21 credits in specific subjects.

English language arts	4 credits
Health	½ credit
Financial Literacy	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social Studies	3 credits
Fine Art*	1 credit
Electives	5½ cdt

\*Students in a CTE Pathway do NOT need a Fine Art credit.

**AND**

### STEP 2: COMPETENCY

#### **Show That You Are Academically Competent**

Earn passing score (684) on the Algebra I and English II state end of course exams, **OR** score a 500 on the ELA and/or Math AASCD, as determined by the IEP Team.

#### ***If testing is not your strength?***

You have the option to show academic competence through one of the following three options:

#### **OPTION 1:**

**Career Focus** which includes 2 of the following: cumulative score of proficient or higher on 3+ Webxams within a career pathway, 12 point industry credentialing, Ohio-registered apprenticeship, work-based learning, proficiency of WorkKey exams, earning OhioMeansJobs (OMJ) readiness seal

**OR**

#### **OPTION 2:**

**Enlist in the Military** via passage of the ASVAB and a contract (DD Form 4).

**OR**

#### **OPTION 3:**

**Complete College Coursework** in non-remedial math and/or English through the College Credit Plus program.

**OR**

#### **OPTION 4:**

**ACT or SAT Remediation Free Scores** by earning any of the following:

Subject	ACT	SAT
English Language Arts	English subscore of 18 (or higher)	Evidence-Based Reading and Writing score of 480 (or higher)
	Reading subscore of 22 (or higher)	
Mathematics	Subscore of 22 (or higher)	Score of 530 (or higher)

**AND EVERYONE** must also complete **STEP 3:**

**AND**

### STEP 3: READINESS

#### **Show That You Are Ready**

Earn one diploma seals from the following Ohio seals options: OMJ, industry credential, state-issued license, college ready, military, citizenship, science, honors diploma, biliteracy, technology,

**AND**

Earn one additional seal from the above OR one of the following local seals: [community service](#), [Student Engagement](#), [Fine & Performing Arts](#)

**PLEASE SEE  
COUNSELOR FOR MORE  
DETAILS!**

**HONORS DIPLOMAS (Note that for students graduating in the Class of 2023 and beyond, attainment of many of the following Honors Diplomas will meet various graduation requirements as well. These are noted with an asterisk\*.)**

High School students can gain state recognition for exceeding Ohio’s graduation requirements through receiving an honors diploma. Bedford Students can pursue one-of five honors diplomas:

1. **Academic Honors\***
2. **Career Tech Honors**
3. **STEM Honors\***
4. **Arts Honors**
5. **Social Science & Civic Engagement Honors\***

**Academic Honors Diploma (only for the graduating classes of 2023, 2024, and 2025)\***

The Academic Honors Diploma includes high-level coursework; college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>ACADEMIC HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher

**Academic Honors Diploma (for the graduating classes of 2026 and beyond)\***

The Academic Honors Diploma includes high-level coursework; college and career readiness tests and real-world experiences challenge students.

Students must meet **all but one** of the following criteria (#2-9), unless it is a minimum graduation requirement (for example, 4 units of English and Fine Arts). Students may replace options 5, 6, or 7 with a “Student Strength Demonstration”. See your counselor for more details about this option.

<b>ACADEMIC HONORS DIPLOMA</b>	
1. English	4 units
2. Math	4 units, the 4th must be > Algebra 2
3. Science	4 units, (1 additional unit of advanced science)
4. Social Studies	4 units, (1 additional unit Social Studies)
5. World Language	3 sequential units of one world language, or no less than 2 sequential units of each of two world languages studied
6. GPA	3.5 on a 4.0 scale
7. ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
8. Seal Requirement	Earn 2 additional diploma seals, not including Honors Diploma Seal
9. Experiential Learning	Field Experience, OhioMeansJobs Readiness Seal*, Portfolio or Work-Based Learning
10. Fine Arts	1 unit

*\*Students can use OMJ Readiness Seal in 2 additional seals requirements if it is not used in Experiential Learning.*

### **Career Tech Honors Diploma**

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>CAREER-TECH HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	4 units, including 2 units of advanced science
Social Studies	4 units
World Language	2 units of one world language
Electives	4 units of career-technical courses
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher/WorkKeys: 6 or higher on Reading for Information and 6 or high on Applied Mathematics
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus
Additional Assessments	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.

### **STEM Honors Diploma\***

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>STEM HONORS DIPLOMA</b>	
English	4 units
Math	5 units
Science	5 units, including 2 units of advanced science
Social Studies	3 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	2 units with a focus in STEM
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

### **Arts Honors Diploma**

Dance, drama/theatre, music and visual art are areas of study in which students can earn Arts Honors Diplomas.

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>ARTS HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	3 units, including 1 unit of advanced science
Social Studies	3 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	4 units
Electives	2 units with a focus in fine arts
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

### **Social Science and Civic Engagement Honors Diploma\***

Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement.

<b>SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA</b>	
English	4 units
Math	4 units
Science	3 units, including 2 units of advanced science
Social Studies	5 units
World Language	3 units of one world language, or no less than 2 units of each of two world languages studied
Fine Arts	1 unit
Electives	3 units with a focus in social sciences and/or civics
GPA	3.5 on a 4.0 scale
ACT/SAT	ACT: 27 or higher/SAT: 1280 or higher
Field Experience	Complete a field experience and document the experience in portfolio specific to the student's area of focus
Portfolio	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

Please see the Ohio Department of Education Website or your School Counselor for more details.

## **ACADEMIC RECOGNITION**

Students will be recognized in a variety of ways throughout the school year.

## **HONOR ROLL**

Students whose grade point average is a 3.5 or higher are recognized by being placed on the Honor Roll.

## **ACHIEVEMENT ROLL**

Students whose grade point average is a 3.3 to 3.499 are recognized by being placed on the Achievement Roll.

## **PROGRESS BOOK**

Parents will also be able to access their child's ongoing progress by logging on to the district's web page at [www.bedford.k12.oh.us](http://www.bedford.k12.oh.us) and using the Bedford High School's pull down menu. After clicking on [gradebook](#) and entering your secure login and password, which will be assigned and mailed home in the fall of the school year, parents and students may monitor progress at any time through this resource.

## **PROGRESS REPORTS**

An interim report will be available online through Gradebook. The progress report is generally available halfway through each of the four grading periods. Parents/guardians are encouraged to contact teachers for further information or for further explanation of the comments listed.

## **REPORT CARDS**

The report card is the school's report to the students and families, giving the pupil's achievement and attendance record. Quarterly report cards will be available online every nine weeks, as well as mailed home. A cumulative report card will be mailed home at the end of each school year. The final grade for each course is determined by the average of the nine-week grades and the semester examinations.

## **SCHOOL COUNSELING SERVICES**

Counselors provide opportunities for students as individuals or in groups to discuss feelings, attitudes, goals and problems in a confidential and supportive environment. Counselors confer with parents and teachers regarding the academic progress of students. Counselors provide materials and help students and their families learn about scheduling, state-mandated testing, careers, training opportunities, technical schools and colleges for further education, financial aid and scholarships. Information and the description of the college entrance examinations (ACT and SAT) are available to students. An official record of credits, grades, test scores, interests, and career goals will be maintained at Bedford High School.

If you do not want your child participating in small group counseling, you must provide a letter excusing your child from this opportunity. All letters must be given directly to the school counselor.

## **INTERSCHOLASTIC/EXTRACURRICULAR ELIGIBILITY STANDARDS**

A student must pass *two standards* to be eligible to participate in athletics in the Bedford City School District. The first standard the student must pass is the Ohio High School Athletic Association requirement of passing 5 credits 9-12<sup>th</sup> grade, or 5 classes 7-8<sup>th</sup> grade. If the student does not meet this standard, they are ineligible until the next quarter's grades are posted. The student may not qualify for the second standard. If the student qualifies under the first standard of eligibility, they will also have to meet the second standard set by the Bedford Board of Education.

## **Standard One** **Ohio High School Athletic Association Standards**

### **Grades 9-12**

To be eligible under the standards of the association you must be scheduled for and pass no less than the equivalent of 5 credits per quarter. Fall eligibility is based on the prior year's 4<sup>th</sup> quarter grading period; winter eligibility is based on the 1<sup>st</sup> quarter grades and the 2<sup>nd</sup> quarter scheduled classes; spring eligibility is based on 3<sup>rd</sup> quarter grades. *Summer school grades do not count toward eligibility. (Note that incoming freshmen participating in fall sports must pass 5 classes during the fourth quarter of their 8<sup>th</sup> grade year.)*

## **Standard Two** **Bedford City School Standards**

1. To be eligible you must meet state standards and carry at least a 2.00 GPA. If you meet the state standards, but not the Bedford standard, you may still participate but you will be declared conditional. The conditional period will end at the midterm.
2. If you are on a conditional basis you will still be able to participate as if you were eligible, but you must go to study table, have tutoring on your schedule or get tutoring after school from a teacher you currently have for class.
3. You must achieve a 2.000 GPA or higher by the midterm to continue to participate. If you do not, you will no longer be on the team or in the activity for the remainder of that quarter.
4. If 3 hours of intervention is not completed, you will be removed from events until the quarter report card.

### **SPECIAL NOTE FOR ATHLETIC ELIGIBILITY**

As students are scheduling, please keep in mind the following additional criteria for athletic eligibility:

- Freshmen must have passed five (5) classes in the fourth quarter of the eighth grade.
- Students in grades 9-12 must **carry and pass** the equivalent of five credits.
- **Summer school coursework does not count toward 1st quarter eligibility. First quarter eligibility is strictly based on 4th quarter grades of the prior school year.**

### **COLLEGE FRESHMAN ATHLETIC ELIGIBILITY REQUIREMENTS (entering college BEFORE August 1, 2015)**

Academic requirements for freshmen participating in NCAA (Division I) sports include:

- Graduation from high school
- Complete these 16 core courses:
  - 4 years of English;
  - 3 years of math (algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science, if offered by your high school);
  - extra year of English, math, or natural or physical science;
  - 2 years of social studies;
  - 4 years of extra core courses (from any category above, a world language, or a comparative religion/philosophy course);
  - Earn a minimum required grade point average in your core courses; and
  - Earn a combined SAT or ACT sum score that matches your core-course grade point average with the test score sliding scale located in the NCAA Clearinghouse packet (e.g., a 2.40 core course grade point average needs an 860 SAT) (or a 71 ACT sum score from English, math, reading and science subscores).

## **NCAA DIVISION I INITIAL ELIGIBILITY ACADEMIC REQUIREMENTS (for class of 2016 and beyond)**

1. A **Full Qualifier** is a student who can practice, receive athletic aid/scholarship, and compete in his/her first year.
2. A student who is deemed **Academic Redshirt** is one who receives athletic aid in the first year, practices during the first regular term, but does not compete in the first year.
3. A **Non-Qualifier** is a student who receives no aid, does not practice, and does not compete in the first year.

A Full Qualifier will need to meet the following requirements to **receive athletic aid, practice and compete** in his/her first year:

- 16 core courses in the following areas:
  - 4 years English;
  - 3 years math at Algebra 1 level or higher;
  - 2 years natural or physical science (one lab if offered at any high school attended);
  - 1 year additional English, math or natural/physical science;
  - 2 years social science; and
  - 4 years additional from areas above or foreign language, philosophy or comparative religion.
  - Ten of the 16 core courses must be completed before the start of the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be English, math or natural or physical science.
- Have a minimum core-course grade point average of 2.300;
  - Grades earned in the 10 courses required before the seventh semester are “locked in” for purposes of grade point average calculations.
  - A repeat of any of the “locked in” courses will not be used to improve the grade point average if the repeat occurs after the seventh semester begins.
- Graduate from high school.
- Earn the ACT/SAT score matching core course GPA on the Division I sliding scale.

## **Academic requirements for freshmen participating in NCAA (Division II) sports include as a Full Qualifier:**

- Graduation from high school
- Complete these 16 core courses\*:
  - 3 years of English;
  - 2 years of math (algebra 1 or higher);
  - 2 years of natural or physical science (including one year of lab science, if offered by your high school);
  - 3 extra years of English, math, or natural or physical science;
  - 2 years of social studies;
  - 4 years of extra core courses (from any category above, a world language, non-doctrinal religion or philosophy);
- Earn a 2.00 grade point average or better in your 16 core-courses; and
- Earn the ACT/SAT score matching your core course GPA on the Division II Full Qualifier sliding scale.

In addition to the above standards, you must complete the application for the NCAA Clearinghouse. It is advised for this to be completed by the end of the student's Junior year. Please see your school counselor for further details.

Partial Qualifier information and sliding scales for both division I and II for ACT/SAT scores and other eligibility details can be found at the NCAA Eligibility Center, [www.ncaa.org/student-athletes/future/eligibility-center](http://www.ncaa.org/student-athletes/future/eligibility-center).

Note: It is the student athlete's responsibility in conjunction with his/her school counselor, to confirm that they are meeting NCAA course requirements and enrolled in approved NCAA courses.

### **OHIO'S COLLEGE CREDIT PLUS (CCP)**

The CCP program offers highly motivated students the opportunity to simultaneously earn secondary (high school) and post-secondary (college) credit for college-level courses at no cost to the students (with the exception of select private colleges). All students enrolled at BHS are eligible to apply to participate. Eligible post-secondary institutions include community colleges, post-secondary vocational technical institutions, state universities, and select private colleges and universities. Students interested in this program must meet BHS graduation requirements plus any enrollment requirements the post-secondary institutions have. **Students must indicate to school officials (principal or school counselor) their intent to participate by March 30th of the year prior to the year of intended participation by completing the appropriate forms.** The Bedford School District will provide counseling services to 7th through 12th grade students and their parents/guardians prior to participation in the CCP Program. Counseling will address the advantages and the possible risks and consequences of participating in the program.

BHS offers some CCP courses on our campus through a partnership with Cuyahoga County Community College (Tri-C). These courses are listed below. All eligibility requirements for the CCP program apply to both BHS on-site courses and any courses taken at institutions off-site. Contact your counselor with any questions.

### **IT IS THE STUDENT'S RESPONSIBILITY TO MEET ALL NECESSARY APPLICATION REQUIREMENTS AND DEADLINES.**

#### **COLLEGE CREDIT PLUS ON-SITE COURSES**

- Algebraic & Quantitative Reasoning (Tri-C MATH 1190)
- Elementary Probability & Statistics I (Tri-C MATH 1410)
- United States History to 1877 and after 1877 (Tri-C HST 1510/1520)
- College Composition (Tri-C ENG 1010/1020)
- Intro to Poetry/Fiction (Tri-C ENG 2410/2420) - may not be offered until 2024-2025
- Environment, Ecology, Evolution (Tri-C BIO 1060)
- Human Biology (Tri-C BIO 1050)
- American Sign Language I (Stark State College ASL 001)
- American Sign Language II (Stark State College ASL 900)
- College & Career Success Skills (Stark State College IDS 115)

#### **COLLEGE CREDIT PLUS (CCP) RECOMMENDED PATHWAYS**

**CCP Course options by year to attain at least 15-30 college credits (in partnership with Tri-C)**

**This pathway will be offered during the 2024-2025 school year.**

<b>GRADE</b>	<b>15+ credit pathway</b>	<b>30+ credit pathway</b>	<b>CREDIT</b>
9	IDS 115	IDS 115	3
10	(IDS 115)	HIST 1510 HIST 1520	3 3
11	ASL 001	ENG 1010 ENG 1020	3 3
12	ENGL 1010 ENGL 1020	ENG 2410 ENG 2420	3 3
	MATH 1190 MATH 1410	MATH 1190 MATH 1410	3 3
	BIO 1050 BIO 105L BIO 1060	BIO 1050 BIO 105L BIO 1060	3 1 3

	BIO 106L	BIO 106L	1
		ASL 001 ASL 900	4 4
<b>TOTAL CREDIT HOURS AVAILABLE:</b>	<b>20</b>	<b>33</b>	

NOTE: All CCP classes will be weighted 1 (one) full point in the GPA calculations.

<b>Recommended Career &amp; Technical Education Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III	English IV
<b>Social Studies</b>	World Studies	US Studies	Government	Electives
<b>Mathematics</b>	Algebra I	Geometry	Math Modeling and Reasoning and Financial Alg	Probability/Data Analysis OR Data Science Foundations
<b>Science/Elective</b>	Physical Science	Biology	Earth Science Chemistry	
<b>Physical Education/ Elective</b>	Freshmen Phys Ed	Health/Financial Literacy		
<b>Electives</b>	Intro to Career & Technical Education courses	Intro to Career & Technical Education courses		
<b>General Business</b>	Employability	Computer Apps		
<b>CTE Pathway</b>			Career Pathway	Career Pathway

Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teachers.

**Career & Technical Education Preparatory Program:** Many students will plan to enter workforce or advanced job-training immediately after graduation. In order to be prepared with the skills that will meet the current needs of business and industry they should explore their career interest in one of the Career & Technical training programs offered at Bedford High School.

**ADDITIONAL ELECTIVES:** Art, Music, Computer Applications, Individual Investigation. See Subject Summaries for details. Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teacher.

<b>Recommended High School Graduation Pathway</b> (Highly designed for those students not meeting competency graduation requirements)				
<b>Subject</b>	<b>9th Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III	English IV and Integrated Reading
<b>Social Studies</b>	World Studies	US Studies	American Government	Integrated Social Studies
<b>Mathematics</b>	Algebra I	Geometry	Math Modeling and Reasoning and Financial Alg	Probability/Data Analysis
<b>Science</b>	Physical Science	Biology	Earth Science	Integrated Science
<b>Physical Education Elective</b>	Freshmen Phys. Ed.	Health/Financial Literacy	Phys Ed. Elective	Phys Ed. Elective
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language
<b>Electives</b>	Freshman Concepts	Employability OR Computer Apps	Career & College Readiness	Stark State College & Career Success Skills

<b>Recommended College Preparatory Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	English I	English II	English III OR CCP English Comp	English IV OR CCP English Poetry and Fiction
<b>Social Studies</b>	World Studies	US Studies	Government	Social Studies Elective
<b>Mathematics</b>	Geometry	Algebra II OR MMR	PreCalculus OR Data Sci Found OR AP Statistics	Calculus OR Data Sci Found OR AP Statistics OR CCP Quantitative Reasoning or Probability & Stats
<b>Science</b>	Physical Science	Honors Biology or Biology	Chemistry OR Honors Chemistry OR Physics OR CCP Biology	Science in Society OR Anat/Phys OR Biochem/Cell Bio OR Physics OR CCP Biology
<b>Health/ Physical Education</b>	Freshmen Physical Education	Health/Financial Literacy	Phys. Ed. Elective	Phys. Ed. Elective
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language
<b>Electives</b>	Employability OR Additional Electives	Computer Apps. OR Stark State College & Career Success Skills OR Additional Electives (see below)	Career & College Readiness OR Stark State College & Career Success Skills OR Additional Electives (see below)	Fine Arts OR Stark State College & Career Success Skills OR Additional Electives (see below)

**ADDITIONAL ELECTIVES:** Art, Music, Computer Applications, Individual Investigation. See Subject Summaries for details. Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teacher.

**College Preparatory Program** is for students who choose to pursue a four-year college degree. Most universities have standard requirements for unconditional acceptance. In order to be properly prepared and to avoid noncredit remedial classes students should plan to meet those standards identified in the Recommended College Preparatory Program or the Accelerated Collegiate Program.

<b>Recommended Accelerated Collegiate Program</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>English</b>	Pre AP English II	Pre AP English III	CCP English Composition I & II OR AP English Literature	CCP English Poetry & Fiction OR AP English Language
<b>Social Studies</b>	AP World History	AP US History	AP Government	Social Studies Elective
<b>Mathematics</b>	Honors Algebra II	Pre-Calculus OR AP Stats	Calculus/AP Calc OR AP Stats OR CCP Quantitative Reasoning or Probability & Stats	Calculus/AP Calc OR AP Stats OR CCP Quantitative Reasoning or Probability & Stats
<b>Science</b>	Honors Biology	Honors Chemistry OR Physics OR CCP Biology	Anat/Physio and Biochem/Cell Bio OR Physics OR AP Physics OR AP Chemistry OR CCP Biology	Anat/Physio and Biochem/Cell Bio OR AP Chemistry OR Physics OR AP Physics OR CCP Biology
<b>Health/PE</b>	Freshman PE	Health/Financial Literacy	Personal Fitness	
<b>Elective</b>	Employability or Computer Apps. OR Additional Elective (see below)	Computer Apps. OR Additional Elective (see below)	Career & College Readiness	
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language

**ADDITIONAL ELECTIVES:** Art, Music, Computer Apps, Individual Investigation, & Technical Education. See Subject Summaries for details. Choices of electives should be based on interests and career goals and should be planned after discussion with the counselor and teacher.

**Accelerated Collegiate Program** is for students that choose to pursue a four-year college degree. Most universities have standard requirements for acceptance. In order to be properly prepared and to avoid noncredit remedial classes students should plan to meet those standards identified in the Recommended College Preparatory Program or the Accelerated Collegiate Program.

<b>ELECTIVE SUBJECTS</b>				
<b>Subject</b>	<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
<b>Art</b>	Art I Wearable Design I Wearable Design II Digital Photography I Digital Photography II	Art I Art II Jewelry Ceramics Wearable Design I Wearable Design II Digital Photography I Digital Photography II	Art I Art II Art III Wearable Design I Wearable Design II Jewelry Ceramics Digital Photography I Digital Photography II	Art I Art II Art III Art IV Wearable Design I Wearable Design II Jewelry Ceramics Digital Photography I Digital Photography II
<b>Business</b>	Computer Apps. Employability	Financial Literacy Computer Apps. Employability	Financial Literacy Computer Apps.	Financial Literacy Computer Apps.
<b>World Language</b>	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language	Spanish OR American Sign Language
<b>Music</b>	Music Fundamentals Mixed Chorus Orchestra Guard Line-Dance Team-Marching Band Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology	Music Fundamentals Mixed Chorus Orchestra Guard Line-Dance Team-Marching Band Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology A Cappella Choir	Music Fundamentals Mixed Chorus Orchestra Guard Line-Dance Team-Marching Band Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology A Cappella Choir Madrigal	Music Fundamentals Mixed Chorus Orchestra Guard Line-Dance Team-Marching Band Marching Band Symph/Concert Band Wind Ensemble Music Appreciation Music Technology A Cappella Choir Madrigal
<b>Physical Education</b>	Freshmen Physical Education	Health/Financial Literacy	Speed, Power & Strength Nutrition	Speed, Power & Strength Nutrition

**NOTE:** The courses listed on this chart may be helpful in planning the proper sequence of courses within a subject area. Students following a college preparatory schedule and students pursuing career & technical programs should check the course descriptions.

## **CREDIT FLEXIBILITY**

Students may earn high school credit by demonstrating mastery of essential content and skills addressed in any traditional course offered in the high school, as well as other areas of interest through the Board-adopted policy and procedures for [Credit Flexibility](#). This work may be completed through academically focused educational options, which may include: testing for credit, independent coursework, summer learning, online courses, and internships. If a student is interested in applying for this option, he/she should see their grade level counselor for an [application packet](#) and further guidance. Deadlines for proposal submission are as follows: April 30 (full year or fall semester) or November 30 (spring semester).

### **Excel Academy**

The Excel Academy, located in the South wing of Bedford High School, is a credit recovery program designed to assist students achieve on-time graduation. The Academy uses a blended online learning instructional program platform to provide students with necessary content. Academy students' work online during the school day under the guidance of classroom teachers who give clarity and assistance as needed. The Academy provides a comprehensive curriculum that offers a broad range of courses that is fully accredited by five associations for schools and colleges. Students must be recommended for this program by their grade level principal and approved by the building principal. Additionally, the Excel Academy Twilight program, operating from 2:45 – 4:45 pm daily, offers the opportunity for students to extend their learning by completing course work outside of the traditional school day. Again, this work is completed with the guidance of staff members who are available for clarity and assistance.





**AP Exam in the spring with the district covering the test registration.**

**AP COMPUTER SCIENCE PRINCIPLES**  
**Grades 11, 12**                      **7 Periods Weekly**  
**Yearlong**                                      **1 Credit**  
**Prerequisite: Successful completion of Algebra I.**

The AP Computer Science Principles course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. This course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. This course differs from other computer science courses in that its focus is on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, work individually and collaboratively to solve problems, and discuss and write about the importance of these problems and the impacts to their community, society and the world.

**(NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration. )**

**AP COMPUTER SCIENCE A**  
**Grades 11, 12**                      **7 Periods Weekly**  
**Yearlong**                                      **1 Credit**  
**Prerequisite: Successful completion of Algebra II.**

The AP Computer Science A course is designed to be equivalent to a first-semester college-level course in computer science and focuses on computing skills related to programming in Java. Topics covered in this course include problem solving, design strategies and methodologies, data structures, approaches to processing data, careful examination of possible solutions, and the ethical and social implications of computer use. Students in this course will:

- \*Design, implement and analyze solutions to problems
- \*Develop and utilize appropriate data structures and algorithms to solve new problems
- \*Write fluent solutions in an object-oriented paradigm
- \*Write, run, test and debug solutions in Java
- \*Read and understand programs containing several classes and interacting objects
- \*Read and understand the design and development process of programs

This course prepares students to continue their study of computer science and its integration into computing and STEM fields but is also appropriate for those intending to study other disciplines but who want to be informed citizens in our technological society.

**NOTE: Students will be required to take the AP Exam in the spring with the district covering the test registration and the fees associated with taking the Exam.**

## ART

Courses in this department meet the fine arts requirements for unconditional admission to state universities in Ohio.

Please note: materials furnished for students, such as brushes, paints, etc., which may be depleted or ruined by lack of student care are subject to replacement at student cost.

### ART I

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**  
**Fee: \$20.00**

Art I is open to all students regardless of career program. This course will explore the fundamentals of visual arts. **Areas Covered Include:** Drawing, painting, lettering, color theory, basic design, and perspective. Quality work is expected while developing an appreciation for the arts. Students may be required to purchase additional materials for this class.

### ART II

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**  
**Fee: \$20.00**

**Prerequisite: Art I**

Art II provides an opportunity for students to further develop and broaden their skills learned in Art I.

**Areas Covered Include:** Varieties of drawing techniques, and mediums, design, painting analysis, painting, calligraphy and ink drawing. Students are to become increasingly attuned at interpreting and making judgments about visual images. Students may be required to purchase additional materials for this class.

### ART III

**Grades 11, 12**                              **1 Period Daily**  
**Yearlong**                                      **1 Credit**  
**Fee: \$20.00**

**Prerequisite: Art II**

ART III provides the interested art student with opportunities to further enhance artistic skills while developing independent work habits and judgments.

**Areas Covered Include:** Advanced figure drawing, varieties of mediums, portraiture, abstraction, construction of original paintings, and an option for nine weeks of concentration on an art area of the student's choice. Students may be required to purchase additional materials for this class.

### ART IV

**Grade 12**                                      **1 Periods Daily**  
**Yearlong**                                      **1 Credits**

**Fee: \$20.00**

**Prerequisite: Art III**

The student will be given an opportunity for specialized and technical instruction in art according to individual interests, talents, and skills. The attitudes necessary for success in the field of art either as an amateur or a professional artist are emphasized. Students will make an art portfolio, which will contain examples of their best work. The portfolio can be used for college entrance or for job placement during school or after graduation. Students may be required to purchase additional materials for this class.

### WEARABLE DESIGN I

**Grades, 9, 10, 11, 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

**Fee: \$10.00**

Explore drawing techniques in order to design clothing for men and women. Study the clothing styles of noted designers. Explore the history of fashion from the Roman Toga to Plastic and Futuristic clothing. By the end of this course you will have developed your own personal style of fashion illustration and design. Learn to illustrate your design from creation of a personal fabric pattern. Continue to build your illustration skills and add to your knowledge of the world of fashion through an individualized program based on your own interests and needs. Students will learn to illustrate the male fashion figure and create menswear illustrations. Students may select this class either semester or all year. Students re-electing Wearable Design will be working on an individual basis to improve their workmanship. Note that seniors will have priority in signing up for this class. Students may need to supply some of the materials.

**WEARABLE DESIGN II****Grades 9, 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$10.00****Prerequisite: Wearable Design I**

Explore textile techniques in order to create clothing and accessories for men and women. Study the clothing styles of noted designers. Experience the basics of textiles through sewing, weaving, embroidery, silk painting, tie-dye, and upcycled crafts. By the end of this course you will have developed your own personal style of fashion design. Learn to create your design into a personal fabric pattern. Continue to build your illustration skills and add to your knowledge of the world of fashion through an individualized program based on your own interests and needs. Students will learn to illustrate the male fashion figure and create menswear. Note that seniors will have priority in signing up for this class. Students may need to supply some of the materials.

**JEWELRY****Grades 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$10.00**

Jewelry is open to students in 10th, 11th and 12th grades. Seniors have first priority in signing up for this class. Jewelry making methods will be studied, and students will make their own rings, bracelets and pins to take home. Students may select this class in Either semester or all year in grades 10, 11 and 12.

Students re-electing Jewelry will be working on an individual basis to improve their workmanship. Note that seniors will have priority in signing up for this class. Students may be required to purchase additional materials for this class.

**CERAMICS****Grades 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$10.00**

Students will work with clay in this class. Instruction in both hand building methods as well as wheel throwing will be taught. Students will be introduced to pottery and kiln firing methods. Students reelecting Ceramics will be working on an

individual basis to improve their workmanship in ceramics. Seniors will have first priority in signing up for this class. Students may select Ceramics in either semester or all year in Grades 11 and 12. Students may be required to purchase additional materials for this class.

**DIGITAL PHOTOGRAPHY I****Grades 9, 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$20.00**

This course is for students who are interested in learning the basics of photography. Students will learn to take their own photos and edit them. Students will study current and historical photographs and photographers to help form their own unique perspective. Note that seniors will have priority in signing up for this class. Students will need to supply a digital camera (or a phone with camera).

**DIGITAL PHOTOGRAPHY II****Grades 9, 10, 11, 12**  
**Semester****1 Period Daily**  
**1/2 Credit****Fee: \$20.00****Prerequisite: Digital Photography I**

This course is for students who want to level up their picture taking skills after taking digital photography 1. Students in this course will focus on more advanced studio lighting and digital manipulation techniques. Students will have opportunities to showcase their work throughout the semester. Note that seniors will have priority in signing up for this class. Students will need to supply a digital camera (or a phone with camera).

# CADET CORE

The Cadet Core is a private military styled program that serves as an alternative to federal and state supported programs such as Junior ROTC. The mission of the Cadet Core is to help all students become their best version. It will offer our students an opportunity to participate in a military styled program and to develop physical and emotional stamina while being exposed to military tenets, leadership skills and character development. The program will be led by trained instructors who have experience as veterans or in law enforcement and have the passion to lead students in this capacity. We believe, as do the Cadet Core founders, that when students are inspired, motivated, and challenged the possibilities for their future are endless!

A few highlights of this program include:

- A military styled program with emphasis on teaching leadership, civics, and military science
- A program of study in ASVAB preparation for military readiness.
- A four year curriculum that is based on National and Core standards
- An opportunity to establish a Color Guard and present the colors during school and community events and ceremonies
- A combination of coursework in health and nutrition through exercise and wellness and physical fitness classes
- A way for students to learn workplace skills for future career success.

This is a 4-year program and students are encouraged to commit and complete all four yearlong courses.

## **CADET CORE I**

**Grades 9-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: None**

**Fee: \$300 (optional, if students wish to purchase their uniform)**

Cadets enrolled in year 1 will learn the following: leadership values, the Cadet Core creed, military ranks, phonetic alphabet, military time, medals, ribbons, patriotism, health/nutrition, the effects of drugs and alcohol, suicide prevention, violence prevention, first aid, cold weather injuries, hot weather injuries, and goal setting. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week. Uniforms will be provided. Students will earn industry credentials in CPR and First Aid certification in this Core level. NOTE that there may be a mixture of students from different years in the classroom at the same time due to the progressive skill range of Cadets and differentiated instruction used. Due to individualized instruction, adjustments will be

made by the instructor to accommodate all students in the course.

## **CADET CORE II**

**Grades 10-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 1 credit earned in Cadet Core I**

Cadets enrolled in year 2 learn the following: military leadership, historical American documents, military organization, command structure, national security, department of defense, military history, and the concept of freedom. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week.

## **CADET CORE III**

**Grades 11-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 1 credit earned in Cadet Core II**

Cadets enrolled in year 3 of Cadet Core will learn about flag history, unit leader development, compass and map usage, land navigation, resume writing and interviewing skills. While

learning these topics, Cadets will continue to regularly participate in drill and ceremony as well as rigorous physical fitness training. All cadets will continue to be promoted, assigned more responsibility in higher positions, and move up in rank based on his/her individual performance. Military appearance (haircut, grooming, shaved face) and uniforms will be required weekly.

**CADET CORE IV**

**Grades 11-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 1 credit earned in Cadet Core III**

Cadets enrolled in year 4 will learn the following: ASVAB prep, college prep, study techniques, the basics of budgeting, credit, problem solving, leader communications, ethics, and etiquette/behavior skills. While studying these topics Cadets will also learn and regularly participate in drill and ceremony as well as physical training. All Cadets are promoted, assigned more responsibility, higher position, and move up in rank based on their individual performance. Cadets must maintain a military appearance (haircut, properly groomed, and shaved face) and wear a military style uniform once per week.

## CAPSTONE COURSES

All of the following yearlong courses will be designed to provide students who have not yet met the COMPETENCY requirement for graduation with an opportunity to earn the two diploma seals needed to graduate. ALL STUDENTS in these courses will still need to successfully acquire the 21 credits needed for graduation in the core and elective areas.

The components of these courses will include:

- Curriculum and instructional support to become certified on a state approved credential worth a total of 12 points
- Support toward earning 2 seals required to graduate: most likely OhioMeansJobs and Industry Recognized Credential.
- Advisory support in academic areas (time management, note taking, test taking, test prep, self-monitoring of grades, goal setting)
- Assistance with accessing tutoring, if necessary

### **Business Capstone**

**Grade 11,12**

**1Period Daily**

**Semester**

**1/2 Credit**

Students will work to earn the following credentials:

- Rise Up Retail Industry Fundamentals (6 points)
- Rise Up Customer Service and Sales (6 points)

Students will have the opportunity to earn the following credentials if needed:

- Rise Up Advanced Customer Service and Sales (3 points)
- Google AdWords (1 point)
- CPR (1 point)
- OSHA (1 point)
- 250 hours of work based learning or internship

The Rise Up curriculum is delivered online and is self-paced, as is the Google AdWords and OSHA. The CPR will be delivered in person by a certified specialist in the field.

### **Microsoft Office Capstone**

**Grade 12**

**1Period Daily**

**Yearlong**

**1 Credit**

**Counselor/Administrator recommendation only**

**NOTE: This course also serves to satisfy the industry credentialing requirement in the alternate graduation pathway.**

This course will allow students to work towards earning business and industry credentials as a Microsoft Office Specialist (MOS). Not only is this credential recognized by the Ohio Department of Education as a viable pathway to high school graduation if coupled with a passing score on the WorkKeys exam, but it is also recognized in the business arena as viable proof of skill for employment. Students also have the opportunity to earn college credit from Tri-C with Microsoft Word and PowerPoint certificates.

This course, taught by a likewise credentialed staff member, will allow students to work towards certification in the following applications, depending on individual skill set: Microsoft Office 2016-Word, Excel, PowerPoint and Outlook. The goal of the course will be to accumulate certification across four exams. Students will have access to a blended learning and self-paced approach throughout this course, with some content being delivered online as well as teacher-led instruction. Preparation for success on the WorkKeys exam will also be included throughout this course, as well as at least one administration of the WorkKeys exam itself.

## CAREER & TECHNICAL EDUCATION (CTE) PATHWAYS

The challenging coursework in these career pathways will prepare students for post-secondary work or the workforce upon graduation from high school, many even offering the possibility of earning industry-recognized credentials. Please note that many pathways will require additional student fees for items such as uniforms, equipment, specific materials, etc.

We will continue to offer on-site comprehensive multi-course program sequences at Bedford High School as well as stand-alone electives from which students can choose. If you are interested in further details about any of the offerings below please refer to the Bedford Career Tech Handbook or **see your school counselor or building administrator.**

<u>Career Field</u>	<u>Arts &amp; Communication</u>			
<b>Pathway 1</b>	<b>Audio/Video Production</b>			
	<p>This pathway is designed for students eager to explore the exciting world of multimedia production. Students will learn the fundamentals of audio and video production, including camera operation, sound editing, and video effects. Through hands-on projects, students will gain valuable skills in teamwork, and technical problem-solving while working with industry-standard equipment. This class will inspire and equip students to bring their ideas to life.</p> <p><b>Program Fees:</b>                      Junior- \$40                      Senior- \$40</p>			
Course 1	ARTS & COMMUNICATION PRIMER - Subject Code: 340001			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	The worlds of art designers, performers and media artists intersect historically, culturally and aesthetically. In this introductory course for the Arts and Communication Career Field, students learn the basics of performance, design, audio and video. They review brochures, photographs, news stories, videos and other products common to the visual, media and performing arts industries.			
Course 2	VIDEO BROADCAST - Subject Code: 340140			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Sound is essential to broadcast journalism and advertising. Students compare and contrast how sound alone and sound combined with visuals can entertain, inform and initiate action. They generate content, record, edit, mix and produce voice and music for airwaves, podcasts and/or Internet. They adapt for analog and digital audio while adhering to Federal Communication Commission rules and regulations related to bandwidth and advertising.			
Course 3	VIDEO PRODUCTION - Subject Code: 340145			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1

Description	This course focuses on video production for commercial use. Students plan and coordinate work with clients to produce projects on a tight timeline. They learn how to read and interpret a script, select and maintain equipment and combine graphics, text and special effects. Skills attained include pre-production documentation and planning; in-production audio and video recording; and post-production editing and distribution.			
Course 4	DIGITAL CINEMA - Subject Code: 340165			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	Inspiration, technique and trends are the focus of this single-camera, cinema-style course. Students engage in creative storytelling through concept development, scriptwriting and storyboarding. They learn to achieve the look of film through lighting and camera technique as well as double-system audio capture. Legal and ethical aspects such as copyright and fair use guidelines are learned.			
Course 5	AUDIO/VIDEO PRODUCTION CAPSTONE - Subject Code: 340009			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	The capstone course provides AV Media Production students the opportunity to apply their skills and knowledge in real-world media settings. Through hands-on, field-based experiences, students work under the supervision of school staff and industry partners in areas like film, television, radio, or digital media. This course integrates classroom learning with practical work experience, preparing students for careers in media production, editing, broadcasting, and other related fields. It can be delivered through flexible formats such as cooperative education or apprenticeships, giving students the chance to gain real-world experience in the media industry.			
<b>Pathway 1</b>	<b>Visual Communication</b>			
	<b>Program Fees:</b> Junior- \$40 Senior- \$40			
Course 1	PHOTOGRAPHIC COMPOSITION - Subject Code: 340150			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Aesthetics and techniques are essential to producing a good photograph. This course focuses on capturing and manipulating images in digital photography with some skill development in darkroom film processing, printing and enlarging. Topics include camera functions, mechanics of image capture, image manipulation, and print production. Students shoot photographs in various studio and indoor and outdoor settings.			
Course 2	PHOTOGRAPHY PRODUCTION - Subject Code: 340155			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students advance their digital photographic knowledge and skill using camera raw files with a focus on commercial use and knowledge of production software.			

	Emphasis is on creative expression and client communications to increase marketability of product.			
Course 3	MULTI-MEDIA WEB PRODUCTION - Subject Code: 340160			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	The focus of this course is on merging different types of media on the Internet. Students combine text, still photography, audio, videography and graphic arts to create interactive Web pages. They demonstrate creative, digital storytelling accessible from multiple platforms. Students learn project management and marketing. They learn how to create Web content that is accessible by individuals with visual disabilities.			
Course 4	DIGITAL IMAGE EDITING - Subject Code: 340120			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	This course focuses on manipulating images for final output through print and Web-based production. Students obtain a brief perspective on analog image editing and delve into the world of editing digital photos, illustrations and other artwork. They learn to adjust resolution and exposure, modify color, compress data and format and manage files. Students will use problem-solving strategies and work collaboratively to complete the creative process with artists, printers and Web developers.			
Course 5	ARTS AND COMMUNICATION CAPSTONE - Subject Code: 340009			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	Students apply Arts and Communication 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. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.			

<b>Career Field</b>	<b><u>Business Administration Services &amp; Entrepreneurship</u></b>
<b>Pathway 1</b>	<p align="center"><b>Business Management</b></p> <p>The Business Management Program introduces students to the core principles of managing and operating a business. Through real-world case studies, project-based learning, and simulations, students develop critical thinking, problem-solving, and leadership skills essential for business success. The course emphasizes the importance of ethical decision-making, effective communication, and teamwork in the business environment. By the end of the course, students will have a strong foundation in business operations, preparing them for further education or entry-level positions in various business sectors.</p> <p><b>Program Fees:</b></p>

	Junior- \$50 Business Professionals of America Membership Senior- \$50 Business Professionals of America Membership			
Course 1	FUNDAMENTALS OF BUSINESS - 500			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	This is the first course specific to the Business and Administrative Services career field. It introduces students to the specializations offered in Business and Administrative Services. Students will obtain fundamental knowledge and skills in general management, human resources management, operations management, business informatics and office management. They will acquire knowledge of business operations, business relationships, resource management, process management and financial principles. Students will use technological tools and applications to develop business insights			
Course 2	OFFICE MANAGEMENT - 505			
	Grade: 11	Period: 1	Length: Yearlong	Credit: 1
Description	Students will simulate an office environment, using office equipment as they complete real world projects developing skills needed to manage people and information. They will learn and use Spreadsheets, Database, PowerPoint and Word Processing to complete business projects typically, as well as create, analyze, understand and manage business records. Students develop leadership and communications skills needed in management, learning to create reports, and other professional correspondence required in the real world. Career awareness will also be included in this course.			
Course 3	MANAGEMENT PRINCIPLES - 510			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1
Description	Students will learn to manage a workforce, lead change, and build relationships with employees and customers, using technology to analyze the internal and external business environment, determine trends impacting business, and examine risks threatening organizational success. Ethical challenges, project management and strategic planning will also be addressed			
Course 4	OPERATIONS MANAGEMENT - 511			
	Grade: 12	Period: 1	Length: Yearlong	Credit: 1/2
Description	Students will learn to plan, organize, and monitor daytoday business activities. They will use technology to plan production activities, forecast inventory needs, and negotiate vendor contracts. Students will also calculate breakeven, set cost volume profit goals, and develop policies and procedures to promote workplace safety and security. They will design sustainability plans, including planning for quality improvement. Corporate social responsibility, ethics, risk management and compliance will be emphasized. Membership in the student organization, Business Professionals of America (BPA) is required.			
<b>Pathway 2</b>	<b>Marketing</b>			

	<p>The Marketing and Entrepreneurship program equips students with the skills and knowledge needed to thrive in the dynamic world of business. Students explore core marketing concepts such as market research, advertising, branding, and consumer behavior while also learning the fundamentals of entrepreneurship, including business planning, innovation, and financial management. Through project-based learning, real-world case studies, and partnerships with local businesses, students gain hands-on experience in developing marketing strategies and launching business ventures. The program emphasizes creativity, critical thinking, and leadership, preparing students to pursue further education or careers in marketing, business ownership, or related fields.</p> <p><b>Program Fees</b>  Junior- \$20 (DECA participation, optional participation)  Senior- \$20 (DECA participation, optional participation)</p>			
Course 1	MARKETING APPLICATIONS - 574			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will develop and implement marketing strategies and techniques across marketing functions: channel management, marketing research, market planning, pricing, product/service management, and branding. They will use marketing operations, procedures and activities to ensure marketing's efficiency and effectiveness. Students will generate, screen, and develop new product ideas. They will predict economic trends and conditions and determine how cultural intelligence can impact organizations. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.			
Course 2	DIGITAL MARKETING - 575			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will apply tools, strategies, and processes to communicate digitally with targeted customers. They will create, implement, and critique online advertising, email marketing, websites, social media, mobile marketing, search engine optimization, video or images, and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. They will also create and repurpose content for use in digital environments. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.			
Course 3	MERCHANDISING & BUYING - 507			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	With an attached class period for students to work in the school store, currently slated to run periods 6, 7th, and 8th. This will incorporate the WBL component. Students will determine what to buy, when to buy, how much to buy, and from whom to buy products for resale. They will develop a product mix and apply display and visual merchandising techniques. Students will also implement sales support activities, process sales, track products, and plan merchandise flow. Students will			

	establish and grow positive customer relationships. Technology, employability skills, leadership, and communications will be incorporated into classroom activities.			
Course 4	STRATEGIC ENTREPRENEURSHIP - 504			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will use innovation skills to generate ideas for new products and services, evaluate the feasibility of ideas, and develop a strategy for commercialization. They will use technology to select target markets, profile target customers, define the venture's mission, and create business plans. Students will take initial steps to establish a business. Students will calculate and forecast costs, break-even, and sales. Establishing a brand, setting prices, promoting products, and managing customer relationships will be emphasized.			

<b><u>Career Field</u></b>	<b><u>Education &amp; Training</u></b>			
<b>Pathway 1</b>	<b>Teaching Professionals</b>			
	<p>The Teaching Professionals program prepares students for careers in education by providing foundational knowledge and hands-on experience in teaching and classroom management. Students explore educational theory, child development, lesson planning, and instructional strategies while gaining practical experience through classroom observations and internships with local schools. The program emphasizes leadership, communication, and organizational skills essential for success in the education field. Through partnerships with experienced educators and opportunities for real-world teaching experiences, students are equipped with the tools needed to pursue further education in teaching and related fields. This program serves as an ideal pathway for those aspiring to become future educators.</p> <p><b>Program Fees:</b>            Junior- \$50 (class supplies &amp; Educators Rising)            Senior- \$50 (class supplies &amp; Educators Rising)</p>			
Course 1	FOUNDATIONS OF EDUCATIONAL TRAINING - 804			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	In this first course in the career field, students will examine the goals of education and training as well as environments in which education and training are delivered. They will identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; and determine careers of interest in education and training. Employability skills and state requirements for becoming an educator will also be addressed.			
Course 2	CHILD AND ADOLESCENT DEVELOPMENT - 805			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will examine and apply the theoretical foundations of human growth and development to children and adolescents. Additionally, learners will determine children's learning styles; stages of social, emotional, cognitive and physical development; and needed accommodations in educational settings. Throughout the			

	course, family and community engagement, cultural influences on learners and language growth and development will be emphasized.			
Course 3	EDUCATIONAL PRINCIPLES -			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	In this first course in the pathway, students will continue researching historical perspectives and theories of education used in the forming of their educational philosophy. Students will assess legal, ethical, and organizational issues. Additionally, students will assess developmentally appropriate practices and identify challenging issues associated with teaching children with diverse needs. Career planning, professional guidelines, and ethical practices will also be emphasized. An educational portfolio is required at the end of the course.			
Course 4	COMMUNITY, SCHOOLS AND STAKEHOLDERS -			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Communities, Schools and Stakeholders Subject Code: 350225 Students will examine the relationship of families, communities and schools in the growth and development of learners. They will implement strategies to actively involve families and communities in child development and learning, determine community resources and services available to families and schools, and act as advocates for students and learning. Throughout the course, working with socially, culturally, linguistically diverse families will be emphasized.			
Course 5	EDUCATION & TRAINING CAPSTONE -			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	The Education and Training Capstone course offers students the opportunity to apply the educational theories, instructional strategies, and classroom management techniques they have learned throughout their program. In this culminating experience, students engage in real-world teaching environments through internships, student teaching placements, or educational projects in local schools. Under the mentorship of experienced educators, students develop lesson plans, lead classroom activities, and assess student learning. This hands-on experience strengthens their teaching skills and prepares them for further education in teacher preparation programs or entry-level roles in educational settings. The capstone serves as a bridge between academic learning and a future career in education.			

<b><u>Career Field</u></b>	<b><u>Engineering &amp; Science Technologies</u></b>
<b>Pathway 1</b>	<p><b>Tech, Robotics and Machining</b></p> <p>This pathway is designed to provide a foundation in Engineering Design. The program offers classroom, laboratory, and hands-on learning. Students are engaged in an instructional program that integrates academic and technical preparation that will prepare them for the workforce. Students will receive hands-on experiences as well as career exploration in work based learning opportunities that emphasizes real world, relevant experiences in engineering technology and design. Students are provided with opportunities to compete in Skills USA. Students are provided with opportunities to obtain work-based learning, college credits, graduation seals, and</p>

	college credits. <b>Program Fees:</b> Junior- \$40 Senior- \$40			
Course 1	ENGINEERING PRINCIPLES - Subject Code: 175002			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course will introduce students to fundamental engineering concepts and scientific principles associated with engineering design applications. Topics include mechanisms, energy statics, materials and kinematics. Additionally, students will learn material properties and electrical, control and fluid power systems. Students will learn to apply problem solving, research and design skills to create solutions to engineering challenges			
Course 2	ENGINEERING DESIGN - Subject Code: 175001			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will learn the application of the engineering design process. Topics include work-processes, optimization methods, design optimization and risk management tools. Students will use 2D and 3D modeling software to help them design solutions to proposed problems, document their work and communicate solutions. Additionally, students will interpret industry prints and create working drawings from functional models. Emphasis is given to experimental problem solving in real systems.			
Course 3	ROBOTICS - Subject Code: 175004			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will apply the knowledge and skills necessary to program and operate robots, using the teach pendant as the main interface point. Students will learn robotic operations and system configurations. Students will code, compile and debug programs using the robotic programming language.			
Course 4	MANUFACTURING OPERATIONS - Subject Code: 175003			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will learn the production processes applied across manufacturing operations. Students will be able to demonstrate a broad array of technical skills with an emphasis given to quality practices, measurement, maintenance and safety.			

<b><u>Career Field</u></b>	<b><u>Health Sciences &amp; Human Services</u></b>
<b>Pathway 1</b>	<b>Clinical Health Careers</b>  Students must have proof of U.S. citizenship, up-to-date immunizations, and a negative QuantiFERON-TB Gold (QFT) or 2-step Mantoux Skin test to enroll and

	<p>participate in clinical rotations. Students may be required to have full vaccination against COVID-19 or Influenza pending the approved long-term care facility's protocol, and submit a criminal record background check and drug testing at any time. Satisfactory attendance and positive discipline records are required.</p> <p><b>Prerequisite:</b> Biology, Algebra 1, Chemistry, Algebra 2</p> <p><b>Program Fees</b>  ALL Students must purchase their own Hunter Green scrubs (top and pants), wristwatch, and shoes.</p> <p>Year 1: \$120 total. (\$50 classroom/lab supplies, \$35 Lab Jacket, and \$35 Medical Terminology), Student's Resource Guide</p> <p>Year 2: \$90 total (\$50 classroom/lab supplies, \$20 HOSA, and STNA workbook \$20)</p> <p>Additional payments may be required for field trips, HOSA events, etc.</p>			
Course 1	HEALTH SCIENCE & TECHNOLOGY (HST) - 784			
	Grade: 11	Periods: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Algebra I</p> <p>This is the first course in the health science program. Students will be encouraged to explore different opportunities or careers in healthcare and demonstrate fundamental healthcare skills. This course will provide students an overview of, however not limited to, the healthcare system, law and ethics, health information technology, culture and diversity awareness, organizational structure in the workplace, various careers in healthcare, job and educational requirement, employability skills, basic introduction to A&amp;P and related medical terminology, safety and wellness, and infections control.</p> <p><b>Bonus Course: Elder Care Certification</b></p> <p>The Elder Care Certification Program will transform the way students work with elders and enhance their status as caring individuals. They will gain expertise in dealing with the aging population, will have a better understanding of the challenges seniors face, and will be better equipped with the interpersonal tools to function as contributing members of a team.</p> <p>Instruction, demonstration, and evaluation on patient care skills are initiated and practiced in the lab to prepare for the OH STNA exam.</p> <ul style="list-style-type: none"> <li>Elder Care Certification can be earned upon completion of a 2 part exam</li> </ul>			
Course 2	MEDICAL TERMINOLOGY (MT) - 786			
	Grade: 11	Periods: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Biology &amp; Health Science/Technology</p> <p>Medical terminology is similar to learning a foreign language. Students are given rules for breaking down the terms (defining them). They will be able to identify medical terms by meaning and pronunciation. Assignments are given on the 11 body systems, identifying medical specialties, procedures, diagnosis, treatments, and pharmaceuticals related to that body system.</p>			

	Patient care skills evaluations are continued in the lab to prepare for clinicals and the OH STNA exam.			
Course 3	PATIENT CENTERED CARE (PCC) - 785			
	Grade: 12	Periods: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Health Science and Technology, Medical Terminology</p> <p>There is some repetition and continuation of knowledge from the previous courses, but more depth and comprehension will be gained. Students will apply personal care and basic nursing skills to assist patients in healthcare with ADL's. Students will focus on residents rights, cultural diversity, medical terminology, normal and aging A&amp;P of the 11 body systems, common diagnosis and medications administered, nutrition, elimination, ROM, infection control and safety in the workplace, policy and procedures, and review of job requirements including the qualities of a good STNA. Students will be able to perform vital signs, POC glucose and urine testing, etc on patients.</p> <p>Patient care skills evaluations are continued in the lab to prepare for sitting for the OH STNA exam.</p> <ul style="list-style-type: none"> <li>• CPR with AED and First Aid certifications will be obtained through AHA.</li> <li>• HHA training certification will be obtained.</li> <li>• STNA certification can be obtained upon passing the Ohio written and skills exams.</li> </ul>			
Course 4	MENTAL HEALTH (MH) - 787			
	Grade: 12	Periods: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Chemistry, Health Science/Technology, Patient Centered Care, Medical Terminology</p> <p>In this final course, Students will identify mental disorders by definition, behaviors, signs and symptoms, treatments and use of appropriate interventions from an aide's perspective and follow the plan of care to deal with patients in a mental health crisis or substance abuse. Students will expand their knowledge regarding the topics of however not limited to: levels of consciousness, HIPAA, living wills and guardianship, safety and disaster plans, communication techniques, chemical and physical restraints, medical and pharmacology terms, roles of mental health specialists, infection control, psychosocial needs and crisis intervention of the client, and end of life care of mentally ill clients.</p>			
Pathway 2	<p style="text-align: center;"><b>Project Lead The Way (PLTW) Biomedical Science</b></p> <p>The <b>Biomedical Science program</b> is a two-year program based on Project Lead the Way (PLTW) curriculum. The goal of PLTW programs is to have students develop in-demand, real-world knowledge and skills necessary to thrive in life beyond the classroom. Students will develop valuable, life-long problem solving and communication skills.</p> <p>In the <b>Junior Year</b>, students explore the concepts of biology, anatomy and physiology, genetics, microbiology, epidemiology and medicine. Over the course of the Junior Year, students will take on roles of different medical and biomedical professionals to solve real-world problems. Students are challenged to diagnose and</p>			

	<p>propose treatments for patients, perform forensic analysis, contain a medical outbreak and collaborate to design solutions to local and global medical problems.</p> <p>In the <b>Senior Year</b>, students explore the concepts of immunology, surgery, genetics, pharmacology, medical devices and diagnostics. Over the course of the Senior Year, students explore how to detect and fight infection, screen and evaluate DNA, evaluate cancer treatment options and have the opportunity to work on an independent research project.</p> <p>Over the course of both years, students will gain laboratory skills, clinical skills, scientific experimentation skills, design process skills and professional skills. The Biomedical Science program explores nearly 100 careers associated with the biomedical field. Students will also be required to complete work-based learning (WBL) hours (see below).</p> <p><b>Program Fees:</b> \$30.00 which includes a <b>HOSA Future Health Professionals</b> membership.</p> <p><b>Prerequisites:</b> Biology and it is strongly recommended that Chemistry should be taken before starting the program or Chemistry can be taken concurrently.</p> <p><b>Student Organization:</b> HOSA Future Health Professionals. Students will be encouraged to participate in HOSA Future Health Professionals competitions.</p> <p><b>Work Based Learning (WBL)</b> = 250 Hours in the field of Biomedical Science by the end of their senior year. We currently have a partnership with University Hospitals (UH) Center for Clinical Research to help reach these hours.</p> <p><b>Note:</b> During the 2025-2026 school year, the two senior year courses in the PLTW Biomedical Science pathway will be offered. The senior year courses are Medical Interventions (MI) and Biomedical Innovation (BI)</p>			
Course 1	PRINCIPLES OF BIOMEDICAL SCIENCES (PBS) - 327			
	Grade: 11	Periods: 2	Length: First Semester	Credit: 1
Description	<p>In this first course in the PLTW Biomedical Science pathway, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the semester, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatments to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency and collaborating with others to design solutions to local and global medical problems. Students will gain laboratory skills, clinical skills, scientific experimentation skills, design process skills and professional skills.</p> <p><b>Prerequisite:</b> Biology. Chemistry is strongly recommended or may be taken concurrently.</p> <p><b>Recommendation:</b> It is strongly recommend that Chemistry should be taken before starting this pathway or concurrently.</p>			

Course 2	HUMAN BODY SYSTEMS (Human Anatomy/Physiology) - 326			
	Grade: 11	Periods: 2	Length: Second Semester	Credit: 1
Description	<p>In this second course in the PLTW Biomedical Science pathway, students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis in the body. Over the course of the semester, students will be exploring science in action by building organs and tissues on a skeletal Maniken®, using data acquisition software to monitor body functions and will be taking on the roles of biomedical professionals to solve real-world cases. Students will solve problems that require them to develop planning, documentation, communication and other professional skills such as laboratory skills, clinical skills and scientific experimentation skills.</p> <p><b>Prerequisite: Principles of Biomedical Science (PBS)</b></p>			
Course 3	<p>MEDICAL INTERVENTIONS (MI) - 346</p> <p><b>Note:</b> This course will be offered to Senior students starting with the 2025-26 school year.</p>			
	Grade: 12	Periods: 2	Length: First Semester	Credit: 1
Description	<p>In this third course in the PLTW Biomedical Science pathway, students will follow the life of a fictitious family as they investigate how to prevent, diagnose and treat disease. Students will explore how to detect and fight infection, screen and evaluate the code in human DNA, evaluate cancer treatment options and decide courses of action when organs of the body begin to fail. Through real world cases, students are exposed to a range of medical interventions related to immunology, surgery, genetics, pharmacology, medical devices and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future!</p> <p><b>Prerequisite: Principles of Biomedical Science (PBS) and Human Body Systems (HBS)</b></p>			
Course 4	<p>BIOMEDICAL INNOVATIONS (BI) (Biotechnology for Health &amp; Disease) - 347</p> <p><b>Note:</b> This course will be offered to Senior students starting with the 2025-26 school year.</p>			
	Grade: 12	Periods: 2	Length: Second Semester	Credit: 1
Description	<p>In the final course of the PLTW Biomedical Science pathway, students build on the knowledge and skills gained from the previous three courses to design innovative solutions for the most pressing health challenges of the 21st Century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They will have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility or research institution.</p> <p><b>Prerequisite: Principles of Biomedical Science (PBS), Human Body Systems (HBS) and Medical Interventions (MI)</b></p>			
Pathway 3	Pharmacy Tech (potential program to start in the near future)			

	<b>Program Fees:</b> Junior- \$40 Senior- \$40			
Course 1	PHARMACOLOGY - Subject Code: 072085			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will apply the principles of pharmacology in order to read, interpret and dispense prescriptions. They will learn how medications are classified and administered. Students will study the impact of drugs on different systems of the body, interaction of drugs, side effects and effectiveness in relation to dosages.			
Course 2	MEDICAL TERMINOLOGY - Subject Code: 072150			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.			
Course 3	LIFESPAN DEVELOPMENT & MEDICAL INTERVENTION - Subject Code: 072060			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students gain necessary skills and knowledge to meet the needs of individuals from infancy through the human life cycle in a safe, legal, and ethical manner using the nursing process. Topics include physical, psychological, and cultural variations associated with maturing and aging. Emphasis will be placed on regulatory compliance, patient assessment, patient safety, and medical interventions. Additionally, students use psychomotor nursing skills to assist in day-to-day patient care activities.			
Course 4	HEALTH SCIENCE and TECHNOLOGY - Subject Code: 072001			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	This first course in the career field provides students an overview of the opportunities available in the healthcare industry. Students will learn fundamental skills in effective and safe patient care that can be applied across a person's lifespan. They will also be introduced to exercise science and sports medicine, the field of biomedical research and the importance of managing health information.			
Course 5	HEALTH SCIENCE CAPSTONE - Subject Code: 072105			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	The capstone course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the Health Sciences program in a more			

	comprehensive and authentic way. Capstones often include project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.			
<b>Pathway 4</b>	<b>Sports Medicine &amp; Exercise Science</b>			
	<b>Prerequisites:</b> Biology, Physical Science, Algebra 1, and Algebra 2			
	<b>Co-requisites</b> - anatomy and physiology and athletic injuries and prevention			
	<b>Program Fees:</b> Junior: \$110 (CPR Mask & Class Supplies) Senior: \$158 (Fannie Pack & Class Supplies)			
	<b>Uniform Requirements</b> Khaki pants, a polo shirt, and tennis shoes (to be purchased by the student)			
Course 1	EXERCISE AND ATHLETIC TRAINING - Subject Code: 072000			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	In this, first course students will apply procedures and techniques used in athletic training and in the care and rehabilitation of athletic injuries and therapeutic exercise. Topics include injury prevention, conditioning, and wound care techniques of the musculoskeletal system. Students will learn techniques in the analysis of mechanical factors related to human movement. In addition, current trends, technology, legal considerations, and the role of exercise science in relationship to other health fields will be emphasized.			
Course 2	ATHLETIC INJURY PREVENTION - Subject Code: 072025			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will identify signs and symptoms of injury and apply emergency procedures and techniques used in the immediate care of athletic-related trauma. Students will learn clinical and field evaluative processes, injury prevention techniques, conditioning techniques, treatment, taping, bracing, and rehabilitation of musculoskeletal injuries and conditions. Students will design and implement conditioning programs, including nutritional considerations and ergogenic aids. Emphasis is placed on the synthesis of information gathered through injury history, observation, and manual muscle testing.			
Course 3	ANATOMY & PHYSIOLOGY - Subject Code: 072040			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	In this course, students will demonstrate knowledge of body systems with emphasis on the interrelationships between structure and physical function. Students will analyze and evaluate how the body systems respond to physical activity, disease, and aging. Students will use data acquisition software to monitor abnormal physiology and body functions (e.g., muscle movement, reflex, respiratory, and			

	voluntary actions). Further, students will analyze descriptive results of abnormal physiology and evaluate clinical consequences.			
Course 4	FITNESS EVALUATION AND ASSESSMENT - Subject Code: 072020			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will complete comprehensive fitness evaluations and develop individualized training programs. Students will administer lab and field tests of cardiovascular endurance, body composition, joint flexibility and muscular strength, power, and endurance. Emphasis is placed on assessing body composition, neuromuscular flexibility, agility, balance, coordination, and proprioception. Additionally, students will identify components of physical fitness and communicate how physical activity impact health and wellness.			
Course 5	NUTRITION AND WELLNESS - Subject Code: 072015			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will increase their knowledge of comprehensive health and wellness. Students will be able to identify the components of fitness and communicate the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will evaluate an individual's state of nutrition based upon the impact of personal choices and social, scientific, psychological and environmental influences. Further, students will calculate an individual's kilocalorie burn rate and recommend an ideal diet and physical fitness plan.			
Course 6	Sports Medicine and Exercise Capstone - Subject Code: 072105			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
	<p>Prerequisites- Biology, Physical science, Algebra 1, Algebra 2 12th grade only spring semester course</p> <p>The capstone course will provide Sports Medicine and Exercise Science students the opportunity to apply the knowledge and skills they've gained in real-world settings. Through hands-on, field-based experiences, students work under the supervision of school staff and community healthcare or fitness partners. This course allows students to integrate classroom learning with practical work experience, preparing them for careers in sports medicine, physical therapy, athletic training, or exercise science. The course can be delivered through flexible formats such as cooperative education or apprenticeships, ensuring students gain valuable, real-world experience in their field.</p>			
<b>Pathway 5</b>	<p><b>Coding Health Information Systems (potential program to start in the near future)</b></p> <p><b>Program Fees:</b> Junior- \$40 Senior- \$40</p>			
Course 1	MEDICAL TERMINOLOGY - Subject Code:			

	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.			
Course 2	HEALTH INFORMATION TECHNOLOGY - Subject Code:			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This course introduces electronic health information systems, designs, implementation, and application. Students gain knowledge and skills in techniques for managing and maintaining electronic health data and compilation, analysis of healthcare statistics, research protocols and techniques. Topics include imaging technology, information security and integrity, data dictionaries, basic statistical principles, databases, registries, descriptive statistics, research protocol monitoring, including data collection and analysis, data sources/sets, archival systems, and quality and integrity of healthcare data.			
Course 3	HEALTH INFORMATION MANAGEMENT - Subject Code:			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will collect and analyze health care data to prepare medical records. Topics include managing patient health information, administering computer systems for records management, and coding diagnosis and procedures for healthcare services. Students will analyze legal and ethical issues and the role of health records management in the industry.			
Course 4	BILLING AND CODING - Subject Code:			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students develop, evaluate, and implement billing and record systems for health information data using various classification systems to code and categorize patient information. Topics include health record content and structure, diagnostic coding, legal and compliance requirements. Students will record transactions, process payments, and manage patient accounts. Further, students gain knowledge using coded data to produce and submit claims to insurance companies; reviewing and appealing unpaid and denied claims; and for handling collections on unpaid accounts.			

<b><u>Career Field</u></b>	<b><u>Hospitality &amp; Tourism</u></b>
<b>Pathway 1</b>	<b>Culinary Arts</b>

	<p>The Bedford Culinary Arts Pathway partners with Cuyahoga Community College (Tri-C) in a two-year, ProStart Certification Course that provides you with basic culinary essentials and foodservice management skills including customer relations, cost controls, basic accounting principles, marketing, purchasing, inventory, team building skills, and communications. The Hospitality: Culinary Arts Pathway is a great fit for students who want to learn how to cook, understand management, or want to own their own restaurant. This pathway will help develop the skills needed to prepare a restaurant menu, provide excellent customer service and be a chef. Students will experience lessons in food preparation, safety and sanitation, baking basics, culinary math, and food history. Students will participate in a student - run restaurant, work experience multiple certifications. Students are provided with opportunities to compete in ProStart. Students are provided with opportunities to obtain work-based learning, college credits, graduation seals, and college credits.</p> <p><b>Program Fees:</b>  Junior- \$40  Senior- \$40</p>			
Course 1	HOSPITALITY FUNDAMENTALS - Subject Code: 330000			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This first course in the career field will introduce students to culinary arts, foodservice operations, lodging, travel and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. They will also apply safety and sanitation techniques to prevent and control injuries, illnesses and diseases in the workplace. Business law, employability skills, leadership and communications will be addressed.			
Course 2	FUNDAMENTALS OF FOOD PRODUCTION - Subject Code: 330100			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Students will prepare food products and beverages according to standardized recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership and communications will also be incorporated.			
Course 3	DINING ROOM AND SERVICE OPERATION - Subject Code: 330110			
	Grade: 12	Periods: 2	Length: Year long	Credit: 1
Description	Students will apply strategies and techniques to identify and meet dining guest needs. They will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.			
Course 4	RESTAURANT MANAGEMENT - Subject Code: 330120			

	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant operations; and plan and design menus. Students will also forecast and schedule food production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics and marketing.			

<b>Career Field</b>	<b>Human Service</b>			
<b>Pathway 2</b>	<b>Barbering</b>			
	Barbers style hair and provide other grooming services. The career is a great choice for those who love socializing while giving style advice. Around 60,000 people in the United States rely upon barber jobs to make their living. Associates usually work in barbershops, hotels, spas, or resorts. They need relatively quiet, well-lit areas in order to concentrate and best see what they are doing. Associates sometimes wear gloves or aprons to protect from stray hairs and chemicals that can cause skin damage. The program emphasizes training in safety, sanitation, shaving, hair cutting, reception, and sales, and will create opportunities for small business ownership.			
	<b>Program Fees:</b> Junior- \$40 Senior- \$40			
Course 1	BARBERING - Subject Code: 172601			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	The Application of barbering techniques is applied to clients. Students will analyze the fundamentals of barbering and shaving in order to provide client services. Barbering Students will explain and apply barbering concepts to clients. Students will learn the principles of shaving and apply these principles to perform client services.			
Course 2	HUMAN SERVICES - Subject Code: 172600			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	This course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the Barbering course in a more comprehensive and authentic way. This often includes project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.			
Course 3	BARBERING - Subject Code: 172601			

	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	The Application of barbering techniques is applied to clients. Students will analyze the fundamentals of barbering and shaving in order to provide client services. Barbering Students will explain and apply barbering concepts to clients. Students will learn the principles of shaving and apply these principles to perform client services.			
Course 4	HUMAN SERVICES - Subject Code: 172600			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	This course provides opportunities for students to apply knowledge, attitudes and skills that were learned in the Barbering course in a more comprehensive and authentic way. This often includes project/problem based learning opportunities that occur both in and away from school. Under supervision of the school and through community partnerships, students may combine classroom learning with work experience. This course can be delivered through a variety of delivery methods including cooperative education or apprenticeship.			
<b>Pathway 2</b>	<b>Cosmetology</b>			
	<p>The cosmetology program equips students with the foundational knowledge, skills, and techniques needed for a career in the beauty industry. Through a blend of classroom instruction and hands-on practice, students learn essential skills such as hair cutting, coloring, styling, skincare, nail care, and makeup application. Students also study sanitation, safety protocols, and customer service, preparing them for the professional environment. With opportunities for real-world experience through partnerships with local salons and industry professionals, students can work toward meeting state licensing requirements by the end of the program, setting them on a path to a successful career in cosmetology.</p> <p><b>Program Fees:</b> \$600 Cosmetology Kit (one-time fee during junior year to be paid by the first day of school)</p> <p><b>Program Prerequisites:</b> Chemistry and Anatomy &amp; Physiology (can be taken concurrently).</p>			
Course 1	FUNDAMENTALS of HAIR CUTTING and STYLING - Subject Code: 174125			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	Students will learn basic shampooing, conditioning and haircutting including trimming, wet styling and thermal styling techniques when working with natural and synthetic hair. Students will also learn infection control and safety along with the science of ergonomics.			
Course 2	FUNDAMENTALS of CHEMICAL SERVICES - Subject Code: 174135			
	Grade: 11	Period: 2	Length: Year long	Credit: 2

Description	Students will apply basic skills, knowledge, and safety practices when giving permanent/chemical waves, curl re-forming, chemical relaxers and hair color techniques to include tinting, highlighting, bleaching, and foiling			
Course 3	ADVANCED HAIR CUTTING AND STYLING - Subject Code: 174130			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	Students will learn advanced cutting and formal styling using specialized equipment and techniques. This course offers enhanced training in current trends and razor techniques.			
Course 4	ADVANCED CHEMICAL SERVICES - Subject Code: 174140			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	Students will learn advanced chemical services using specialized products and techniques. Students will do advanced coloring, dimensional coloring, corrective techniques, texturizing, and advanced chemical wave wrapping techniques.			

<b><u>Career Field</u></b>	<b><u>Information Technology</u></b>			
<b>Pathway 1</b>	<b>Cybersecurity</b>			
	The Cybersecurity program provides students with knowledge and skills in computer maintenance and repair, the cybersecurity life cycle, incident handling and networking. Successful students will be prepared to take certification exams for CompTIA's A+ and Networking +, the gateway certifications for careers in IT and Cybersecurity.			
	<b>Program Fees:</b> Junior- \$40 Senior- \$40			
Course 1	CYBER 1 - Subject Code:			
	Grade: 10	Period: 2	Length: Year long	Credit: 2
Description	This is the first course in the Paradigm Cybersecurity curriculum program. Students do not need any prior knowledge in cybersecurity or computer science. They will focus on technical knowledge and professional skills . They will experience hands-on learning through the CYBER.ORG Cyber Range, development of Cyber Mindsets and work with industry subject matter experts.			
Course 2	CYBER 2 - Subject Code:			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	This is the second course in the Cyber Program. Cybersecurity 2 is heavily aligned with the CompTIA Security+ Certification with the goal of students earning their			

	Security+ Certification before graduation. Students can expect more opportunities for real-world learning through labs, access to cyber ranges, industry mentors, job shadowing, and presentations by cyber experts. Students will deepen their understanding of cybersecurity through participation in national cybersecurity competitions. Cybersecurity 2 also includes dual enrollment opportunities.			
Course 3	CYBER 3 - Subject Code:			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	The third course in the Paradigm Cybersecurity program is designed as a capstone for the program. Students will focus on a specific area or areas of cybersecurity. Students will determine this area of focus through the coaching of industry mentors and the classroom teacher. Some of these topics include; Ethical Hacking, Cyber Forensics, Pen Testing, Cloud Security and many other options. Students will also have the opportunity to earn Dual Credit in this area of focus. Beyond technical skills, students in Cybersecurity 3 will also get targeted coaching in resume building, interviewing, building a personal brand, college advising and job coaching. Cybersecurity 3 will also have numerous opportunities for job shadowing and internships, along with other outside of school industry experiences.			

<b><u>Career Field</u></b>	<b><u>Law and Public Safety</u></b>			
<b>Pathway 1</b>	<b>Fire and EMT - Auburn Site</b>			
	In this exciting highly challenging CTE pathway, you will learn about the science of firefighting, fire prevention and the safety and hazards associated with fires. You will study the behavior, suppression, compartmentalization and investigation of fire and its related emergencies, and all the associated training of an Emergency Medical Technician. Students will spend their senior year on the campus of Cuyahoga Community College Fire Academy earning college credit and the opportunity to become certified Firefighters and Emergency Medical Technicians.			
	<b>Program Fees:</b> Junior- \$40 Senior- \$40			
Course 1	FOUNDATIONS OF FIREFIGHTING and EMERGENCY MEDICAL SERVICES - Subject Code: 170342			
	Grade: 11	Period: 2	Length: Year long	Credit: 2
Description	Fire Fighting and Emergency Medical Services introduces students to the foundational concepts of firefighting safety and emergency medical services. Students will analyze and practice skills outlined in the Ohio Department of Public Safety Fire protection and Ohio Emergency Medical Services rules and regulations in preparation for Firefighter I&II curriculum and EMT licensure.			
Course 2	EMERGENCY MEDICAL TECHNICIAN - Subject Code: 170345			

	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	Emergency Medical Technicians are first responders who provide basic medical care to sick and injured people. In this course, students will learn the knowledge and skills necessary to provide lifesaving first aid. Students will assess, diagnose, and treat a variety of illnesses and injuries in the process of providing pre-hospital care. Students who successfully complete this course at a chartered institution will be eligible to take the National Registry Exam for Ohio EMT certification.			
Course 3	FIREFIGHTER I & II - Subject Code: 170343 & 170344			
	Grade: 12	Period: 2	Length: Year long	Credit: 2
Description	<p>The Firefighter I course prepares students for a career in the fire service. Students learn the history of firefighting, ground operations, fire science, fire suppression, use of protective equipment, rescue equipment, tools and appliances. Students will apply knowledge by training with fire equipment, live fire exercises, and practicing a variety of rescue situations. Students that successfully complete this course at a chartered institution will be eligible to take the Ohio Firefighter I certification test.</p> <p>The Firefighter II course builds on the knowledge and skills learned in Firefighter I. In this course students will apply knowledge and skills to advanced training in fire suppression, fire science, rescue, equipment, tools, appliances, and hazardous materials operations. Students who have completed Firefighter I and successfully complete this course at a chartered institution will be eligible to take the Ohio Firefighter II certification test.</p>			
<b>Pathway 2</b>	<b>Criminal Justice</b>			
	<p>The Criminal Justice program introduces students to the fundamentals of law enforcement, the court system, and corrections. Through classroom instruction, simulations, and hands-on activities, students explore topics: such as criminal law, investigative techniques, forensic science, and public safety. The program emphasizes critical thinking, ethical decision-making, and communication skills essential for success in the field. With opportunities for real-world experience through partnerships with local law enforcement agencies and legal professionals, students gain practical insights into careers such as policing, legal services, forensic analysis, and public administration. This program provides a solid foundation for further education or entry-level positions in the criminal justice field.</p> <p><b>Program Fees:</b>  Junior Year- \$50 includes: supplies, program uniform shirt, and Skills USA  Senior Year- \$50 includes: supplies, programs uniform shirt, and Skills USA</p>			
Course 1	AMERICAN CRIMINAL JUSTICE SYSTEM - Subject Code: 170911			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	This first course in the Criminal Justice pathway traces the history, organization, and functions of local, state, and federal law enforcement. Students will study criminal behavior and apply constitutional and criminal law to crime and punishment. Students will learn law enforcement terminology, classifications and elements of crime, and how various court systems are used to judge and punish offenders.			

Course 2	SECURITY PROTECTIVE SERVICES - Subject Code: 170912			
	Grade: 11	Period: 1	Length: Year long	Credit: 1
Description	Private Security is an ever-expanding industry that requires trained professionals that can detect, deter, and investigate crime. The course focuses on private security measures used to protect lives, property, and proprietary information. Students completing the Ohio Peace Officer Training Academy Private Security curriculum provided by an approved instructor will be eligible to sit for the OPOTA certification exam as a private security guard.			
Course 3	POLICE WORK & PRACTICE IN PUBLIC SAFETY - Subject Code: 170913			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	In this course, students will learn the skills necessary to prevent, detect and react to crime. Students will learn self-defense and subject control techniques, methods to conduct patrols, surveillance, and traffic procedures. Students will understand the ethical and legal responsibilities of police officers on patrol. Additionally, students will learn the operations of police and emergency telecommunication systems.			
Course 4	THE CORRECTIONAL SYSTEM AND SERVICES - Subject Code: 170915			
	Grade: 12	Period: 1	Length: Year long	Credit: 1
Description	The correctional officer plays a critical role in the criminal justice system. In this course students will learn institutional rehabilitation and community corrections strategies that prepare them for work in a correctional setting. The student will learn the role and responsibilities of a correctional officer including processing inmates, maintaining security in a correctional setting, and understanding inmate mental health needs.			

<b><u>Career Field</u></b>	<b><u>Transportation</u></b>
<b>Pathway 1</b>	<p style="text-align: center;"><b>Automotive/Ground Transportation</b></p> <p>The Automotive Technology program provides students with the technical skills and knowledge needed for careers in the automotive repair and maintenance industry. Through a combination of classroom instruction and hands-on training, students learn to diagnose, repair, and maintain various vehicle systems, including engines, brakes, electrical systems, and transmissions. The program emphasizes safety, problem-solving, and the use of industry-standard tools and technology. Students have the opportunity to work on real vehicles in a shop environment, preparing them for entry-level positions in the automotive field or further education in advanced automotive technology programs. Industry certifications may also be available, helping students enhance their employability in the automotive industry.</p> <p><b>Uniform Requirements</b> Students will need to be purchased from the instructor-identified supplier. Students must purchase two shirts and two pairs of pants.</p>

	<b>Student Club:</b> SkillsUSA <b>Program Fees:</b> \$15.50 per year membership, \$180.00 uniform fee			
Course 1	MAINTENANCE - 744			
	Grade: 11	Period: 2	Length: Semester	Credit: 1
Description	<p>The Automotive Maintenance course introduces students to the fundamental skills needed to perform routine maintenance and basic repairs on a variety of vehicles. Students learn essential tasks such as oil changes, tire rotations, brake inspections, battery testing, and fluid checks. The course covers key automotive systems, including the engine, electrical, and suspension systems, while emphasizing the importance of safety, tool use, and diagnostic procedures. Through hands-on practice in a shop environment, students gain practical experience in maintaining vehicle performance and reliability. This course prepares students for entry-level positions in automotive service or further study in advanced automotive technology.</p>			
Course 2	STEERING, SUSPENSION, BRAKES - 741			
	Grade: 11	Period: 2	Length: Semester	Credit: 1
Description	<p>Prerequisites: Maintenance 744</p> <p>The Automotive Brake Repair course provides students with the skills and knowledge needed to inspect, diagnose, and repair brake systems on a variety of vehicles. Students learn about the components and functions of both disc and drum brakes, as well as hydraulic systems, brake pads, rotors, calipers, and anti-lock braking systems (ABS). Emphasis is placed on safety procedures, proper tool use, and industry-standard techniques for brake maintenance and repair. Through hands-on practice in a shop environment, students gain practical experience in performing brake inspections, troubleshooting issues, and completing repairs.</p>			
Course 3	ELECTRICAL SYSTEMS - 740			
	Grade: 12	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Maintenance, Steering, Suspension &amp; Brakes</p> <p>In the Electrical Systems course, students will explore the fundamentals of direct current (DC) electronics and their applications in modern vehicles. Through hands-on experience and classroom instruction, students will learn to work with series, parallel, and series/parallel circuits, and how to properly diagnose and repair vehicle electrical systems.</p> <p>Students will utilize electronic diagnostic tools, interpret wiring diagrams, and work with both printed and electronic repair manuals to troubleshoot electrical circuits. This course covers essential vehicle systems, including chassis electrical, charging, starting, and lighting systems. By testing components and replacing defective modules, students will gain practical skills in maintaining and repairing complex automotive electrical systems.</p>			
Course 4	ENGINE PERFORMANCE - 742			

	Grade: 12	Period: 3	Length: Semester	Credit: 1.5
Description	<p>Prerequisites: Maintenance, Steering, Suspension &amp; Brakes</p> <p>In the Engine Performance course students to advanced engine performance diagnostics and testing procedures. Students will research vehicle service histories using model-specific service bulletins and learn to test and diagnose performance issues in fuel, air induction, and exhaust systems. Key topics include computerized engine controls, where students will retrieve and interpret diagnostic trouble codes using On-Board Diagnostics (OBD) systems. Additionally, students will diagnose drivability and emissions problems, focusing on malfunctions in interrelated systems. This hands-on course prepares students to identify and resolve engine performance issues, providing a solid foundation for further studies or careers in automotive technology.</p>			



**NOTE: This course also serves to satisfy the industry credentialing requirement in the alternate graduation pathway.**

This course will allow students to work towards earning business and industry credentials as a Microsoft Office Specialist (MOS). Not only is this credential recognized by the Ohio Department of Education as a viable pathway to high school graduation if coupled with a passing score on the WorkKeys exam, but it is also recognized in the business arena as viable proof of skill for employment. Students also have the opportunity to earn college credit from Tri-C with Microsoft Word and PowerPoint certificates.

This course, taught by a likewise credentialed staff member, will allow students to work towards certification in the following applications, depending on individual skill set: Microsoft Office 2016-Word, Excel, PowerPoint and Outlook. The goal of the course will be to accumulate certification across four exams. Students will have access to a blended learning and self-paced approach throughout this course, with some content being delivered online as well as teacher-led instruction. Preparation for success on the WorkKeys exam will also be included throughout this course, as well as at least one administration of the WorkKeys exam itself.

### **INTRODUCTION TO TEACHING**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

Introduction to Teaching 1 is designed to prepare students for careers in the education field. This course will examine careers in early childhood, elementary, secondary, and postsecondary education. Students learn the foundations of education, human growth and development, brain development, teaching strategies, classroom management, and instructional planning and assessment. Technology, professionalism, and academic skills are integrated throughout the course work. There is also an opportunity for an extended learning experience where the students will go into schools and work with a mentor teacher.

**INTRO TO AUTO CARE (Non-CTE Pathway)**  
**Grade 10** **1 Period Daily**  
**Semester** **½ Credit**

*Bedford High School*  
*Program of Studies 2025-2026*

In this course, students will learn Intro to Automotive technology which will train students about basic parts and repairs of a car system. They will use state-of-the art tools, equipment and cutting edge technology.

### **INTRO TO CYBERSECURITY (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

In this course students will learn the basic components of cybersecurity and the role each plays in preventing, detecting and mitigating vulnerabilities and attacks. Components include the security of the network infrastructure, security of the systems, and the prevention, detection, and mitigation of common vulnerabilities and attacks. Throughout this course, students will examine and implement beginning stages of the security safeguards for desktop, network, and application security.

### **PRE-ENGINEERING TECHNOLOGIES (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

**Fee: \$25.00**

Pre-Engineering is a project oriented course with a focus on science, mathematics, art, and technology. The ability to work and learn independently as well as cooperatively in a group is essential. Students will acquire knowledge and skills in problem solving, teamwork, and innovation. Students explore STEM careers as they participate in project-based learning, as well as discovery and exploratory learning, designed to challenge and engage the natural curiosity and imagination relative to technology, physics, robotics, invention science and coding. Teams design, test their ideas, and redesign as necessary, just like scientists and engineers in the real world.

### **BUSINESS FOUNDATIONS (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

This is the first course for the Business and Administrative Services, Finance and Marketing career fields. It introduces students to specializations within the three career fields. Students will obtain knowledge and skills in

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fundamental business activities. They will acquire knowledge of business processes, economics and business relationships. Students will use technology to synthesize and share business information. Employability skills, leadership and communications and personal financial literacy will be addressed.

### **LEGAL ENVIRONMENT OF BUSINESS**

**(Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Yearlong** **1 Credit**

Students will examine all aspects of business law including the judicial system, differences between types of laws and origins of laws, administrative and employment laws and laws impacting individuals as well as businesses. Students will also research real estate and debtor and creditor laws and regulations. Students will learn to support attorneys by conducting legal research and preparing fully-compliant legal documents. Compliance and contract law will be emphasized.

### **INTRO TO MEDIA PRODUCTION (Non-CTE Pathway)**

**Grades 9, 10** **1 Period Daily**  
**Semester** **½ Credit**

The worlds of art designers, performers, and media artists intersect historically, culturally, and aesthetically. In this introductory course for the Arts and Communication Career Field, students learn the basics of performance, design, audio, and video. They review brochures, photographs, news stories, videos, and other

products common to the visual, media, and performing arts industries.

### **CBI RELATED INSTRUCTION (EXCEL ONLY)**

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

The curriculum of the CBI related instruction course is based on the Career Based Intervention Technical Content Standards and connects academic and career success. The Career Based Intervention Technical Content Standards contain 13 content units that represent the knowledge, skills, and abilities students need to be successful leading up to and upon graduation from high school. CBI classroom instruction should provide appropriate and effective resources and technology for individual instruction in a smaller group setting that meets students' needs. All CBI students must complete a minimum of 120 hours of instruction per school year in the CBI related instruction course.

### **CBI WORK-BASED LEARNING (EXCEL ONLY)**

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

The CBI work-based learning component can be fulfilled through: • Paid co-operative work-based learning experiences • Non-paid career exploration opportunities (examples: job shadowing, short-term field experiences, internships, volunteering & community service, and/or service learning) • A combination of both

## COLLEGE CREDIT PLUS (CCP - On Campus)

Please note that all CCP classes will be weighted 1 (one) full weight in the final GPA calculation.

### Cuyahoga County Community College

The following college level courses are offered to any students who meet the college's eligibility requirements. The courses are conducted on the Bedford High School campus, by Bedford teachers, and during the regular school day. Students will earn dual credit - both high school and college credit - through the College Credit program.

### MATH

#### **ALGEBRAIC & QUANTITATIVE REASONING** **MATH 1190**

**Semester** **1 Credit**  
**1 Period Daily** **3 Semester Hours**

Applications and appreciation of quantitative literacy. Interpreting information from real-world sources to solve problems using numerical, algebraic, and graphical knowledge. Various uses of mathematical models are explored, and statistical thinking is developed. Contexts include financial, environmental, social, and public and personal health.

#### **ELEMENTARY PROBABILITY & STATISTICS**

**MATH 1410**

**Semester** **1 Credit**  
**1 Period Daily** **3 Semester Hours**

First of two-semester introductory sequence in probability and statistics. Intended for students majoring in liberal arts, business, sciences, engineering, and education. Includes study of descriptive statistics, elementary probability, probability distributions, normal distribution, binomial distribution, sampling concepts, sampling distribution of sample mean, estimation, and hypothesis testing.

### SOCIAL STUDIES

#### **US HISTORY to 1877** **HST 1510** **Semester** **1 Credit**

**1 Period Daily** **3 Semester Hours**  
An overview and critical examination of United States history from Age of Exploration to end of Reconstruction, with emphasis on significant political, social, cultural, economic and military events as well as specific historical personalities. Will also examine the influence and contributions of women, minorities and ethnic groups.

#### **US HISTORY since 1877** **HST 1520** **Semester** **1 Credit**

**1 Period Daily** **3 Semester Hours**  
An overview and critical examination of United States history from 1877 to the present with emphasis on significant political, social, cultural, economic and military events as well as specific historical personalities. Will also examine the influence and contributions of women, minorities and ethnic groups.

### ENGLISH

#### **COLLEGE COMPOSITION I** **ENG 1010** **Semester** **1 Credit**

**1 Period Daily** **3 Semester Hours**

Study of and practice in academic writing; reading and interpretation of selected texts. Course may be thematically organized.

#### **COLLEGE COMPOSITION II** **ENG 1020** **Semester** **1 Credit**

**1 Period Daily** **3 Semester Hours**  
**Prerequisite: ENG 1010**

Study and practice of persuasive and argumentative writing with emphasis on analysis and research; reading and interpretation of selected texts. Course may be thematically organized.

#### **INTRODUCTION TO FICTION** **ENG 255** **Semester** **1 Credit**

**1 period daily** **3 Semester Hours**  
**Prerequisite: ENG 161 and 162**

Students will study short stories and novels to acquaint them with important themes and critical perspectives applicable to fiction.

#### **INTRODUCTION TO POETRY** **ENG 257** **Semester** **1 Credit**

**1 period daily** **3 Semester Hours**  
**Prerequisite: ENG 161 and 162**

This course is designed to help students understand and appreciate poetry through intensive study of representative poems.

### SCIENCE

#### **ENVIRONMENT, ECOLOGY, EVOLUTION** **BIO1060**

**Semester** **0.75 Credit**  
**7 Periods Weekly** **3 Semester Hours**

Designed for non-science majors. Questions about the natural world are explored through an introduction to the principles of evolution and ecology, including how populations change over time and how organisms interact with each other and the environment. Topics include scientific inquiry; nature of science; evolutionary processes; diversity of life; population, community, and ecosystem ecology; human impacts on the environment; environmental stewardship; and regional environmental concerns. **This course curriculum DOES NOT align to the Ohio Biology EOC**

**ENVIRONMENT, ECOLOGY, EVOLUTION  
LAB**

**BIO106L**  
**Semester** **0.25 Credit**  
**3 Periods Weekly** **1 Semester Hours**

Designed for non-science majors. Questions about the natural world are explored through hands-on laboratory and field activities focusing on evolution, ecology, and environmental science. Scientific inquiry is used to investigate how populations change over time; the diversity of life; community ecology; ecosystem ecology; and human impacts on the environment. **Taken at the same time as BIO1060.**

**HUMAN BIOLOGY** **BIO1050**  
**Semester** **0.75 Credit**  
**7 Periods Weekly** **3 Semester Hours**

Designed for non-science majors. Considers the concept of homeostasis of the human body. Basic structure and function of body systems and diseases of these systems studied. To fulfill laboratory science requirements, students should enroll in related laboratory course. **This course curriculum DOES NOT align to the Ohio Biology EOC**

**HUMAN BIOLOGY LAB** **BIO105L**  
**Semester** **0.25 Credit**  
**3 Periods Weekly** **1 Semester Hours**

Laboratory course designed for non-science majors that examines the microscopic and gross structure and function of the human body. Includes microscope work, models, animal dissections, and various experiments designed to illustrate concepts related to basic human biology

and to complement topics covered in BIO-1050 Lecture course. **Taken at the same time as BIO1050.**

**AMERICAN SIGN LANGUAGE I** **ASL 001**  
**Semester** **1 Credit**  
**1 Period Daily** **4 Semester Hours**

This course is the first in a series of American Sign Language courses and is based on the integration of learning outcomes across interpersonal, receptive and expressive modes of communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students generally perform in the novice range, although a few abilities may emerge in the intermediate range.

**AMERICAN SIGN LANGUAGE II** **ASL 900**  
**Semester** **1 Credit**  
**1 Period Daily** **4 Semester Hours**

This course is the second in the series of American Sign Language courses and is based on the integration of learning outcomes across interpersonal, receptive, and expressive modes of communication. Students accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, and perspectives of American Deaf culture. Students learn grammar, vocabulary, structures, and spatial orientation to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. During this course, students perform better and stronger in the novice range while some abilities emerge in the intermediate range.

**Stark State College**

The following college level courses are offered to any students who meet the college's eligibility requirements. The courses are conducted on the Bedford High School campus, by Bedford teachers, and during the regular school day. Students will earn dual credit - both high school and college credit - through the College Credit program.

## ENGLISH

Four units are required for graduation. This includes English I, II, III and IV. Some courses may require students to purchase paperback books. All classes stress the skills necessary to pass state assessments. **Though students can earn an English credit at Heskett Middle School, the English department highly recommends that all students earn four credits of English at the high school in order to be best prepared for their post-secondary endeavors.**

### READING IMPROVEMENT

**Grades 9,10,11,12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

This blended learning course is designed to help students who may be identified as struggling readers through standardized test scores and teacher recommendations. Whole group learning scenarios anchor the coursework, while small group work increases targeted, data-driven instruction. Students will also work with technology independently to accelerate their learning on a personalized path. Finally, the course also has a focus on independent reading for content, comprehension, and pleasure. This course focuses on mastering foundational reading and comprehension skills to help the student become a more successful reader, **and does NOT count towards one of the 4 credits of English required to graduate.**

### INTEGRATED READING

**Grades 10, 11, 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

This blended-learning course is designed to help students who may be identified as struggling readers through standardized test scores and teacher recommendations. Whole group learning scenarios anchor the coursework, while small group work increases targeted, data-driven instruction. Students will also work with technology independently to accelerate their learning on a personalized path. Finally, the course also has a focus on independent reading for content, comprehension, and pleasure. This course focuses on mastering foundational reading and comprehension skills to help the student become a more successful reader, **and does NOT count towards one of the 4 credits of English required to graduate.**

### LANGUAGE ARTS INTERVENTION

**Grades 9-12**                                      **1 Period Daily**

**Semester**                                      **1/2 Credit**

**Prerequisite: Teacher Recommendation**

This course is designed for students with Individual Education Plans containing goals for reading and/or writing. Instruction will be tailored to the individual needs of the students in the class. The course will emphasize the basic reading comprehension and writing skills that students need in order to complete grade level work, **and does NOT count towards one of the 4 credits of English required to graduate.**

### ENGLISH I

**Grade 9**                                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**

This course offers a basis for all aspects of the English curriculum. Literature and composition skills are emphasized. In literature, a variety of forms such as the short story, poetry, mythology and the novel will be emphasized. Composition work will grow out of the study of literature, placing emphasis on the writing process. Students will also receive instruction in study, listening, viewing, and speaking skills. **Note: Students who fail English I should repeat it in summer school.** Summer reading will be required and students may need to purchase paperback books.

### PRE-ADVANCED PLACEMENT (Pre AP)

#### ENGLISH I

**Grades 8 & 9**                                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**

**Prerequisite: Successful completion of Advanced English with a grade of "B" or better at Heskett Middle School, a score of Proficient or higher on the state assessments.**

**Note: Students who do not take Pre AP English I at Heskett and are placed in it at the high school must also meet all prerequisites, as well as complete a writing**

**sample evaluated by the English Department.**

Those high ability students capable of handling a very rigorous enrichment course should select this course, and who will be following an enriched college preparatory program. In literature, the novel will be emphasized and the short story, poetry, and mythology will be studied. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English I must conduct themselves with the maturity and responsibility appropriate to advanced study. **Note: Students who fail English I should repeat it in summer school.** Summer reading will be required, and students may be required to purchase paperbacks.

**ENGLISH II**

**Grade 10** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of English I**

*State assessments required upon completion of course sequence which will count toward graduation.*

This course offers the student further preparation in composition and literature. World Literature will be the focus of the course, emphasizing close study of literary works, as well as consideration of historical and cultural context. The units focus not only on geographical regions, but also on themes and literary forms that pertain to them. Thus, the students will grasp the relationship between local concerns and universal questions.

Throughout the year, students will take part in seminars, write essays, and deliver speeches. The composition component includes the skills of selecting and limiting a subject, writing a thesis statement, and supporting the thesis in an essay. Having read literature from a variety of cultures, the students will be ready to embark on the study of American Literature.

**Note: Students who fail English II should repeat it in summer school.** Summer reading will be required and students may need to purchase a workbook and/or paperback books.

**PRE-ADVANCED PLACEMENT (Pre AP)**

**ENGLISH II**

**Grades 9, 10** **1 Period Daily**

*Bedford High School  
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**Yearlong** **1 Credit**

**Prerequisite: Successful completion with a grade of "B" or better in Honors English I and advanced MAP/iReady scores.**

*State assessments required upon completion of course sequence which will count toward graduation.*

This course should be selected by those Honors English I students capable of handling a very rigorous enrichment course and who will be following an enriched college preparatory program. World literature will be studied.

Writing the literary essay will be emphasized. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English II must conduct themselves with the maturity and responsibility appropriate to advanced study. **Note: Students who fail English II should repeat it in summer school.** Summer reading will be required, and students may be required to purchase paperbacks.

**ENGLISH III**

**Grade 11** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of English II.**

This course offers the student further preparation in composition and literature. American literature will be the focus of the course, emphasizing analysis and interpretation. The composition program continues the skills of selecting and limiting a subject, writing a thesis statement, and supporting the thesis in an essay. The course will continue to develop an understanding of writing as a process. Writing, listening, speaking, and viewing activities will complement the literature. **Note: Students who fail English III should repeat it in summer school.** Summer reading will be required and students may need to purchase paperback books.

**PRE-ADVANCED PLACEMENT (Pre AP)**

**ENGLISH III**

**Grade 10, 11** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of Honors English II with a grade of "B" or better, a score of Advanced or Accelerated on state assessment.**

This course offers an in-depth study of American literature and will emphasize advanced analytical composition and reading in preparation for the Advanced Placement courses in the junior and senior year. It is assumed that students enrolled in this course will be able to devote many hours of out of class time to the required reading, writing, and research. Students enrolled in Honors English III must conduct themselves with the maturity and responsibility appropriate to advanced study. **Note: Students who fail English III should repeat it in summer school.** Summer reading will be required, and students may be required to purchase paperbacks.

#### **ENGLISH IV**

**Grade 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Successful completion of English III**

This course offers advanced skill development in composition and literature. British literature will be the focus of the course, emphasizing analysis and interpretation. According to the Common Core State Standards, students will be expected to relate a work to its historical circumstances, trace a symbol through a work or works or consider a moral or philosophical

question. Writing assignments include essays and research papers. Summer reading will be required, and students may be required to purchase a workbook and/or paperback books. **Note: Students who have successfully completed Honors English I, II and III should choose Advanced Placement English or the Tri-C English sequence for their required fourth year of English credit. Please refer to the necessary prerequisites for each of the options to make the appropriate course selection.**

### **ENGLISH ELECTIVES**

#### **ACTING**

**Grades 11, 12** **1 Period Daily**  
**2nd Semester** **1/2 Credit**

**Prerequisite: Recommendation from the English Department Instructional Specialist**

The objectives of this course are to assist the student in developing bodily and vocal responses, and to offer the foundation upon which good acting is built. Through study and exercises in pantomime, stage movement, scene enactment, and the process of creating a role, the student gains not only competence in acting but assurance, poise, and self-confidence as well.

#### **LITERACY FOR ENGLISH LEARNERS**

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

This course will serve as an additional support to students who demonstrate limited English

proficiency by the recommendations of teacher, guidance and/or administration. Course content will be aligned to Ohio's English Language Arts learning standards as well as to the English Learner proficiency standards and will assist students in communicating with others and participating effectively in the classroom and beyond. Command of English in four basic skills areas – speaking, reading, writing and listening – will be the focus. Instruction will be tailored to each student's language proficiency and grade level. All English Language Learners will take the Ohio English Language Proficiency Assessment (OELPA) each Spring to determine acquisition skills in reading, writing, listening, and speaking. According to the ODE, ELL students scoring proficient in all areas or scoring advanced for two years will qualify to exit the ELL program

## **SONGS OF MY PEOPLE**

**Grade 12  
Semester**

**1 Period Daily  
1/2 Credit**

The goal of this course is to familiarize students with both modern and historical texts that are important to the African American literary heritage. We will be reading and analyzing various genres (folklore, short stories, essays, poetry, novels) to better understand how the material has changed over time and how it applies to their lives. They will be assessed in a variety of ways – writing essays, taking tests and quizzes, completing projects, keeping a writer’s notebook, and participating in the class discussions. Students may be required to purchase novels for this class.

## **SPEECH AND DEBATE**

**Grades 10, 11, 12  
Semester**

**1 Period Daily  
1/2 Credit**

This course will encompass a study and practice of principles in strategic, confident, and credible public speaking and debates skills. It includes a variety of oral presentations: special occasion, personal experience, impromptu

panel discussion, both informative and persuasive. The focus will be on anxiety management, speech organization research and support, communication ethics, diverse audiences, listening skills and dynamic delivery.

## **WRITING FOR PUBLICATION**

**Grades 11, 12  
Semester**

**1 Period Daily  
1/2 Credit**

This is a unique course designed to give you a chance to study journalism, creative writing, and publication. Through extensive use of a writing workshop, you will study and apply the fundamentals of each area and how they all come together in the form of a variety of publications including magazines, journals, blogs, and literary arts magazines. Course content will include non-fiction as well as fiction genres. A portion of this class will be devoted to dealing with the mechanics of submission, review, revision, illustration and publication process. As a cumulative project, students will be published in a class anthology, “The Green Light.”

## FAMILY & CONSUMER SCIENCE

### CAREER & COLLEGE READINESS

**Grades 11 & 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

In this course, students will develop effective learning strategies and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations. Students will develop the skills necessary to apply and interview for a job. The course is designed to walk students through the college application process, exposure to career and technical possibilities, and prepare for future and financial planning. Students will use the college and career readiness tool of Naviance to aid in this process. Additional support for graduation requirements, including state and local seal preparation and completion, will be reviewed.

### COOKING/CULINARY FUNDAMENTALS

**Grades 9 & 10**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

**Fee: \$45**

In this course, students will explore food choices and guidelines for healthy nutrition. This class will cover a wide variety of recipe

areas. You will be exposed to basic knowledge of kitchen equipment and food preparation techniques.

### GLOBAL FOODS

**Grades 11 & 12**                      **1 Period Daily**  
**Semester**                                      **1/2 Credit**

**Fee: \$45**

**Prerequisite: Cooking/Culinary Fundamentals**

In this course, students will embark on a culinary journey worldwide, exploring various cultures' unique cuisines, ingredients, and cooking methods. Students will compare the culinary traditions and regional influences that shape food choices across different societies, focusing on how cultural perspectives impact dietary preferences and practices. Students will also examine global food markets, analyzing factors that affect the availability and quality of ingredients. Throughout the course, they will apply advanced cooking techniques and utilize specialty equipment to prepare authentic dishes from diverse cultures. This hands-on course is perfect for those looking to broaden their culinary skills while gaining an appreciation for the global nature of food and culture.

## JOB READINESS & TRANSITION SKILLS

## **CAREER EXPLORATION**

**Grades 9, 10  
Semester** **1 Period Daily  
1/2 Credit**

This course is restricted to selected students in the tenth grade. Part of the emphasis in this course will be on employability skills and job search techniques. Employability skills are those personal social behaviors and daily living habits that have been identified by employers and young entry-level workers as essential for obtaining employment and for success in the workplace. Job search techniques will focus on applications, resumes, interviewing, and follow-up skills. The rest of the emphasis will be on vocational and career exploration. The students will participate in a career evaluation, receive hands-on experiences in all of the vocational programs offered through the Bedford/Maple VEPD, have the opportunity to explore various careers in the college and career center, and shadow people in the community when appropriate. By the end of the semester all students should be able to choose a program that would best meet their vocational/career goals.

## **VOCATIONAL SKILLS – 1**

**Teacher Recommendation only  
Grades 9, 10, 11, 12  
Yearlong** **1 Period Daily  
1 Credit**

This program is designed as an introduction to the daily demands of working. Students will participate in classroom and school wide jobs where they can practice their skills in a socially appropriate setting. Goals are based on individual student needs. **Areas Covered Include:** job readiness, following a schedule, time on task, work speed and professional communication skills.

## **VOCATIONAL SKILLS – 2**

**Teacher Recommendation only  
Grades 9, 10, 11, 12  
Yearlong** **1 Period Daily  
1 Credit**

### **Prerequisite: Vocational Skills 1**

This program is designed as an introduction to the daily demands of working. Students will participate in classroom and school wide jobs where they can practice their skills in a socially appropriate setting. Goals are based on individual student needs. **Areas Covered Include:** job readiness, following a schedule, time on task, work speed and professional communication skills.

## **INDEPENDENT LIVING**

## **Teacher Recommendation only**

**Grades 9, 10, 11, 12  
Yearlong** **1 Period Daily  
1 Credit**

This course is designed to assist students in gaining the skills necessary to live as independently as possible after graduation. Goals are based on individual student needs. **Areas Covered Include:** safety, hygiene, leisure/recreation, cooking/nutrition, home maintenance and social skills

## **INDEPENDENT PERSONAL FINANCE**

**Teacher Recommendation only  
Grades 10, 11, 12  
Yearlong** **1 Period Daily  
1 Credit**

This course is designed to assist students in gaining the personal finance skills necessary to live as independently as possible after graduation. Goals are based on individual student needs. **Areas covered include** learning to budget, effective cash management, proper use of credit and making major purchases.

## **TRANSITION SKILLS**

**Teacher Recommendation only  
Grades 11, 12  
Yearlong** **1 Period Daily  
1 Credit**

This course is designed to assist students in meeting their Postsecondary education and independent living transition goals through activities that are individually based on their unique needs.

## **INTRO TO JOB TRAINING**

**Teacher Recommendation only  
Grades 11  
Yearlong** **3 Period Daily  
3 Credit**

Introduction to Job Training is the initial course in the Job Training Coordination pathway. This course should be the first course taken during enrollment in the program. Students will only complete the Introduction to Job Training course once during their enrollment in the JTC pathway.

## **FUNDAMENTALS IN JOB TRAINING**

**Teacher Recommendation only  
Grades 12  
Yearlong** **3 Period Daily  
3 Credit**

Fundamentals in Job Training is the second course in the Job Training Coordination pathway. This course is taken in the second and all subsequent years that a student is enrolled in the program. Students can be re-enrolled in

Fundamentals in Job Training multiple times from

year to year as is appropriate to their educational and transition needs.

# MATHEMATICS

Students are required to have 4 credits of Mathematics in four years of high school to graduate. Students must successfully complete Algebra 1 then Geometry as their first two math credits. Third and fourth year math courses should be selected based upon a student's intended career pathway. Please see course descriptions, math teacher, school counselor, or [ODE website](#) for additional information.

## INTEGRATED MATH

**Grades 11, 12** **1 Period Daily**  
**Semester** **1/2 Credit**

This course is to be taken in conjunction with another math class and/or departmental approval as intervention for standardized math assessments. This course is designed to stress math modeling and higher order thinking using Algebra and Geometry. The math content needed to pass standardized assessments will be the objectives for this class to support those students in need of retaking a test for graduation/college placement. Students may be required to purchase a workbook. Scientific calculator/Desmos access is required (see Calculator Note). This is a math elective and will not count toward the credits of required math.

## MATH INTERVENTION

**Grades 9-12** **1 Period Daily**  
**Semester** **1/2 Credit**

**Prerequisite: teacher recommendation**

This course is designed for students with Individual Education Plans containing goals for math. Instruction will be tailored to the individual needs of the students in the class. The course will emphasize the basic math skills that students need in order to complete grade level work.

## ALGEBRA I

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

*State assessments required upon completion of course sequence, which will count towards graduation.*

Emphasis will be on the application of the concepts involved in the topics listed. This course deals with sets: Adding, subtracting, multiplying, dividing, finding roots and powers of real numbers and polynomials (numbers of algebra); solving linear equations, inequalities, and quadratic equations. A graphing calculator or Desmos access is required.

## ALGEBRA II

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: successful completion of Algebra I**

Emphasis will be on the application of the principles involved in the following topics: Properties of sets, finding sums, differences, products, quotients, roots, power of real numbers and polynomials, solving and graphing equations, and function and relation concepts. A graphing calculator or Desmos access is required.

\*This is an Algebra II equivalent course.

*Target Students: This course is designed for students intending to pursue a Calculus/advanced mathematics pathway. Course is appropriate for students intending to pursue a career in Medicine, Engineering, Science, Mathematics or Financial Management.*

## HONORS ALGEBRA II

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: successful completion of Algebra I, Geometry, MAP score of 240 or higher**

Emphasis will be on structure and proof (theory). This course deals with properties of sets; finding sums, differences, products, quotients, roots, and power of real numbers, complex numbers and polynomials; algebraic, logarithmic, and exponential functions; permutations and combinations; progressions, and matrices. **A handheld Graphing calculator is required.**

\*This is an Algebra II equivalent course.

*Target Students: This course is designed for students intending to pursue a Calculus/advanced mathematics pathway. Course is appropriate for students intending to pursue a career in Medicine, Engineering, Science, Mathematics or Financial Management.*

## **GEOMETRY**

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: successful completion of Algebra I**

*State assessments required upon completion of course sequence which will count toward graduation.*

Emphasis will be on the application of the concepts involved in the topics listed. This course deals with properties of lines in a plane, plane figures (triangle, circle, etc.); plane coordinate geometry (using algebra to solve problems in geometry); and types of proof (deductive, indirect, inductive). A graphing calculator or Desmos access is required.

## **HONORS GEOMETRY**

**Grades 9, 10**                                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: successful completion of Algebra I, MAP score of 235 or higher**

*State assessments required upon completion of course sequence which will count toward graduation.*

Emphasis will be on structure and proof (theory). This course deals with properties of lines in a plane and in space, plane figures (triangle, circle, etc.), solids (cube, sphere, etc.); plane coordinate geometry (using algebra to solve problems in geometry); and types of proof (deductive, indirect, inductive). A graphing calculator or Desmos access is required.

## **PROBABILITY AND DATA ANALYSIS**

**Grades 10, 11, 12**                      **1 Period Daily**  
**Semester**    **½ Credit**

**Prerequisite: successful completion of Algebra I**

Probability and Data Analysis focuses on the collection, organization, interpretation and analysis of numerical data. Material presented in this course will connect mathematics to real world situations and will focus around common themes such sports, architecture, health care, and current events. Topics covered include permutations and combinations, sampling methods, normal, binomial, and geometric distributions, mathematical expectations, graphing data, and simulations. A graphing calculator or Desmos access is required.

This course should be taken with Financial Algebra to fulfill a full year math credit.

*Target Students: This course is designed for students not anticipating four year college enrollment as well as those pursuing a career in practical nursing, firefighting, social work, political science, or human resources.*

## **PRE-CALCULUS**

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: successful completion of Algebra II, or Honors Algebra II; Math MAP scores of at least 245 or a proficient score on the pre-calculus placement test.**

This course deals with the study of analytic geometry; elementary, circular, and transcendental functions; vectors, induction and limits. This course is designed for students wishing to specialize in the fields of mathematics, science, and engineering. **This course is the prerequisite for Calculus 252. A handheld graphing calculator is required.\***

## **FINANCIAL ALGEBRA**

**Grades 10, 11, 12**                      **1 Period Daily**  
**Semester**    **½ Credit**

**Prerequisite: successful completion of Algebra I.**

This course focuses on skills, understanding, reasoning and problem solving by combining algebraic and graphical approaches with practical business and personal finance applications. This course is designed to motivate students to explore algebraic thinking patterns and functions in a financial context. This course utilizes an applications based learning approach that connects math to the real world and encourages students to be actively involved in applying mathematical ideas to their everyday lives. Topics include: credit, income taxes, insurance, and household budgeting. A graphing calculator or Desmos access is required.

This course should be taken with Probability/Data Analysis to fulfill a full year math credit.

## **DATA SCIENCE FOUNDATIONS**

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Algebra I and Geometry.**

The Data Science Foundations course is ideal for anyone who wants to acquire a basic working knowledge of data science (which is a

blend of quantitative reasoning, statistics and computer science to gain meaningful insights from data). We look at ways of collecting data, organizing it, and analyzing it (both mathematically and with computer software-where we learn some basic coding). Students will reason with and think critically about data in all forms. They will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more.

Students are required to have daily access to a Chromebook/laptop in order to complete online coding assignments.

Target students: *Course is appropriate for students with limited or no prior programming, statistics, or data analytics knowledge but want to acquire a basic working knowledge of data science, enjoy working with real-world issues involving data and desire to become better-informed citizens. Course designed for students anticipating a career in Behavioral sciences, Computer Science/Networking, Data Analysis, Marketing, Business Analysis, Criminal Justice, Public Relations, or any Arts or Humanities degree.*

\*This is an Algebra II equivalent course.

## **MATH MODELING AND REASONING**

**Grades 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: Algebra I and Geometry.**

This course is designed to promote reasoning, problem-solving and modeling through thematic units focused on mathematical practices while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. Through quantitative reasoning, problem-solving, and modeling, students will be expected to apply mathematics to real world situations. These habits and skills promote perseverance and cut across disciplines, thus providing a gateway into successful postsecondary education and a variety of careers.

This course is intended for students anticipating college enrollment, on a pathway that does not require calculus. A graphing calculator or Desmos access is required.

Target students: *This course is designed for students that enjoy hands-on, collaborative work within real-world contexts. This course is appropriate for all career pathways but is most relevant for those*

*anticipating a career in the arts or behavior sciences, elementary education, or a career that emphasizes utilizing measurements or units, such as Graphic Design, Music Composition, Construction, or Technical Writing.*

\*This is an Algebra II equivalent course.

## **CALCULUS**

**Grade 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

**Prerequisite: successful completion of Pre-Calculus**

This course is designed for students wishing to continue their study in calculus through the study of limits and continuity, derivatives, definite integrals, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Topics covered in this course will be of an analytic nature with the emphasis on the derivative and its applications.

**A handheld graphing calculator is required.\***

Target students: *The study of Calculus is most appropriate for students who intend to pursue a career in engineering, physics, actuary science, biotechnology and mathematics.*

**NOTE: Students who have not previously taken Algebra I prior to Grade 9, but who would like to take Calculus in grade 12, are encouraged to take both Geometry and Algebra II in their sophomore year and then Pre-Calculus in grade 11. Students must obtain permission from their Algebra I teacher.**

**\*Graphing Calculator Note:** Students are required to have daily access to a handheld graphing calculator. The Texas Instrument TI83 or TI84 is preferred. As an option, students will need to access Desmos at [www.desmos.com](http://www.desmos.com) and download this to an appropriate device/Chromebook. Students may be required to use Test Mode during class time.

## IMPORTANT Math Course Sequencing:

The study of mathematics is a sequential process. As such, students will be required to take courses in a developmentally appropriate and defined sequence which must be adhered to in order to ensure student success. Earning 4 math credits in 4 years may prove challenging for students for many reasons. Therefore, the following progression is provided so that those students who failed a math course or otherwise fall out of sequence, may be able to take some courses concurrently to get back on track for graduation, but **ONLY** as specified below:

COURSE OFFERING	PREREQUISITE(S)	POSSIBLE CONCURRENT OFFERINGS
Algebra I	None	None
Geometry	Algebra I	Algebra II, Probability
Honors Geometry	Algebra I, MAP score 235+	Honors Algebra II
Probability/Data Analysis	Algebra I	Geometry, Financial Algebra, Algebra II equivalent
Financial Algebra	Algebra I	Geometry, Probability/Data Analysis, Algebra II or equivalent*
Algebra II	Algebra I	Geometry, Probability/Data Analysis, Financial Algebra, Algebra II equivalent
Honors Algebra II	Algebra I, MAP score 240+	Honors Geometry, AP Computer Science
Math Modeling & Reasoning (MMR)	Algebra I, Geometry	Financial Algebra, Probability/Data Analysis, Algebra 2 equivalent
Data Science Foundations (DSF)	Algebra I, Geometry	AP Stats, Algebra 2 equivalent
Integrated Math	required assistance on standardized math assessments	Any
Pre-Calculus	H Geometry, H Algebra II, MAP score 245+	AP Stats, AP Computer Science
Calculus	Pre-Calculus	AP Stats, AP Computer Science
AP Statistics	Algebra II or equivalent*	Pre-Calculus, Calculus/AP Calculus, CCP
AP Calculus AB	Pre-Calculus	AP Stats, CCP
AP Computer Science A	Algebra I	Algebra II equivalent, Geometry, Statistics

**\*Algebra II equivalent courses are Algebra II, Honors Algebra II, Math Modeling & Reasoning (MMR), or Data Science Foundations (DSF). At least one of these courses is required for graduation.**

## MUSIC EDUCATION

Courses in this department meet the fine arts requirements for unconditional admission to state universities in Ohio. **Please note that there is a \$25.00 usage fee assessed to any student using a school-owned instrument.**

### MARCHING BAND/SYMPHONIC BAND MARCHING BAND/WIND ENSEMBLE

**Grades 9–12** **1 Period Daily**  
**Yearlong** **1 Credit**

Band has two divisions for a full year's study: (1) Marching Band/Symphonic Band, and (2) Marching Band/ Wind Ensemble. Band starts in the summer with practices and band camp.

**Band camp cost for returning members is approximately \$250.** Students are expected to have band shoes, band t-shirts, band shorts and black socks. All students need to be scheduled for the class during the day. Evening and after-school practices are required. **There is a \$25.00 usage fee, per year for any student that uses a school-owned instrument.** After marching season, students are placed into Symphonic Band or Wind Ensemble. Students with more playing experience (usually juniors and seniors) are generally placed in Wind Ensemble. Band members may choose to participate in Jazz Band and/or participate in Solo & Ensemble.

### GUARD LINE-DANCE TEAM-MARCHING BAND

**Grades 9–12** **1 Period Daily**  
**Marching Season (1st Quarter)** **1/4 Credit**

Members of Guard Line (Flags) or Dance Team are a part of the Marching Band. Guard Line and Dance Team members are auditioned in early spring, **Members must attend Band Camp with the rest of the Marching Band (please see requirements for Marching Band listed above) as well as an additional camp for Guard or Dance. Summer practices and Marching Band rehearsals are required.** All Guard or Dance members must sign up for the class during the day. After marching season, Guard and Dance members are rescheduled to a study hall for the rest of the semester. Any Guard or Dance member, who plays a band instrument has the option to be scheduled for Symphonic or Wind Ensemble based on their audition.

### ORCHESTRA

*Bedford High School*  
*Program of Studies 2025-2026*

**Grades 9–12** **1 Period Daily**  
**Yearlong** **1 Credit**

Orchestra offers the student an opportunity to learn about the various styles of orchestral music through artistic performances. The musical development started in the lower grades is continued through the study of the works of well-known composers. The orchestra performs in many concerts, and at various other functions throughout the year. Orchestra students need to audition each year for the ensemble. This allows monitoring of student's progress and playing skills from year to year. There is a \$25.00 usage fee for any student using a school-owned instrument.

### MIXED CHORUS

**Grades 9–12** **1 Period Daily**  
**Yearlong** **1 Credit**

The class provides the opportunity for students to further develop their vocal music abilities through the study and performance of three- and four-part choral music suited to their abilities. Two major performances are scheduled.

### VOCAL JAZZ/SHOW CHOIR

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

This is a highly selective group. **Membership is determined by individual auditions held in the second semester of each year.** Members are selected on the basis of voice quality, range, pitch discrimination, memory, and music reading ability. The Choir performs in public concerts, school assemblies and other community programs.

### MADRIGAL

**Grades 9, 10, 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**

Both Madrigal and traditional literature will be emphasized. The performance schedule is regulated to maintain as many appearances as possible along with a formal competition with ratings. Enrollment is limited to 16 members selected through audition by the choir director.

### MUSIC THEORY

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**Grades 9, 10, 11, 12**  
**Yearlong**

**1 Period Daily**  
**1 Credit**

This class provides study in the basic elements of music and their application. It includes the fundamentals of theory – scales, key signatures, intervals, chords and chord progression, ear training and reading music. The final project includes writing and performing an original composition. This is a class for any student who is interested in pursuing music as a career choice. Students should be enrolled in band, orchestra and/or choir to be enrolled in this class unless they have a teacher recommendation.

Finale, Noteflights, Audacity, iPhoto, Handbreak, SnapzPro, iMovie, Keynote and Garage Band. Students will create podcasts, slideshows, soundtracks, websites and many other project-based products throughout the course. This class is for students that are self-directed and those who can work independently on required projects. This course is open to all students, regardless of experience or background knowledge.

**MUSIC APPRECIATION**

**Grades 9, 10, 11, 12**  
**Semester**

**1 Period Daily**  
**½ Credit**

This course gives a broad picture of music literature through the study of the elements of music and its history and development. Through the use of recordings and videos as well as hands-on activities students gain an understanding of various genres of music and of how music correlates to history in the world. Open to all students regardless of experience or background in music.

**MUSIC TECHNOLOGY**

**Grades 9, 10, 11, 12**  
**Semester**

**1 Period Daily**  
**½ Credit**

This class will provide students with hands-on experience into the world of music technology. After a basic understanding of music through some music theory instruction, the students will learn the following software applications: Sibelius,

## PHYSICAL EDUCATION/HEALTH

**One-half unit of credit in Physical Education and one-half unit of credit in Health are required for graduation. Students may sign up for additional Physical Education after the requirement is fulfilled. Proper athletic attire for physical education classes is required at all times.**

*\*A student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for at least two full seasons is not required to complete any PE courses. However, that student is still required to complete and earn the ½ credit in another course of study.*

### FRESHMEN PHYSICAL EDUCATION

**Grade 9 only** 1 Period Daily  
**Yearlong** ½ Credit

This course is designed to provide students with the knowledge and skills needed to engage in a physically active, healthy lifestyle throughout life. Four areas of focus in this course include: lifetime/leisure activities, fitness, and individual and team sports. This course will fulfill the physical education requirements for graduation.

### PHYSICAL EDUCATION

**Grades 10, 11, 12** 1 Period Daily  
**Semester** ¼ Credit

Physical Education is offered as a semester course, which meets one period a day, five days a week, and receives 1/4 credit. Students must successfully complete 1/2 Carnegie Unit of Credit (2 semesters) in Physical Education as a requirement for graduation. The two semesters may be completed any time during the student's high school career. After completing the two required semesters, a student may elect additional semesters of Physical Education.

### HEALTH EDUCATION

**Grades 10, 11, 12** 1 Period Daily  
**Semester** ½ Credit

Instruction is given in special classes concerning desirable health habits and attitudes, based on scientific knowledge of the human body; causes of diseases; nutrition; exercise; physical, mental, and emotional development; and sexually transmitted diseases. Students consider the patterns of social conduct, which contribute not only to the health of the individual, but ensure wholesome family and community living. Students also receive instruction in the harmful effects of alcohol, tobacco, and other addictive and abused chemical substances.

### NUTRITION AND WELLNESS

**Grades 10, 11, 12** 1 Period Daily

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**Semester** ½ Credit

**Prerequisite: Must have passed HEALTH EDUCATION with a C or higher.**

It is the premise of this curriculum to provide an in-depth look at a variety of health related topics not addressed in the required Health class and to provide students with the venue with which to investigate, process and discuss, and make conclusions about such topics as nutrition and fitness, CPR and AED certification, independent living, and other health related topics and issues to improve personal health and performance. CPR and AED certification will be taught and a card received for a fee TBD by the American Red Cross.

### SO YOU THINK YOU CAN DANCE

**Grades 10, 11, 12** 1 Period Daily  
**Semester** ½ Credit

In this course students will spend the period moving, exploring, learning, and composing the likes of Ballet, Jazz, Hip Hop, Contemporary/Modern and Much More. Your teacher will provide a space that is open and welcoming to all levels and pace. Our goal as one unit is to complete the basics in Dance, Fitness, Health and Wellness and create confidence to enter any room or performance space knowing the Basics In Dance Movement.

### COMPREHENSIVE DANCE

**Grades 10, 11, 12** 1 Period Daily  
**Semester** ½ Credit

A comprehensive study of the knowledge and processes of creating, performing, responding to, and representing ideas through the art form of dance. Multiculturalism, art history, art criticism and aesthetics are incorporated into course content and dance experiences for individual and group learning.

## **SPEED, POWER & STRENGTH**

**Grades 9, 10, 11, 12**  
**Semester**

**1 Period Daily**  
**½ Credit**

This class will provide students with the opportunity to consistently train for athletics throughout their high school career. Students will improve their speed, power, agility, and strength. Basics will be mastered in the field of weight training so students can increase performance in their sport while also preventing injury. Students will be able to progress strength steadily throughout all four years and be able to take this highly valuable skill of strength training with them after graduation. Students will track progress in both strength and power metrics, and will be able to increase overall athleticism. Students will train daily with emphasis on strength and power while being able to train through athletic seasons and off seasons (movement in space mechanics will also be addressed). Students do not need to be engaged in a school sponsored athletic program to take this course.

## SCIENCE

3 credits of Science are required for graduation. One credit must be a physical science and one credit must be a life science.

### PHYSICAL SCIENCE

**Grades: 9-12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Fee: \$3.00**

Physical Science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy, and motion. A unified understanding of phenomena in physical, living, Earth and space system is the culmination of all previously learned concepts related to chemistry, physics, and earth and space science along with historical perspective and mathematical reasoning.

### EARTH SCIENCE

**Grades 11, 12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Note: It is highly recommended that students have earned one credit of biology**

This course is designed for students who need a third science credit. The course covers: geology, the study of the Earth, including minerals, rocks, Earth's resources, Earth's history, glacial geology and environmental problems.

### INTEGRATED SCIENCE

**Grades 11, 12**

**1 Period Daily**

**Semester**

**½ Credit**

**Prerequisite: 1 credit earned in Biology.**

This course is designed for students who will need to retake an Ohio state assessment for graduation. The course will emphasize concepts and skills of Biology. Emphasis will also be placed on successful test-taking strategies and practice/simulated tests. Students may be required to purchase a workbook. This course is a science elective and will not count toward the credits needed for science.

### SCIENCE IN SOCIETY

**Grades 11, 12**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Prerequisite: 2 earned credits of science, including biology.**

This course deals with biological aspects of humans, their impact on the environment, and current development of ideas and technologies in

science fields. Students will study ecological and scientific principles that govern the world, examine current environmental problems and issues, and learn how scientific advancements impact our society. They will develop a greater awareness of global interdependence, the role of individuals in affecting environmental issues, and how new technologies improve our world. This course is designed for non-science majors.

### HONORS BIOLOGY

**Grade 9 or 10**

**1 Period Daily**

**Yearlong**

**1 Credit**

**Fee: \$15**

*State assessments required upon completion of course.*

This is a rigorous course designed for students who wish to pursue a strong four-year college science program. Honors Biology is designed to develop an understanding of the mechanisms concerned with life and living things. Biological and biochemical factors are discussed in detail with emphasis placed on cellular processes, classification, and heredity. Laboratory study is included.

### BIOLOGY

**Grades 10, 11, 12**

**1 Period Daily**

**Yearlong**

**1 Credit**

*State assessments required upon completion of course.*

General Biology is a college preparatory course to develop an understanding of the mechanisms concerned with the living world. Biological factors discussed in detail include development, physiology and heredity of living organisms with a strong emphasis on the Ohio end of course exam competencies.

### ANATOMY/PHYSIOLOGY

**Grades 11, 12**

**7 Periods Weekly**

**Semester**

**½ Credit**

**Prerequisites: 1 credit earned in both Biology and Chemistry**

This course is designed for students that have completed one year of biology and chemistry and have an interest in advanced biological study. It is offered as an elective for college preparatory

students. The focus will be on the structure and function of living organisms from all kingdoms of life. Students will be required to have a scientific calculator for this class.

### **BIOCHEMISTRY/CELL BIOLOGY**

**Grades 11, 12**                      **7 Periods Weekly**  
**Semester**                                      **½ Credit**

**Prerequisites: 1 credit earned in both Biology and Chemistry**

This course is designated for students that have completed one year of biology and chemistry and have an interest in advanced biological study. It is offered as an elective to college preparatory students. The focus will be on the chemistry of living organisms and their functions. Students will be required to have a scientific calculator for this class.

### **HONORS CHEMISTRY**

**Grades 10, 11**                      **7 Periods Weekly**  
**Yearlong**                                      **1 Credit**

**Fee: \$30.00**

**Prerequisite: 1 credit earned in both Algebra I and Biology.**

**Note: It is highly recommended that students are concurrently enrolled in Algebra II or higher.**

Honors Chemistry is primarily intended for students who have successfully completed Honors Biology or who have completed general Biology with teacher recommendation. Topics covered in regular

Chemistry will be studied in greater detail. More emphasis will be placed on the laboratory work.

**Students will be required to have a scientific calculator.**

### **CHEMISTRY**

**Grades 10, 11, 12**                      **7 Periods Weekly**  
**Yearlong**                                      **1 Credit**

**Fee: \$30.00**

**Prerequisite: 1 credit earned in both Algebra I and Biology.**

The study of Chemistry offers the student an opportunity to attain knowledge of the mechanics of Chemistry, to understand the structure of matter; to study elementary formulas and compounds and to learn the practice of laboratory technique. Specific outcomes of the course establish better habits of accuracy, concentration,

and progress in scientific thinking. **This class has a strong math emphasis. Students will be required to have a scientific calculator.**

### **PHYSICS**

**Grades 10, 11, 12**                      **7 Periods Weekly**  
**Yearlong**                                      **1 Credit**

**Fee: \$5.00**

**Prerequisite: 1 credit earned in both Algebra II and Geometry**

This course is designed for college bound students who wish to acquire a working knowledge of the mechanics of physics. Topics covered are mechanics of motion, electromagnetism and wave theory. Laboratory activities are required and basic to successful completion of course work. Students will be required to purchase materials for this class.

**Students will be required to have a scientific calculator.**

### **CAREER TECH SCIENCE**

**Grades 11, 12**                      **1 Period Daily**  
**Yearlong**                                      **1 Credit**

**Prerequisite: 1 credit earned in Biology**

This science course is designed to provide a foundation of chemistry, human anatomy, and physiology for students that are enrolled in Career or Technical Education pathways that require working knowledge of the chemical and human biological sciences. One semester will focus on the study of chemical reactions and properties of matter as it relates to cosmetic science and nursing. Specific units will include, but not be limited to, unit conversions, metric measurement, the chemistry of hair chemicals, cosmetics, solutions, and pH. The second semester will focus on human anatomy and physiology as it relates to skin care, scalp structure, and body systems. Specific units will include, but not be limited to, layers of the skin, skeletomuscular, circulatory, and endocrine systems, and an introduction to diseases (hereditary, communicable, and congenital).

### **SCIENCE ELECTIVES**

Please see the Career and Technical Education, CCP or AP sections for additional science electives. Please contact a school counselor or science teacher for further information.

## **SOCIAL STUDIES**

Students will be required to take World Studies 1750 - Present, United States from 1877 - Present, and Government as the Social Studies courses required for graduation.

US economy and the subsequent role of citizens within that system.

### **US STUDIES 1877 - PRESENT**

**Post Reconstruction through the 20th Century**  
**Grade 10** **1 Period Daily**  
**Yearlong** **1 Credit**  
*State assessments required upon completion of course sequence.*

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **WORLD STUDIES**

**Grade 9** **1 Period Daily**  
**Yearlong** **1 Credit**

This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to the independence movement and the effects of global interdependence. The catalysts of

historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

### **AMERICAN GOVERNMENT**

**Grade 11, 12** **1 Period Daily**  
**Yearlong** **1 Credit**  
*State assessments required upon completion of course sequence.*

The student will study the American system of government. Topics include elections, voting, branches of government, political socialization, state and local government, Federalism and the US Constitution. This course will also discuss how the American government interacts with the



abnormal psychology and psychology career paths.

## WORLD LANGUAGE

Students will be required to purchase a workbook for the classes listed below. Fees for each course will reflect the cost of the workbook.

### SPANISH I

**Grades 8, 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: minimum of 220 on most recent MAP reading test or 616 on iReady**

Spanish I introduces the student to the pronunciation and basic grammar structures of the Spanish language. This introduction enables the student to develop a foundation in the four basic skills: listening, speaking, reading, and writing. Discussion of the history, geography, and culture of the Hispanic people is also an important element of this course.

### SPANISH II

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Spanish I (C or higher)**

At the second level, the reading, writing, listening, and speaking skills of Spanish I are expanded. Emphasis is placed on increasing vocabulary, grammar, and dealing with varied travel, cultural and conversational situations.

### SPANISH III

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Spanish II (C or higher)**

The students further their knowledge of the four basic language skills with emphasis on conversation, reading and writing. Short stories, a novelette and selected readings offer the students opportunities to increase their understanding of the Spanish language. A thorough study of grammar is an essential part of the course. Also included are studies of geography, culture, foods, animals, and other useful vocabulary.

### SPANISH IV

**Grade 11, 12**                                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: Spanish III (C or higher)** The material includes works of outstanding writers from the twelfth century to the present. Included are fables, short stories, poems, essays, letters, novels, plays and periodicals. Also included are units on food, Hispanics in the U.S., politics, art, religion, roles of men and women today, children's stories, and highlights of Spanish culture. Emphasis is

placed on conversation, composition, reading, and analysis of literature. **Classes with small enrollment may be dropped or combined with Spanish III.**

### AMERICAN SIGN LANGUAGE (ASL) I

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

Students will be introduced to communicative proficiency skills in ASL, the language of the Deaf Community. The course will focus on frequently used signs, questions, commands and other simple sentence structures. Students will begin to explore the Deaf Community and culture. Emphasis will be placed on conversational, receptive and expressive skills.

### AMERICAN SIGN LANGUAGE (ASL) II

**Grades 9, 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: ASL I (C or higher)**

Students will continue development of the communicative proficiency skills established in level 1. Expressive and receptive skills will be emphasized as well as increased awareness of Deaf Culture. Increased focus on comprehension and production of grammatical features will be addressed.

### AMERICAN SIGN LANGUAGE (ASL) III

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: ASL II (C or higher)**

Students will further their knowledge and continue development of expressive and receptive skills. Increased awareness of deaf culture and comparisons to other cultures will be a main topic of study. Continued focus on comprehension and production of complex grammatical features.

### AMERICAN SIGN LANGUAGE (ASL) IV

**Grades 10, 11, 12**                      **1 Period Daily**  
**Yearlong**    **1 Credit**

**Prerequisite: ASL III (C or higher)**

Students will expand their higher level conversational skills, their understanding of Deaf culture and manual/non-manual aspects of ASL. Taking this course after ASL I, II, and III will complete the ASL Pathway.

## 2025 - 2026 BEDFORD CITY SCHOOLS COURSE SELECTION

All students must be enrolled in a minimum of five and a quarter (5-1/4) credits

<b><u>ENGLISH</u></b>			Biochem/Cell Biology	.50	Merchandising & Buying	1.00	
Integrated Reading	.50		Honors Chemistry	1.00	Strategic Entrepreneurship	1.00	
Reading Improvement	.50		Chemistry	1.00	Foundations of Education &		
Language Arts Intervention	.50		Physics	1.00	Teaching	1.00	
English I	1.00		Career Tech Science	1.00	Education Principles	1.00	
Honors English I	1.00		<b><u>WORLD LANGUAGE</u></b>				
English II	1.00		Spanish I	1.00	Child and Adolescent		
Honors English II	1.00		Spanish II	1.00	Development	1.00	
English III	1.00		Spanish III	1.00	Curriculum & Instruction for		
Honors English III	1.00		Spanish IV	1.00	Teaching Professions	1.00	
English IV	1.00		American Sign Language (ASL) I	1.00	<b><u>CAREER READINESS ELECTIVES</u></b>		
Literacy for English Learners	1.00		American Sign Language (ASL) II	1.00	Employability in the Marketplace	.50	
Acting	.50		American Sign Language (ASL) III	1.00	Computer Applications	.50	
Song of My People	.50		American Sign Language (ASL) IV	1.00	Financial Literacy	.50	
Speech & Debate	.50		<b><u>ART</u></b>				
Writing for Publication	.50		Art I	1.00	Professional Work Experience	2.00	
<b><u>SOCIAL STUDIES</u></b>			Art II	1.00	Microsoft Office Capstone	1.00	
World Studies	1.00		Art III	1.00	Introduction to Teaching	.50	
U.S. Studies	1.00		Art IV	1.00	Introduction to Auto Care	.50	
Honors U.S. Studies	1.00		Wearable Design I	.50	Introduction to Cybersecurity	.50	
Integrated Social Studies	.50		Wearable Design II	.50	Pre-Engineering Technology	.50	
Early African American Studies	.50		Jewelry	.50	Business Foundations	.50	
Modern African American Studies	.50		Ceramics	.50	Legal Environment of Business	1.00	
American Government	1.00		Digital Photography I	.50	Intro to Media Production	.50	
Sociology	.50		Digital Photography II	.50	CBI Related Instruction (Excel)	1.00	
Economics	.50		<b><u>MUSIC</u></b>				
Psychology I	.50		March/Symph/Con.	1.00	CBI Work-Based Learn (Excel)	1.00	
Psychology II	.50		March/Wind Ens.	1.00	<b><u>CAPSTONE COURSES</u></b>		
<b><u>MATHEMATICS</u></b>			Guard Line-Dance Team	.25	Business Capstone	.50	
Integrated Math	.50		Orchestra	1.00	Microsoft Office Capstone	1.00	
Math Intervention	.50		Mixed Chorus	1.00	<b><u>COLLEGE CREDIT PLUS (CCP)</u></b>		
Algebra I	1.00		A Cappella Choir	1.00	HST1510 US I to 1877	1.00	
Algebra II	1.00		Madrigal	1.00	HST1520 US II since 1877	1.00	
Honors Algebra II	1.00		Music Theory	1.00	BIO1060 Env, Eco, Evo	1.00	
Geometry	1.00		Music Appreciation	.50	BIO1050 Human Biology	1.00	
Honors Geometry	1.00		Music Technology	.50	ENG1010 College Composition I	1.00	
Probability/Data Analysis	.50		<b><u>PHYSICAL ED/HEALTH</u></b>				
Data Science Foundations	1.00		Freshmen Phys. Ed.	.50	ENG1020 College Composition II	1.00	
Financial Algebra	.50		Physical Education	.25	ENG255 Intro to Fiction	1.00	
Math Modeling & Reasoning	1.00		Speed, Power & Strength	.50	ENG257 Intro to Poetry	1.00	
Pre-Calculus	1.00		Health	.50	ASL001 Amer. Sign Lang I	1.00	
Calculus	1.00		Nutrition & Wellness	.50	ASL900 Amer. Sign Lang II	1.00	
<b><u>SCIENCE</u></b>			Introduction to Dance	.50	Math1190 Algebraic & Quantitative		
Physical Science	1.00		Comprehensive Dance	.50	Reasoning	1.00	
Earth Science	1.00		<b><u>CAREER READINESS</u></b>				
Integrated Science	.50		<b><u>PATHWAYS (CTE)</u></b>				
Science in Society	1.00		Marketing Applications	1.00	AP English Language	1.00	
Honors Biology	1.00		Digital Marketing	1.00	AP English Literature	1.00	
Biology	1.00		<b><u>ADVANCED PLACEMENT (AP)</u></b>				
Anatomy/Physiology	.50		AP American History				1.00
			AP World History				1.00
			AP Government & Politics				1.00
			AP Statistics				1.00
			AP Calculus AB				1.00

AP Chemistry	1.00
AP Physics	1.00
AP Computer Science Principles	1.00
AP Computer Science A	1.00

**JOB READINESS & TRANSITION**

**SKILLS**

Career Exploration	.50
Job Readiness Skills 1	1.00
Job Readiness Skills 2	1.00
Independent Living	1.00
Independent Personal Finance	1.00
Transition Skills	1.00
Intro to Job Training	3.00
Fundamentals in Job Training	3.00

**MISCELLANEOUS ELECTIVES**

Freshman Concepts	1.00
Cadet Core I	1.00
Cadet Core II	1.00
Cadet Core III	1.00
Cadet Core IV	1.00
Service Learning Seminar	.50
Introduction to Teaching	.50
Closing the Achievement Gap	NC

**FAMILY & CONSUMER SCIENCE**

College & Career Readiness	.50
Cooking/Culinary Fundamentals	.50
Global Foods	.50