

Amanda-Clearcreek Middle/High School



Program of Studies 2025-2026

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AMANDA-CLEARCREEK MIDDLE & HIGH SCHOOL PROGRAM OF STUDIES

This program of studies has been developed to provide students and families information needed when making decisions about a student's course selections. It is in the student's best interest to supplement this information by talking with the teachers and the school counselors. The education of students is a joint effort between families and the school. We feel that it is important to work with both the students and their parents in the selection of courses that will best serve the needs of each individual student. For that reason, Amanda-Clearcreek Middle School and Amanda-Clearcreek High School are publishing this joint program of studies. This document will allow families to follow course sequences from grades 6 through 12 and assist in planning their students' academic pathway. For more information or questions about courses and scheduling, please contact the school office.

Mrs. Aimee Cochran - Middle School Principal

Mr. Billy Dennis - High School Principal

Mrs. Ashley Kelley - Assistant Principal

Mrs. Stephanie Hedges - Middle School Secretary

Mrs. April Philiopoulos – High School Secretary

Mrs. Julie Feliciano- Athletic & Guidance Secretary

Mrs. Melissa Singleton - High School Counselor

Mrs. Lakyn McFarland - Middle School Counselor

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AMANDA-CLEARCREEK HIGH SCHOOL GRADUATION REQUIREMENTS

AMANDA-CLEARCREEK HIGH SCHOOL GRADUATION REQUIREMENTS

Graduation Requirements

The Board desires that its standards for graduation meet or exceed the minimum standards of the Ohio Department of Education (ODE) as well as State law and, further, that our high school compares favorably with other high schools in the state that are recognized for excellence.

The requirements for graduation from high school are as follows.

District Minimum (22 credits)

English Language Arts	4 units
Math (must include one unit of Algebra II or its equivalent***)	4 units
Social Studies (must include 1/2 unit of World History, 1/2 unit of American History, and 1/2 unit of American Government)	3 units
Science (with inquiry-based lab experience, including one unit each in Physical Science and Life Sciences and one unit in Chemistry, Physics or other physical science, Advanced Biology or other life science, Astronomy, Physical Geology or other earth or space science**	3 units
Health	1/2 unit
Physical Education *may be replaced with 2 PE waivers/flex credit, but must make-up the .50 credits with non-PE/Health electives	1/2 unit
Fine Arts *career center tech students may be excused, but must make up the 1 unit credit with electives	1 unit
Electives****any combination of world languages, fine arts, business, career-tech, family & consumer sciences, technology, agricultural education, ELA, math, science, or social studies courses	6 units
Financial Literacy*****1/2 unit to be completed as an elective or Math credit	
Total	22 units

The statutory graduation requirements also include:

1. * students entering ninth grade for the first time on or after July 1, 2017 must take at least one-half unit of instruction in the study of world history and civilizations “as part of the required social studies units”;
2. ** students can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences);
3. *** students may take one unit of advanced computer science in lieu of Algebra II and students entering ninth grade for the first time on or after July 1, 2015 who are pursuing a career-technical instructional track may complete a career-based pathway math course approved by ODE as an alternative to Algebra II;
4. **** student electives of any one or combination of the following: foreign language, fine arts (must complete two semesters in any of grades 7-12 unless following a career-technical pathway), financial literacy, business, career-technical education, family and consumer sciences, technology, agricultural education or additional English language arts, math, science or social studies courses not otherwise required under the statutory graduation requirements;
5. *****financial literacy requirements:
 - A. Units earned in social studies shall be integrated with economics and financial literacy for students entering ninth grade for the first time prior to July 1, 2022;
 - B. Students entering ninth grade for the first time on or after July 1, 2022 are required to complete one-half unit of financial literacy to be used toward the elective credits required for graduation, or in lieu of one-half unit of instruction in math. If used toward a math credit, it cannot be used in lieu of Algebra II or its equivalent, or a course for which the State Board of Education requires an end of course exam. A student who chooses to take one unit of advanced computer science in lieu of Algebra II is not permitted to complete the required half-unit of financial literacy instruction to satisfy a math unit requirement; instead, the student must complete a half unit of financial literacy as part of their required elective credits.
6. meeting the applicable competency/assessment and/or readiness criteria required by law based on the date of entry into ninth grade.

Diploma Seals

In accordance with State law, the Board establishes the criteria for at least one of the local diploma seals outlined in State law. The seals include a method to give, to the extent feasible, a transfer student a proportional amount of credit for any progress made toward completing that seal at the district or school from which the student transfers. The District recognizes a locally defined diploma seal that a student transferring into the District earned at another district regardless of whether the Board has developed local guidelines for that seal. The seals are outlined below:

2023 AND BEYOND PATHWAYS TO GRADUATION

Students must accomplish the following three requirements:

1. Complete required 22 credits
2. Show Competency
 - a. Students must earn a passing score on Algebra I and English II End-of-Course Exams
 - b. Demonstrate two career-focused activities
 - i. Foundational
 1. Proficient scores on WebXams
 2. Earn 12 point Industry Credential
 3. Complete a pre-apprenticeship program
 - ii. Supporting
 4. Complete minimum hours in a work-based learning program
 5. Earn required WorkKeys score to earn OhioMeansJobs Readiness Seal
OR
 - c. Enlist in the Military
OR
 - d. Earn credit for one college-level math and/or college-level English course
3. Show Readiness
 - a. Earn two of the following diploma seals:
 - i. Ohio-designed - more information on Ohio-designed seals can be found on Ohio Department of Education website
 1. OhioMeansJobs Readiness Seal
 2. Industry-Recognized Credential Seal
 3. College-Ready Seal
 4. Military Enlistment Seal
 5. Citizenship Seal
 6. Science Seal
 7. Honors Diploma Seal
 8. Seal of Biliteracy
 9. Technology Seal
 - ii. Local-designed *More information below
 10. Community Service Seal
 11. Fine and Performing Arts Seal
 12. Student Engagement Seal

COMMUNITY SERVICE SEAL

Students must complete the following requirements to achieve the Community Service Seal:

1. Students must complete a total of 40 volunteer hours while enrolled in grades 9-12.
2. Students must choose to volunteer at a non-profit organization(s) (such as those listed on the Fairfield County United Way website) **or** have approval from their administrator/counselor prior to starting their hours.
3. Students will document their hours and have the hours verified by the volunteer coordinator/supervisor (no relatives can verify these activities).

FINE AND PERFORMING ARTS SEAL

Students must complete the following requirements to achieve the Fine and Performing Arts Seal:

1. Earn 1 credit of fine arts required for graduation.
2. Additionally, earn one of the following:
 - a. Participate in a public performance/presentation/exhibition.
 - b. Earn a 2 or higher on any Fine Arts AP exam.
 - c. Earn a second (full) credit in the area of Fine and Performing Arts.
 - d. Forty hours of documented time on Fine and Performing Arts activities outside of class time.

STUDENT ENGAGEMENT SEAL

Students must complete the following requirements to achieve the Student Engagement Seal: Students must participate in and complete an activity that has a connection to the school district they are attending.

- a) Activities may include but are not limited to
 - i. Extra-curricular athletics
 - ii. Extra-curricular activities/clubs
 - iii. Mentoring/Tutoring in the school district
 - iv. Volunteering as a classroom, office, custodial, cafeteria, or other helper (during non-academic time)
 - v. Participating in Co-Curricular activities (such as clubs with weekly/monthly meetings).
- b) Activities will be categorized by hours involved.
 - i. Major activities will equal 40 hours or more (such as a team sport with a regular practice).
 - ii. Minor activities will equal less than 40 hours.
 - iii. Activity designations will be up to individual district determinations
 - iv. Students must earn 2 Majors or 4 Minors or 1 Major and 2 Minors.

ATHLETIC ELIGIBILITY

For Middle School and High School Students: To be eligible to participate in our extra-curricular sports program, a student **MUST** have passed a minimum of five (5) one credit classes (not including P.E) or the equivalent and have a 2.0 grade point average for the preceding grading period. In order to participate in contests, a student must maintain at least a 2.0 grade point average. Students who fall below the minimum grade point average MAY continue to practice with the team. Full-time online students must also meet the minimum eligibility requirements. Online students must make a minimum of 25% progress in their courses each grading period in addition to maintaining the 2.0 GPA requirement.

COLLEGE ADMISSION REQUIREMENTS

Listed below are the general, minimum requirements necessary to enter a **four (4) year** college/university. Some colleges may have other requirements. Students need to check the requirements of the colleges/universities in which they are interested in attending. Contact the School Counseling Office if assistance is needed.

English	4 credits
Science	3 Credits
Social Studies	3 Credits
Math	4 Credits (Algebra I, II, & Geom., Advanced Math)
Foreign Language	2 Credits (same language) (3)
Fine Arts	1 Credit

COLLEGE CREDIT PLUS (CCP)

This program offers students in grades 7 through 12 the opportunity to attend college classes for both high school and college credit. A group counseling session will be held for prospective students who are interested in participating in the program prior to the year of participation. Students choosing to participate in CCP are enrolling in college level courses that become part of the student's permanent academic record, both the high school and college transcripts, and GPAs. Courses taken for high school graduation credit may impact a student's ability to graduate high school. Additionally, CCP students who choose to participate in athletics must abide by the same requirements as non-CCP students. Student-athletes MUST have passed a minimum of five (5) one credit classes (not including P.E) or the equivalent and have a 1.5 GPA in the preceding grading period to be eligible for participation.

Students who fail and/or withdraw from course(s) after the deadline may be billed by the school district for all tuition and fees associated with those courses. A student may withdraw from a class prior to the college's withdrawal date and receive a "W" on the college transcript, which will not affect the college GPA. Students who wish to drop a college class should consult with the school counselor and CCP advisor from the institution of study before doing so.

Students who register for more than 30 credit hours (a combination of high school & CCP) per school year will be responsible to pay for the entire course that placed him/her over the 30-hour limit per school year. The higher regular tuition rate will be charged to the student. If the student is over 30 hours, the school will inform the student of the option to drop the course before the census date or continue with the course as a "self-pay" student at the regular tuition rate.

www.ohiohighered.org/ccp

Students who wish to participate in CCP enrollment must also complete and submit the following forms to the School Counselor by April 1 of the preceding year of anticipated participation:

1. Intent to Participate
2. FERPA Release to Parent(s)
3. CCP Participation Consent

COLLEGE ENTRANCE EXAMS

ACT (American College Test) - This test is required by the public colleges and Universities of Ohio. The test is given five times each year. The student may take this test more than once and may start taking this test at any point. Please visit <http://www.act.org/> to register for the exam or for further information regarding the ACT.

SAT-I (The Scholastic Aptitude Test I) - This test is required by some of the private colleges and universities of Ohio and by out of state colleges and universities. The test is given five times each year. A student may take the test more than once. The student takes this test during his/her junior or senior year. Some of the colleges require one (1) or more subject tests (SAT II) as well as the SAT I Test. Check with the college that you wish to attend to find out what subject tests, if any, they may require. For more information or to register for the SAT, please visit

<https://www.collegeboard.org/>.

COURSE TYPES OFFERED

In addition to the general requirement courses offered to meet basic graduation requirements, ACHS offers a variety of more advanced course options to meet the needs of a variety of learners. Please see the information below for more details on advanced course options available:

General Prerequisite for Honors, Advanced Placement, and Foreign Language Courses:

1. 3.0 cumulative GPA
2. B in previous course in the same subject area
3. Attendance in good standing with no more than 10 non-school excused or unexcused absences
4. 3 or less discipline infractions

1) AP Courses Offered at ACHS

ACHS currently offers 8 AP courses which are graded on a 5.0 scale

AP Calculus AB	AP Calculus BC	AP Language Composition (Rotational)
AP Physics (Rotational)	AP Biology (Rotational)	AP Literature (Rotational)
AP Statistics	AP Art	

2) Honors Courses at ACHS

The following courses are considered Honors Courses which are graded on a 4.25 scale

Honors Algebra	Honors Geometry	Honors Algebra II
Anatomy & Physiology I	Honors American History	Honors Pre-Calculus (Double Block)
Honors World History	Honors Chemistry	Honors ELA I
Honors Biology	Honors Physical Science	Honors ELA IV
Honors ELA II	Honors ELA III	
American Sign Language I	American Sign Language II	

3) Dual Enrollment CCP courses at ACHS

The following courses provide the opportunity for students to earn College Credit on a 5.0 scale if they meet the requirements for acceptance into a CCP partner for the course. If a student is enrolled in the course and not accepted into a CCP program, they will be graded on a 4.25 scale.

Honors Pre-Calculus (Block)	Honors ELA III/ English Comp. I
Honors ELA IV/English Comp. II	Public Speaking (Semester)
Honors American History	Anatomy & Physiology I
American Sign Language I	American Sign Language II

GRADING SCALE

Most courses at Amanda-Clearcreek High School will be graded on a 4.0 scale. Honors courses are graded on a 4.25 scale. Courses such as AP and CCP courses will be graded on a 5.0 scale.

Letter Grade	Quality Points	4-Point Scale	Percentages	Midrange Percent
A	4.00	3.76-4.00	95-100%	98
A-	3.67	3.51-3.75	92-94%	93
B+	3.33	3.26-3.50	89-91%	90
B	3.00	2.76-3.25	86-88%	87
B-	2.67	2.51-2.75	83-85%	84
C+	2.33	2.26-2.50	80-82%	81
C	2.00	1.76-2.25	73-79%	76
C-	1.67	1.51-1.75	70-72%	71
D+	1.33	1.26-1.50	67-69%	68

D	1.00	.76-1.25	63-66%	65
D-	.67	.51-.75	60-62%	61
F	0	0	0-59%	0

EARNING CREDIT

For the purposes of awarding credits, year-long courses will be divided into two equal parts with credit awarded for each part at the end of each semester. A student MUST take both semesters of a course in order to earn the full required credit. To be awarded that credit, a student must maintain a minimum of a D average for each semester of a course. A student may earn partial credit for a year-long course if they pass one semester and not the other. If a student fails one half of a year-long course, they will have the opportunity to recover that credit either in summer school or the following school year through an in-person course.

HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL COURSES

Students will receive high school credit for the following 7th and 8th grade courses taught by high school licensed teachers:

Honors Geometry - 1.0 credit
Physical Education - .5 credit

Honors Algebra I - 1.0 credit
Health - .5 credit

Honors Algebra II - 1.0 credit

HONORS DIPLOMA REQUIREMENT

Honors Diploma Requirements	Credits- 7/8 requirements need to be met
Math	4 Credits
English	4 Credits
Science	4 Credits (Including 2 higher level courses)
Social Studies	4 Credits
Foreign Language	3 Credits of the same foreign language or 2 credits of two different languages
Fine Arts ACT GPA	1 Credit 27 or higher 3.5 or higher

HONOR ROLL POLICY

Students in grades 6 through 12 will be recognized for academic achievement if they meet the following criteria:

Highest Honor Roll — 4.0 or above

High Honor Roll - 3.50—3.99

Honor Roll -- 3.00—3.49

To earn Honor Roll, students must have a minimum of a 3.00 grade point average with no grades lower than a C. If a student earns a 3.00 grade point average with a grade lower than a C, he/she is not eligible for the Honor Roll. If a student is assigned an “Incomplete” grade, he/she is also not eligible for the Honor Roll. All courses that receive a letter grade are calculated into a student’s grade point average.

NATIONAL HONOR SOCIETY

The National Honor Society is composed of those juniors and seniors who have demonstrated high academic skills, personal integrity and have participated in extracurricular activities during their high school career. Students must have a **3.50 GPA** to be academically eligible. The list of academically eligible juniors and seniors is given to the advisor at the end of the first semester each year. A faculty committee will then vote on those eligible students who apply. A formal induction ceremony is held in the spring.

SCHEDULING

In the spring of each year, school counselors will assist middle and high school students in selecting courses for the next year. Once those requests have been made, the middle school student schedule will be completed. Due to the nature of the middle school schedule, middle school schedule changes will only be made by building administration. High school students may make schedule changes until the end of the current school year for the next year's schedule.

Additional high school changes may be allowed at the start of the new school year and up until the end of the first 10 days of the school year. Schedule changes may be requested through a Google Form shared with students during these scheduled times, or through talking with one of the school counselors. Students requesting schedule changes **MAY** have to gain permission of the school principal and parents prior to a change being processed.

Schedules will be ready and available to view prior to the start of school in ProgressBook.

Any changes should be made as soon as possible as classes may be full.

After the first 10 days of the school year:

Requests for schedule changes MUST go through the School Counselors.

Schedule changes will be honored through the 10 days of school. Please submit your request via the Google Form that was shared with all students.

Schedule changes after the first 10 days **REQUIRE** approval from the teacher and principal. Parent approval **MAY** also be required.

A class dropped after interim reports of the first grading period of the class will be listed as Withdraw/Failing and will receive a grade of "F" for the duration of the course. This can negatively affect your G.P.A.

SUGGESTED ACADEMIC PATHWAYS

There are a number of options when scheduling classes. Academic pathways for middle and high school students typically involve a range of courses and programs designed to prepare them for higher education or to enter the workforce directly after graduation. These pathways provide students with a structured framework to pursue their interests and develop skills in specific areas. The link below provides guidance on available pathways and suggested course sequence based on the pathways students may choose:

 [Suggested Academic Pathways](#)

COURSES & PATHWAYS OFFERED BY AMANDA-CLEARCREEK MIDDLE SCHOOL (MS)

MS Agriculture Education Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code
Construction Technology	880	1	8	4 point	300010
Exploring Trade Careers	770	1	7	4 point	300010

Construction Technology

Principles in basic safety (10-hr OSHA) will be addressed. Students will use construction math, hand and power tools, and blueprints. Communication and employability skills will be emphasized as well as safe and green construction practices.

Exploring Trade Careers

In this course, students will explore careers related to Ohio's in-demand jobs represented in the community. This course will provide students with hands-on experiences in woodworking, electricity, and welding.

MS Art Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Studio Art 6	688	1	6	4 point	029100
Art Appreciation 6	689	1	6	4 point	020100
Studio Art 7	788	21	7	4 point	029110
Art History 7	789	1	7	4 point	020101

Studio Art 6

In this semester course, students will focus on developing and expanding art skills, vocabulary, creativity, and concepts starting with basic drawing and building into more complex ideas and design.

Art Appreciation 6

In Art Appreciation 6, students will study works of visual art from various historical, cultural, and social contexts. Themes in art history will be researched as well as other large movements that changed the course of thinking in art. Ultimately, students will obtain a basic understanding of the influence of art.

Studio Art 7

In this course, students will build upon their knowledge of two-dimensional and three-dimensional works of art while exploring different techniques and mediums. Students will

use a variety of different media such as drawing, painting, printmaking, collage, abstract, and functional ceramics and sculpture.

Art History 7

This course examines art history chronologically and thematically with an emphasis on how cultures were built and how art influenced the time period. Themes, political influences, and religious influences are studied. Prehistoric to the Renaissance Era if the focused period.

MS Business & Technology Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Business Foundations	891	1	7	4 point	141000
Finance Foundations	892	1	8	4 point	141000
Marketing Principles	863	1	8	4 point	141000
Introduction to Information Technology	745	1	7	4 point	145005
Creating & Editing Digital Graphics	875	1	8	4 point	145100
Video & Sound	876	1	8	4 point	145110

Business Foundations

This semester course focuses on entrepreneurship. Students will learn about the start-up process for small business management. Advertising and marketing principles will be addressed.

Finance Foundations

In this semester course, students will be introduced to basic finance principles. Fundamental skills including banking, credit, and personal finance will be addressed. Career options in finance will be explored. An emphasis will be placed on employability skills, leadership, and communication.

Marketing Principles

This semester course will introduce students to the world of marketing. Topics will include, but are not limited to, marketing research, product development and branding, advertising and promoting products, and social media marketing. Students will develop their technology, leadership and communication skills throughout the classroom activities.

Introduction to Information Technology

This semester course is the first course in the IT career field and is designed to provide students with an introductory working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

Creating & Editing Digital Graphics

This semester course will introduce students to design. Students will learn to develop and produce interactive media projects, web sites, and social media contexts. Students will demonstrate methods of creating professional quality media using commercial and open source software.

Video & Sound

This semester course introduces students to creating professional video and audio productions for distribution in traditional and new media channels. Students will plan, produce, edit, and launch media products. Students will develop scripts and storyboards, compose shots and operate cameras, capture sounds using microphone hardware, apply special-effect techniques, and edit to achieve the final product. Students will be able to use animation and graphic design for video.

MS Career Exploration Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Career Exploration	610	1	6	4 point	300010

Career Exploration

This is a required elective for all sixth grade students. In this course, students will explore the 16 career clusters along with career pathways. Students will research educational requirements for careers such as possible degrees, licenses, and certifications. Students will also briefly investigate college options.

MS Foreign Language Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Introduction to American Sign Language (ASL)	850	1	7	4 point	061050
Introduction to Spanish	096	1	7	4 point	050156
ASL 1	100	2 (full year)	8	4 point	061050
Spanish I	096	2 (full year)	8	4 point	060265

Introduction to American Sign Language (ASL)

This semester course provides an introduction to American Sign Language (ASL). This course focuses on the Deaf culture. Additionally, students will be introduced to the basics of ASL—the manual alphabet, numbers, greeting and leave-taking, basic grammatical structure, and simple conversational dialogue.

[☰ 25-26 Intro to ASL Syllabus](#)

Introduction to Spanish

This semester course provides an introduction to Spanish. This course focuses on Hispanic culture. Furthermore, students will be introduced to the basics of Spanish - alphabet, numbers, greeting and leave-taking, basic grammatical structure, and simple conversational dialogue.

American Sign Language I

This is a high school course offered to middle school students. In ASL 1, students will be introduced to the basics of ASL: the hand shapes that comprise the numerical and linguistic system, grammar and syntax, vocabulary, fingerspelling, numbers, visual-manual communication, and Deaf culture. Deafness, Deaf culture and history will be introduced with an emphasis on making comparisons and connections to one's own culture. Topics revolve around sharing information about the environment and themselves. Grammar is introduced in context, with an

emphasis on developing question and answer skills. Students will learn conversational strategies which help maintain a conversation in ASL through interactive activities which allow them to rehearse what they've learned. Topics include introducing oneself, exchanging personal information, talking about where you live, talking about family, and talking about everyday activities. Class participation required and voicing in English limited, so that visual and manual skill development can be maximized. Students are required to bring Chromebooks to class for use daily.

Spanish I

Spanish I is a high school course offered to middle school students. This course is an introduction to the Spanish language. Listening, writing, reading and above all communication are the main elements of the course. Students will build linguistic proficiency and interculturality through exposure to contextualized comprehensible input. Common words and phrases will be used as the starting point for students to learn the target language in the same way they gain knowledge of their native language, through context and daily use. Language acquisition will be interwoven cultural lessons, so students gain proficiency and cultural awareness simultaneously, which gives students a holistic language learning experience.

MS English Language Arts (ELA) Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)	Prerequisite	Fees
ELA 6	900	2 (full year)	6	4 point	050154		
Honors ELA 6	901	2 (full year)	6	4 point	050154	Teacher recommendation, STAR Reading score, and Ohio State Test score	
ELA 7	700	2 (full year)	7	4 point	050156		
Honors ELA 7	701	2 (full year)	7	4 point	050156	Teacher recommendation, STAR Reading score, and Ohio State Test score	
ELA 8	800	2 (full year)	8	4 point	050156		
Honors ELA 8	811	2 (full year)	8	4 point	050156	Teacher recommendation, STAR Reading score, and Ohio State Test score	
Community Service	895	1	8	4 point	300020		
Foundations of English 6	613	2 (full year)	6	Pass/Fail	050104		
Foundations of English 7	713	2 (full year)	7	Pass/Fail	050106		

Foundations of ELA 8	813	2 (full year)	8	Pass/Fail	050106		
Foundations of Reading 6	612	2 (full year)	6	Pass/Fail	050119		
Foundations of Reading 7	712	2 (full year)	7	Pass/Fail	050119		
Foundations of Reading 8	812	2 (full year)	8	Pass/Fail	050119		
Resource Room ELA 6-8	510 RR	2 (full year)	6-8	4 point	050156		

ELA 6

The English Language Arts 6 class is based on the Ohio Learning Standards. This course develops reading and writing skills in increasing complexity throughout the school year to prepare students for high school. There is strong emphasis on mastering reading comprehension and moving into deeper analysis, as well as developing argumentative and informational writing skills.

ELA 7

The English Language Arts 7 class is based on the Ohio Learning Standards. This course develops reading and writing skills in increasing complexity throughout the school year to prepare students for 8th grade. There is strong emphasis on communication and collaboration.

ELA 8

The English Language Arts 8 class is based on the Ohio Learning Standards. This course develops reading and writing skills in increasing complexity throughout the school year to prepare students for high school. There is strong emphasis on communication and collaboration.

Honors ELA 6

The Honors English Language Arts 6 class is based on the Ohio Learning Standards. This course develops reading and writing skills in increasing complexity at an accelerated pace throughout the school year to prepare students for high school. There is strong emphasis on mastering reading comprehension and providing deeper analysis of texts, developing argumentative and informational writing skills, and having a higher level of intrinsic motivation.

Honors ELA 7

The Honors English Language Arts 7 class is based on the Ohio Learning Standards. This course develops reading and writing skills in increasing complexity at an accelerated pace throughout the school year to prepare students for 8th grade, high school, and college and career readiness. There is strong emphasis on communication and collaboration and requires a higher level of intrinsic motivation.

Honors ELA 8

The Honors English Language Arts 8 class is based on the Ohio Learning Standards. This course develops reading and writing skills in increasing complexity at an accelerated pace throughout the school year to prepare students for high school and college and career readiness. There is strong emphasis on communication and collaboration and requires a higher level of intrinsic motivation.

Resource Room ELA 6-8

This language arts class is designed to increase your communications skills through reading, writing, speaking, and the study of the English language. The primary focus will be mastery of writing styles, rules of grammar, and reading comprehension in direct correspondence to the Ohio Learning Standards. Students can expect to read a variety of fiction and non-fiction text including novels, short stories, dramas, poetry, and essays as well as write informative, persuasive and narrative responses. Because this class is a community of learners, students will work periodically in cooperative learning situations and to present information with peers in collaborative teams as well as individually. You will be expected to read outside of class as a component of this course. Each student should be reading a minimum of 20 minutes every night.

Foundations of ELA 6, 7, & 8

The Foundations of English courses are designed to provide targeted intervention and support for students in grades 6, 7, and 8 who require additional instruction in reading comprehension, writing skills, vocabulary development, and literacy fluency. These courses serve as a bridge to help students meet grade-level expectations and prepare them for success in standard English Language Arts (ELA) courses.

Foundations of Reading 6, 7, & 8

This course is designed to support students with foundational reading skills by providing targeted instruction in fluency, decoding, vocabulary, and comprehension strategies. The focus is on building essential reading skills to improve academic performance and everyday literacy. Students will engage in structured, research-based interventions to strengthen their ability to read and understand a variety of texts, including fiction, nonfiction, and practical, real-world materials. The goal is to close reading gaps and equip students with the confidence and strategies necessary for success and lifelong literacy.

Community Service

Eighth grade students are eligible to take this elective course. Students will participate in multiple community service activities throughout the semester, and they will have the opportunity to plan their own community service activities.

MS Mathematics Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)	Prerequisite	Fees
Math 6	920	2 (full year)	6	4 point	110150		
Honors Math 6	921	2 (full year)	6	4 point	110150		
Math 7	722	2 (full year)	7	4 point	110175		
Pre-Algebra	725	2 (full year)	7	4 point	110175	earning the cut-score on the Algebra Screener	
Math 8	822	2 (full year)	8	4 point	110175		

Honors Algebra I	825	2 (full year)	7/8	4.25 point	110301	Pre-Algebra or earning the cut-score on the Algebra Screener	
Geometry	823	2 (full year)	8	4.25 point	110175	Honors Algebra I	
Resource Room Math 6	???	2 (full year)	6	4 point	1110150		
Resource Room Math 7-8	525 RR	2 (full year)	7/8	4 point	1110175		

Students are expected to make at least one grade level of progress each year as they move through the math curriculum in grades 6th through 8th. Math classes are created based on the Ohio Learning Standards for Mathematics and placement procedures are taken very seriously. With the increase of rigor at each grade level, we will use extreme caution when placing students on the accelerated track.

Math 6

The sixth grade math course uses Ohio's Learning Standards for Math which are published by the Ohio Department of Education. There are five critical areas of study: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing an understanding of statistical problem solving; and (5) solving problems involving area, surface area, and volume.

Honors Math 6

This course is an accelerated course that uses Ohio's Math Learning Standards. Students will participate in enrichment activities and projects throughout the school year.

Math 7

The Ohio Learning Standards for Mathematics will be followed in this course. Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Pre-Algebra

Pre-Algebra is offered to qualifying 7th grade students. Students go through a screening process to identify algebra readiness. This class moves at a rapid pace as it covers 7th and 8th grade standards in one school year as well as an introduction to Algebra. Students enrolled in this class in 7th grade will take Honors Algebra I as an 8th grade student and will be considered one year grade advanced in math.

Math 8

In this course, the Ohio Learning Standards for Mathematics will be taught and assessed. Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear

equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Honors Algebra I

Algebra I is offered to qualifying 8th grade students. Students go through a screening process to identify algebra readiness. In this class, the critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. In addition, units will introduce methods for analyzing and using quadratic functions, including manipulating expressions for them, and solving quadratic equations. Students will learn to understand and apply the Pythagorean Theorem and use quadratic functions to model and solve problems.

High school credit will be given for this course, and the student's high school GPA will be affected by the final grade earned in the class. Grades earned in this course are scored on a 4.25 grading scale. Students also have to take the end-of-course exam.

Honors Geometry

Geometry is an in-depth study of two and three dimensional figures including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective. Topics covered in this course include geometric transformations, angles and line, triangles, triangle congruence, similarity transformations, right triangle relationships and trigonometry, quadrilaterals, circles, and geometric modeling in both two and three dimensions **(required for graduation)**. Topics correspond with those in Geometry, but are taught in more depth. In addition, students will be required to complete a quarterly project.

High school credit will be given for this course, and the student's high school GPA will be affected by the final grade earned in the class. Grades earned in this course are scored on a 4.25 grading scale. Students also have to take the end-of-course exam.

Resource Room Math 6

This course provides 6th grade students with individualized instruction in mathematics using Ohio's Learning Standards (Extended). Designed for learners with cognitive disabilities, the curriculum emphasizes functional math skills aligned with grade-level concepts. Students will explore topics such as integers, factors, multiples, rational numbers, operations with fractions and decimals, ratios, unit rates, percents, expressions, equations, geometry, statistics. Instruction is highly differentiated and hands-on, using visual supports, manipulatives, and real-life scenarios to build understanding and promote independence. The course supports IEP goals and prepares students to apply math in everyday contexts at home, school, and in the community.

Resource Room Math 7-8

This course provides 7th and 8th grade students with individualized instruction in mathematics using Ohio's Learning Standards (Extended). Designed for learners with cognitive disabilities, the curriculum emphasizes functional math skills aligned with grade-level concepts. Students will explore topics such as real numbers, exponents, scientific notation, proportions, linear equations, functions, systems of equations, transformations, geometry, statistics. Instruction is highly differentiated and hands-on, using visual supports, manipulatives, and real-life scenarios to build understanding and promote independence. The course supports IEP goals and prepares students to apply math in everyday contexts at home, school, and in the community.

MS Music Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)	Fees and Requirements
Middle School Choir	883	2 (full year)	6,7,8	4 point	120400	
6th Grade Band	970	2 (full year)	6	4 point	120500	personal instrument
7th & 8th Grade Band	870	2 (full year)	7,8	4 point	120500	personal instrument
Guitar & Drumming	779	1	6	4 point	120500	
Music Appreciation	744	1	6	4 point	120800	
Ukulele 1	717	1	7	4 point	120500	A fee up to \$30 dollars will be applied for a ukulele. The instrument will be given to students at the conclusion of the course.
Ukulele 2	718	1	7	4 point	120500	

Middle School Choir

This class is for middle school students who enjoy singing. Recommended qualifications include good behavior, good grades in music, and a willingness to learn about choral singing. Students will be learning skills such as singing in 2 & 3 part harmony as well as other singing techniques that will be used to perform in front of an audience. Students will be required to perform on several occasions during the school year including some evening performances.

6th Grade Band

The 6th grade band course is an instrumental music course that builds from 5th grade band. A variety of music is performed. Students will also perform in two concerts - winter (March) and late spring (May). Attendance at all performances is required.

Middle School Band

The 7th-8th grade band course is an instrumental music course. A variety of music is performed. In the fall, the band marches at the Circleville Pumpkin Show. Students will also perform in three concerts: Christmas, winter (March) and late spring (May). Opportunity is given to perform solo and ensemble music. Students also may be invited to perform at a high school football game, half-time show, or at a high school basketball game. Attendance at all performances is required.

Guitar & Drumming

This semester course will focus on learning the basics of guitar playing and bucket drumming. Students will learn how to read music and rhythms to be able to perform on each instrument. This class is for students who have no previous experience playing guitar.

Music Appreciation

During this semester course, students will study and listen to different styles of music throughout history. Students will expand their knowledge, comprehension, and appreciation for different styles of music.

Ukulele 1

This course will cover the assembly, tuning, and playing of ukuleles, as well as an overview of the history and cultural significance of the instrument. Students will learn various skills for the playing and maintenance of string instruments, and they will implement these skills in both solo practice as well as small group performances. No prior experience with music is required, as this course is designed to be attainable for beginners as well as those who may already know how to play another instrument.

*There is a fee to cover the cost of the instrument. The fee will not exceed \$30. Students will have the opportunity to keep their ukulele at the conclusion of the school year.

Ukulele 2

This course is designed to be taken after Ukulele 1. Students will already be familiar with their ukuleles and how to play and maintain them. Ukulele 2 takes students' skills a step further through learning more advanced techniques, learning basic music theory, and participating in organized student performances.

MS Physical Education (PE) Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Co-Educational Health	950	1	8	4 point	260101
PE 6	633	1	6	4 point	080300
Physical Education	910 / 920	1	8	4 point	080300

Co-Educational Health

In this course, emphasis is placed on the study of health topics that are of interest to teenagers today. The selection of material is arranged to meet the needs, interests and background of a wide level of students. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety/First Aid/CPR; nutrition and physical activity; alcohol, tobacco, and other drugs; and maintaining healthy relationships. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, strategies for making healthy choices, informed use of health-related information, products, and services and how the world around us influences our health.

Physical Education 6

The physical education class consists of developing basic skills, fitness, cooperation, and endurance. Students develop these characteristics by participating in individual and team sports. Students are encouraged to make fitness a lifelong activity. This class is aligned with Ohio's Physical Education Standards.

Physical Education 8

This is a high school course offered to middle school students. Eighth grade students who are non-athletes and non-band members have first priority. Students participate in individual and team sports. Basic skills, fitness, cooperation and endurance are developed. Students are encouraged to make fitness a lifelong activity.

Physical Education Waiver Option-In accordance with Section 3313.603 of the Ohio Revised Code, students in grades 9-11 may be excused from all physical education course requirements by participating in District-sponsored interscholastic athletics, marching band, or cheerleading for at least two seasons. Students in grade 12 who have not completed the waiver requirements or taken a physical education course, will be automatically enrolled in physical education their senior year. The Amanda-Clearcreek Local School Board shall not require the student to participate in a physical education course as a condition to graduate. However, the student shall be required to complete one half-unit, consisting of at least 60 hours of instruction, in another course of study.

MS Science Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Science 6	940	2 (full year)	6	4 point	132120
Science 7	740	2 (full year)	7	4 point	132120
Science 8	833	2 (full year)	8	4 point	132120
Resource Room Science 6-8	500 RR	2 (full year)	6-8	4 point	132130
Science and Technology	690	1	6	4 point	370015
Scientific Research	790	1	7	4 point	370015

Science 6

The 6th grade science curriculum focuses on earth and space, physical, and life science. All sixth grade science standards are aligned with Ohio's Learning Standards for Science. In earth and space, the focus will be on physical earth which includes rocks, minerals, soils, and their uses. Physical science topics include matter, energy, and motion. The focus of life science is cells and the interactions of body systems. This science course focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

Science 7

The 7th grade science curriculum focuses on earth and space, physical, and life science. This science course focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems. All 7th grade standards aligned with the Ohio's Learning Standards for Science.

Science 8

The 8th grade science curriculum provides a deeper understanding of earth and space science, physical science, and life sciences. In Earth and space, the focus will be on physical Earth which includes the formation of Earth, its rock records, plate tectonics, and landforms. The focus for physical science will be on forces and motion within, on and around the Earth and within the Universe. Life sciences will cover the concepts of cell division and how reproduction is necessary for the continuation of species on Earth. This science course focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties

or interactions within and between systems. All 8th grade standards are aligned with the new Ohio's Learning Standards for Science.

Resource Room Science 6-8

All resource science standards are aligned with Ohio's Learning Standards for science. The resource science curriculum focuses on earth and space, physical, and life science for grades 6, 7, and 8 combined. This course focuses on helping students use scientific inquiry to discover patterns, trends, structures, and relationships that may be described by simple principles. These principles are related to the properties or interactions within and between systems.

Science & Technology (Science, Technology, Engineering, & Mathematics)

This course focuses on challenging and engaging students' curiosity in the STEM field. Students will use problem-solving, teamwork, and innovation. Sensors and probes will be used in hands-on activities as students obtain data during experiments. STEM careers will also be explored. This is an elective course and does not meet the 6th grade science requirements.

Scientific Research

Real-world topics will be explored through discussions in this course. Students will also gain perspectives by reading and analyzing articles; research studies; literacy texts; and listening to speeches, broadcasts, and personal accounts. Students will understand how to analyze information with accuracy to create and communicate evidence-based arguments. This is an elective course and does not meet the 7th grade science requirements.

MS Social Studies Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Subject Code (guidance use only)
Social Studies 6	930	2 (full year)	6	4 point	151210
World Studies 7	730	2 (full year)	7	4 point	151201
U.S. Studies 8	830	2 (full year)	8	4 point	151201
American History	647	1	6	4 point	150810
Geography	1030	1	8	4 point	150700
Psychology	1020	1	7	4 point	151121
Resource Room Social Studies 6-8	530 RR	2 (full year)	6-8	4 point	151201

Social Studies 6

In this course, 6th grade students will study basic geographical terms, ancient history, world religions, economics, and government. Students also utilize Junior Scholastic as a current event resource.

World Studies 7

The 7th grade social studies course focuses on world studies from 750 B.C. to 1600 which includes/ topics of discussion from ancient civilizations through the first global age. Students begin the four year historical sequence with a study of the ancient world. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies.

U.S. Studies 8

The 8th grade American History curriculum encompasses U.S. studies from 1492 to the year 1877, which includes studies of exploration through reconstruction. The historical sequence continues for eighth grade with an in-depth study of the early years of our country. While students study a particular historic event in the United States, they also look at its geographic settings, economic implications, developments in government, and role of citizens.

American History (Social Studies Elective)

This course focuses on stories from America's past. Students will investigate stories from individual perspectives from the American Revolution, Civil War, etc. This is an elective course for sixth grade students and does not meet the sixth grade social studies requirement.

Geography (Social Studies Elective)

Geography is a semester course open to eighth grade students. In this course, students will travel around the globe to explore the vast landscapes of different regions. There will be an emphasis on reading and understanding maps.

Psychology (Social Studies Elective)

This seventh grade semester course provides a brief introduction to psychology. The human brain, emotions, behavior, and social interactions are topics that students will explore. Students will participate in discussions, group activities, and presentations.

Resource Room Social Studies 6-8

This course provides students a more structured environment with a slower pace of instruction that students need to be successful. Students will follow the Ohio Learning Standards and learning goals as their general education social studies peers but at a speed and level more appropriate to their needs.

COURSES & PATHWAYS OFFERED BY AMANDA-CLEARCREEK HIGH SCHOOL (HS)

HS Agriculture (Ag) Education Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite
Ag Business Mgmt	638	2 (full yr)	12	4 point	1.25	010115	Recommend Ag Science 1A, 1B, & 2
Ag Capstone (Welding certification)	634	2 (full yr)	12	4 point	1.25	010190	Recommend Ag Mechanics
Ag Mechanics	635	2 (full yr)	10,11	4 point	1.25	010120	
Ag Science 1A (AFNR)	631	1	9, 10	4 point	.625	010105	
Ag Science 1B (AFNR)	631	1	9, 10	4 point	.625	010105	Ag Science 1A
Ag Science 2 (Agronomic Systems)	632	2 (full yr)	10, 11	4 point	1.25	010945	Ag Science 1A & 1B

Environmental Science	640	2 (full yr)	11,12	4 point	1.25	010720	
Forestry & Woodland Ecosystems	262	2 (full yr)	11, 12	4 point	1.25	010730	Recommend Ag Science 1A, 1B, & 2

Students enrolled in agricultural education courses **WILL BECOME MEMBERS OF THE FFA ORGANIZATION** that is part of the classroom instruction and is a **co-curricular** organization. Attending monthly FFA meetings will be a portion of the student's grade while all other FFA activities are optional, though valuable, and enhance the students' experience. There may be required activities that take place outside of the school day. The Agricultural Education Department is designed to allow students to develop skills necessary to become productive members of society.

Agricultural Business Management

Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. An emphasis on personal finances in this course.

 [Ag Business Course Syllabus](#)

Agricultural Capstone Welding

Students will learn the advanced principles of welding and working with metal. Students will work toward and eventually take their American Welding Society certification test at Columbus State University. This course will serve as the capstone to the Ag Mechanics program and focus mainly on welding and attaining either a D9.1 Mig or a D1.1 stick welding certification.

 [23-24 Curriculum for Capstone Welding.pdf](#)

Agricultural Mechanics

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

 [23-24 Curriculum for Ag. Mechanics .pdf](#)

Agricultural Science(AFNR) IA & B (each one semester)

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

Agricultural Science II (Agronomic Systems)

Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Students will learn skills appropriate for the industry such as plumbing, engine systems, and welding.

Environmental Science for Agriculture & Natural Resources

Students will study relationships between organisms in an ecosystem and the impact of those relationships on the environment. Students will investigate how different ecosystems function and respond to changes in various biological, chemical, and geological processes. Students will examine fundamentals of resource development, agriculture sustainability, energy needs and pollution control. Students will develop a basic understanding of the scientific method and learn to analyze and interpret data gathered from studies on the ecosystem. Throughout this course, students will develop responses to current and historic environmental problems and develop management strategies for responsible conservation and development of resources to meet world demand.

Forestry & Woodland Ecosystems

Students will apply principles of botany, dendrology and silviculture to the management of forests and forest ecosystems. They will apply principles of timber cruising with surveying and mapping techniques to take forest measurements. Learners will develop the knowledge and skills necessary for forest reforestation, timber stand improvement, timber harvesting and forest product utilization.

HS Art Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite
AP 2-D Art & Design	415	2(full yr)	9, 10, 11, 12	5 point	1	029902	
Art IA	755	1	9, 10, 11, 12	4 point	.5	020012	
Art IB	755B	1	9, 10, 11, 12	4 point	.5	020012	Art 1A
Art II	756	2 (full yr)	10, 11, 12	4 point	1	020012	Art 1A & Art 1B
Art III	757	2 (full yr)	11, 12	4 point	1	020012	Art 2
Basic Drawing	790	1	9, 10, 11, 12	4 point	.5	029100	
Ceramic Design I	762	1	9, 10, 11, 12	4 point	.5	020242	
Ceramic Design II	763	1	9, 10, 11, 12	4 point	.5	020242	
Crafts 1	767	1	9, 10, 11, 12	4 point	.5	020240	
Crafts 2	769	1	9, 10, 11, 12	4 point	.5	020240	Crafts 2
Advanced Art I	768A	1	12	4 point	.5	020012	Art III
Advanced Art II	768B	1	12	4 point	.5	020012	Art III & Honors Art 1
Advanced Ceramics	763	1	9,10,11,12	4 point	.5	020242	Ceramic Design
Painting	766	1	10, 11, 12	4 point	.5	020250	Art 1A & Art 1B
Photography/Graphic Design	765	1	12	4 point	.5	020270	teacher recommendation
3-D Design	764	1	9, 10, 11, 12	4 point	.5	029999	

The Amanda-Clearcreek Art Department is designed to present elective courses for those students interested in art.

AP 2-D Art & Design

This advanced placement course prepares students for college through comprehensive studio experiences that foster creativity and critical decision-making in art. Students work toward developing a portfolio, which, if scored 3 or higher, can earn college credit (eligibility varies by institution; details are available on AP Central). The course emphasizes design concepts, mark-making, line, surface, space, light, and composition. Students engage in a sustained investigation of their artistic practice and refine selected works, exploring diverse media such as drawing, painting, printmaking, and mixed media. Access to digital tools enhances their ability to create, display, and discuss their artwork effectively.

 Aces AP Drawing: 24-25

Art I A

This course comprises a wide range of two- and three-dimensional media and techniques. Concentration will be on student exploration of those media and techniques as well as understanding of the importance of the basic elements of art, principles of design, aesthetics, art history and art criticism. Students may take Art I for 0.5 credits, or continue in Art IB for an additional 0.5 credits.

☰ art1 22-23

Art I B

This course is a continuation of Art I A and builds upon the concepts introduced therein.

☰ art1 22-23

Art II

The intent of this course is to provide the student with more time to concentrate on media exploration within given design assignments in two and three-dimensional art forms. The range of study will cover both the fine and applied arts, and more attention will be given to the history and development of each medium in the art world.

☰ art2 22-23

Art III

This course will include a more intense study of selected two- or three-dimensional media, and will also include work related to the different career possibilities in art. More attention will be given to individual direction and interest. The development of crafts as fine art will also be included.

☰ Art3 22-23

Basic Drawing

This is a studio art course that emphasizes learning drawing techniques along with basic design skills. Learning activities are designed to help students develop confidence, while building skill in a variety of techniques and mediums.

Emphasis will be placed upon drawing from life, photos, and imagination, as well as learning basic related art history, aesthetics, and art criticism. Design will be integrated through the elements and principles of art and their use as applied to course drawing assignments. This course is excellent preparation for all other art courses and any art-related career.

Ceramic Design I

Explore building techniques, how to work with clay from harvesting, preparing, designing, building, drying stages, surface design techniques and on to final glaze. We will access the function and purpose of ceramic work and how that has adapted through time with new technology and ever changing culture.

☰ Copy of Ceramics Syllabus

Ceramic Design II

Continued exploration of building techniques, how to work with clay from harvesting, preparing, designing, building, drying stages, surface design techniques and on to final glaze. We will access

the function and purpose of ceramic work and how that has adapted through time with new technology and ever changing culture.

[Copy of Ceramics Syllabus](#)

Crafts/Crafts 2

Students will develop an appreciation for hand craftsmanship by exploring the various techniques employed by different cultures around the world. Hand-eye coordination skills and focus will be improved as students create a multitude of handmade items themselves. For each project, students will consider design elements and aesthetic attributes that will improve their piece. Students will explore techniques, discover how and why, learn the importance of following processes or time management for practical crafts used in everyday life. Students are encouraged to provide some project materials. Students may complete Crafts for 0.5 credits, or continue to Crafts 2 for an additional 0.5 credits.

Advanced Art I/II

Advanced Art is an engaging and challenging course designed for students who have a strong foundation in the fundamentals of art and are eager to further develop their artistic skills and creativity. This course offers a comprehensive exploration of various artistic mediums, techniques, and concepts, providing students with the opportunity to expand their artistic horizons and refine their personal style.

Throughout the course, students will be encouraged to think critically, experiment with different approaches, and take risks in their artwork. The emphasis will be on individual expression and the development of a unique artistic voice. Students will also be encouraged to explore and engage with contemporary art trends and movements, gaining inspiration from both traditional and innovative sources.

Students may take Advanced Art I for 0.5 credits, or continue with Advanced Art II for an additional 0.5 credits.

[advance art 22-23](#)

Advanced Ceramic Design

Students will have a basic understanding of the material, hand building techniques and process of following through to achieve a finished piece. We will further push design concept, and context while mixing media and tapping into other forms of sculptural design. This class will access contemporary sculpture and ideas to get students thinking about the future of design.

Painting

Painting is for students that would like to learn intermediate painting skills beyond the art I course. Students who take Painting will develop mastery of basic and advanced color theory. Projects will emphasize techniques in painting in a variety of media along with a study of artists and painting styles throughout art history.

[Painting 22-23](#)

Photography/Graphic Design

This course is designed to help students understand techniques in photography and how they are applied to artistic concepts. The student will explore the photographic process, which includes film developing, how to take good pictures, graphic design and application, and photographic modification using different cameras, which shall include but is not limited to digital photography.

[Photography Critique: 23](#)

3D Design

Be ready to construct, carve, design, build, and create. 3D design is an introduction to the basics of three dimensional design and processes. It will cover topics in three-dimensional design in which students will explore the elements and principles of art and how they are engaged in the 3D form. Walk away with an understanding of form, space, function, mass and structure as they relate to three-dimensional design. Building, constructing from the inside out, thinking about form in terms of viewers, interaction, function. Materials and projects vary on availability.

This course is designed for the highly interested student and will be geared to assisting the student to prepare for education or a career in art after graduation. Attention will be given to refining understanding and ability of two and three-dimensional media, the best work being reserved for a portfolio to present for acceptance into an art school or an art job. The instructor will work with the individual student in his/her specific career or interest needs. An individual plan will be used with each student.

[3D Design syllabus](#)

HS Business & Technology Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	
Business Foundations	611	2 (full yr)	11	4 point	1	145025	
Financial Accounting	613	2 (full yr)	11, 12	4 point	1	030100	
Intro to Information Technology	417	2 (full yr)	9,10,11,12	4 point	1	145005	
Creating & Editing Digital Graphics	503	2 (full yr)	11,12	4 point	1	145095	
Multimedia & Image Management Techniques (Yearbook)	400	1	9, 10, 11, 12	4 point	1	145105	
Video & Sound		2 (full yr)	11,12	4 point	1	145110	

Business Foundations

Business Foundations is an exploration course through the business world. Topics included are, but not limited to: Entrepreneurship, Leadership in Business, Business Ethics and Social Responsibility, Marketing, Advertising, Human Resources, Managing Business Finances, Credit, Money Management, Investing, and Insurance. This is the first course for the Business and Administrative Services, Finance and Marketing career fields through the Career Technical & Education Department. Employability skills, leadership and communications will be addressed through the activities in the course.

Financial Accounting

Do you like puzzles? Do you like concrete answers? Are you an analytical thinker? Can you add? Can you subtract? Can you use a calculator? If you answered YES to any of those questions, then Financial Accounting is for you. Students in this course will take a tour of the accounting cycle from beginning to end - analyzing business transactions into reports such as general journals, general ledgers, trial balance, worksheets, balance sheets, income statements, statements of changes in owner's equity, and many more accounting financial reports. Technology, employability skills, leadership, and the need for accuracy will be incorporated into classroom activities. Accounting is a world where accuracy is a must and one in which students stay away from because they anticipate the math concepts are going to be challenging. If you can add, subtract and utilize a calculator, you can do accounting.

[Financial Accounting Syllabus](#)

INTRODUCTION TO INFORMATION TECHNOLOGY

The course provides students with a working knowledge of computer concepts and essential skills necessary for work and communication. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and productivity applications.

Creating and Editing Digital Graphics

Students will learn to design, develop, and produce interactive media projects, web sites, and social media contexts. Students will demonstrate methods of creating professional quality media using commercial and open source software.

Multimedia and Image Management Techniques (Yearbook)

Students will apply principles of image creation, management procedures, and multimedia techniques as they create, revise, optimize, and export graphics for video, print, and web publishing. The course will address issues related to web based publishing, social media, and security. Students will utilize current commercial and open source languages, programs, and applications. This course will be responsible for publishing the school's yearbook.

Video and Sound

Students will create professional video and audio productions for distribution in traditional and new media channels. Students will plan, produce, edit, and launch media products. Students will develop scripts and storyboards, compose shots and operate cameras, capture sounds using microphone hardware, apply special effect techniques, and edit to achieve the final product. Students will be able to use animation and graphic design for video.

HS Career & College Readiness Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)
ACT Prep	056	1	10, 11, 12	4 point	.5	059999
Career & College 12	959	1	12	4 point	.5	033450
Financial Literacy	124	1	11	4 point	.5	153001
Mentorship Program	057	1	11, 12	4 point	.5	300020
Transitions & Careers	919	1	9,10,11,12	4 point	.5	000562
Work Experience	372	1	11, 12	4 point	.5	033450

ACT Prep

Instruction in strategies to improve learning and develop study skills; tips to improve study habits and test performance, with limited coverage of new content or the academic content standards for a single or multiple academic area.

[Copy of ACT Test Prep Syllabus 2023-24](#)

Career & College Readiness 12

This semester course is designed to continue building on the employability skills and soft skills learned in the previous Career and College Readiness courses. This course will provide the students with a more definitive plan of action on how to achieve their career, college and personal goals. This will include: job, college and scholarship applications, exploring specific career/college options (trade schools, 2-year degree, 4-year degree, military, and workforce), financial aid information, completion of their resume and letters of recommendation, mock interviews, and participate in additional activities to ensure they are on track for graduation.

[Syllabus - CCR 12](#)

Financial Literacy

The High School Financial Literacy course is designed to equip students with essential financial skills and knowledge needed to make informed decisions about their personal finances. Throughout this one-semester course, students will explore a variety of topics, including budgeting, saving, investing, credit management, and consumer rights.

[Financial Literacy Syllabus](#)

Mentorship Program

Students will participate in an in-house mentorship program with the other buildings in our school district. They will be afforded the opportunity to mentor a young student in the primary (K-2) and elementary (3-5) grades or be a peer mentor for the middle school (6-8) or high school (9-12). Duties will include, but are not limited to, assisting students with spelling, reading, math facts, and homework. The mentors will develop employability skills, leadership skills and be rewarded in seeing the academic progress in the students that they mentor.

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Transitions and Careers

In this course, students will analyze interests, aptitudes, and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication, and leadership skills. Additional topics will include technology etiquette and career planning.

*Students will work to develop their individual graduation plans. As part of the course, students will participate in a work-based learning experience in the form of job shadowing, internship placements, and employment, providing them with hands-on opportunities to apply their knowledge in real-world settings, gain valuable insights into their chosen fields, and build professional networks.

Work Experience

The students will work at a job site outside of the school to develop skills, values, and attitudes necessary for employment. Students should be passing all classes and have good attendance records to participate in this program. Students are required to work a minimum of 40 hours per nine weeks per credit. Students in Work Experience may need to obtain a Work Permit. This can be obtained through the HS office. The required forms may be found at [ACHS Student Information Page](#).

HS Foreign Language Department

The **Amanda-Clearcreek Foreign Language Department** offers elective courses in up to **two** foreign languages. These courses are designed primarily for the **college-bound student**.

Entrance exams in these areas are normally a **requirement** at many of the leading colleges and universities.

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite
ASL 1	100	2 (full yr)	9,10,11,12	4 point	1	061050	
ASL 2	101	2 (full yr)	10,11,12	4 point	1	061050	ASL 1
ASL 3	102	2 (full yr)	11,12	4 point	1	061050	ASL 1 & 2
ASL 4	103	2 (full yr)	12	4 point	1	061050	ASL 1, 2, & 3
Spanish I	096	2 (full yr)	9, 10, 11, 12	4 point	1	060265	
Spanish II	097	2 (full yr)	9, 10, 11, 12	4 point	1	060265	Spanish 1
Spanish III	098	2 (full yr)	10, 11, 12	4 point	1	060265	Spanish 1 & 2
Spanish IV	099	2 (full yr)	11, 12	4 point	1	060265	Spanish 1, 2 & 3

American Sign Language (ASL) 1

In ASL 1, students will be introduced to the basics of ASL: the hand shapes that comprise the numerical and linguistic system, grammar and syntax, vocabulary, fingerspelling, numbers, visual-manual communication, and Deaf culture. Deafness, Deaf culture and history will be introduced with an emphasis on making comparisons and connections to one's own culture. Topics revolve around sharing information about the environment and themselves. Grammar is introduced in context, with an emphasis on developing question and answer skills. Students will learn conversational strategies which help maintain a conversation in ASL through interactive activities which allow them to rehearse what they've learned. Topics include introducing oneself, exchanging personal information, talking about where you live, talking about family, and talking about everyday activities. Class participation required and voicing in English limited, so that visual and manual skill development can be maximized. Students are required to bring Chromebooks to class for use daily.

[☰ 25-26 American Sign Language I Syllabus](#)

American Sign Language (ASL) 2

In this second course, students will continue to develop their receptive (viewing/visual) and expressive (manual) communication skills with ASL. Emphasis is on further development of receptive and expressive vocabulary, syntax and grammar and fingerspelling skills, while continuing to explore American Deaf history and culture. Course activities and instruction are primarily in ASL, to continue to foster and enhance visual & manual learning and skill development. Students will have an introduction to classifiers and ASL idioms and will be challenged to expand their use of non-manual markers (facial expression & gesture). Students are required to bring Chromebooks to class for use daily. **Prerequisite:** Pass ASL 1 with a grade of C or higher.

[☰ 25-26 American Sign Language II Syllabus](#)

American Sign Language 3

This is the third Basic American Sign Language course in a series of ASL courses. Students will develop expressive and receptive ASL skills through discussions of such topics as giving directions, describing others, making requests, talking about family and occupations, attributing qualities to others, and talking about routines. Students will also learn about Deaf culture, since a language cannot be separated from its culture. **Prerequisite:** Pass ASL 2 with a grade of C or higher.

[☰ 25-26 American Sign Language III Syllabus](#)

American Sign Language 4

The fourth in a series of introductory courses in American Sign Language (ASL) emphasizing basic signs used with English context. Classroom work will stress everyday communication as the centerpiece of every lesson. Topics revolve around sharing information about our environment, deaf culture and continued instruction is ASL grammar with an emphasis on developing question and answering skills. Students learn conversation strategies to help maintain a conversation. Interaction activities will allow students to rehearse what they have learned. **Prerequisite:** Pass ASL 3 with a grade of C or higher.

[☰ 25-26 American Sign Language IV Syllabus](#)

Spanish I

This course is an introduction to the Spanish language. Listening, writing, reading and above all communication are the main elements of the course. Students will learn the Spanish alphabet, time, greetings, vocabulary related to everyday activities and verbs to begin forming simple sentences. Students will also be introduced to Spanish speaking countries in cultural units. These units will aid in incorporating the language and also help the students to understand why the Spanish language can be important to them.

[☰ Copy of Spanish 1 Syllabus](#)

Spanish II

This course will include a brief review of Spanish I. It will continue with an increase in vocabulary and it will advance with more specific vocabulary which can be used in practical situations such as communicating in a restaurant, an airport, or at a sporting event. Students will increase their knowledge of verbs and verb tenses and learn more about the Spanish speaking countries of the world.

[☰ Copy of Spanish 2 Syllabus](#)

Spanish III

In this course, students will again begin with a thorough but brief review of the previous two years of Spanish. In addition to new vocabulary, verbs, and verb tenses, students will focus on other grammatical aspects that will help with translating skills and pronunciation. More emphasis will now be placed on reading and writing abilities. In addition, this course will focus on cultural aspects and practical uses for the Spanish language, through projects and group work.

[☰ Copy of Spanish 3 Syllabus](#)

Spanish IV

If offered, the emphasis in this course will be placed on preparation for college language placement exams, as they are now being required by most of the four-year colleges/universities. By this time students will have reviewed all of the main grammatical elements of the language and will further their studies by enhancing their reading and writing skills. Students will also focus more on comprehension and communication through the use of quarterly cultural projects such as reading Spanish novels, making short films and teaching younger students at Amanda Clearcreek Spanish skills.

[Copy of Spanish 4 Syllabus](#)

HS Language Arts Department

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite
AP English Lit	041	2 (full yr)	11, 12	5 point	1 wt	059930	English 10, English 11, Adv Placement Eng
AP Language Comp	043	2 (full yr)	11, 12	5 point	1 wt	059930	English 10, English 11, Adv Placement Eng
CCP Comp I	Hocking01						
CCP Comp II	Hocking23						
Drama	049	1	9, 10, 11, 12	4 point	.5	059999	
English I	038	2 (full yr)	9	4 point	1	050160	
English II	040	2 (full yr)	10	4 point	1	050170	English I
English III	042	2 (full yr)	11	4 point	1	050180	English I & II
English IV	044	2 (full yr)	12	4 point	1	050190	English I, II, & III
English 9	870	2 (full yr)	9	4 point	1	050160	
English 10	871	2 (full yr)	10	4 point	1	050170	English 9
English 11	872	2 (full yr)	11	4 point	1	050180	English 9 & 10
English 12	873	2 (full yr)	12	4 point	1	050190	English 9, 10 & 11
Foundations of English	813	1 or 2	9,10	P/F	.5	050014	Teacher Recommendation, Screener
Foundations of Reading	814	1 or 2	9,10	P/F	.5	050119	Teacher Recommendation, Screener
Gothic & Horror Lit	053	1	9, 10, 11, 12	4 point	.5	050300	
Honors English I	038A	2 (full yr)	9	4.25	1	050160	Teacher Recommendation
Honors English II	040A	2 (full yr)	10	4.25	1	050170	English I & teacher recommendation
Honors English III	042A	2 (full yr)	11	4.25	1 wt	050180	English II & teacher recommendation

Honors English IV	046	2 (full yr)	12	4.25	1 wt	050190	English III & teacher recommendation
Lit. in Film	052	1	9,10,11,12	4 point	1	050300	
Mythology	054	1	9, 10, 11, 12	4 point	.5	059999	
Public Speaking	055	1	9, 10, 11, 12	4 point	1 wt	050500	
Sports Journalism	050	1	9, 10, 11, 12	4 point	.5	050403	
Topics in Literature	036	1	9, 10, 11, 12	4 point	.5	050300	

*wt = weighted

AP English Literature and Composition

Students will improve their ability to read selected poems and prose passages analytically and to write critical or analytical essays based on poems, prose passages, and complete novels and plays in preparation for the AP Literature exam offered by The College Board. The course will include reading major works in addition to shorter works and journal writing, expository essay writing, and literary criticism. Students may be required to obtain novels for this course. It is a good introduction to the rigor of college work and writing in a setting that is familiar and encouraging. Prerequisite: English 10, English 11, or Advanced Placement English.

 [2023-2024 AP Literature and Composition Syllabus.pdf](#)

AP Language and Composition

This course focuses on effective communication: how to understand and evaluate what you are being told as well as how to effectively communicate your ideas to others. Students will learn the foundations of argument and rhetoric through the study of multiple nonfiction resources (including, but not limited to, essays, speeches, articles, political cartoons, advertisements). Students will focus on how to analyze an argument's purpose and effectiveness as well as how to construct effective arguments in preparation for the AP Language and Composition exam offered by the College Board. The course also offers additional instruction in grammar and writing conventions as well as ACT prep skills. The skills covered in this course provide students with a foundation for college level writing and can be universally applied to any subject and situation. It is a good introduction to the rigor of college work and writing in a setting that is familiar and encouraging. Prerequisite: English 10, English 11, or Advanced Placement English.

CCP Comp I

[Needs description](#)

CCP Comp II

This CCP course is designed to give students a college-level writing experience. A strong emphasis will be placed on the writing process including planning, outlining, draft, and revising. Students will participate in writing workshops at various points of the writing process. There will also be a focus on citing textual evidence to support claims and using proper MLA format. British literature

will also be read and analyzed to correspond with some essays. Outside reading will be required. Additional paperwork and registration is required prior to starting the course.

Drama

This is a class that requires you to act on stage in front of an audience (your classmates). We will explore the basic elements of theater through multiple performance and viewing activities. A number of activities will be used to understand theater and basic acting skills. Topics covered include basic stage terms, projection, oral interpretation of literature, pantomime, short scenes, improvisation, and theater critique. We will also complete regular viewings and/or readings of classic films and plays to complement the topic(s) we are studying. If there is time in the semester, we will also explore technical theater basics, playwriting, theater history, and makeup.

It is not a course requirement to join the high school Drama Club. Students are welcome to join if they are interested, but joining is not a course requirement.

 [2023-2024 Drama Elective Syllabus.pdf](#)

English I

This course includes, but is not limited to: learning and applying corresponding fiction and non-fiction vocabulary terms, beginning annotating, reading fiction and non-fiction writing, applying the writing process, analyzing authorial intent and comparing multiple works from one author to understand writing styles and the literature more deeply, identifying and using textual evidence for support, writing multi-paragraph essays in expository and persuasive forms, beginning rhetorical devices of pathos/ethos/logos, research paper writing process, and MLA citation. Students will read, analyze, and respond to at least two novels. Lessons will use scaffolding assignments to build in rigor on assignments and differentiation to challenge students individually.

 [2023-2024 English II Syllabus.pdf](#)

English II

This course provides a more extensive study of the topics and skills covered in English I. This course includes, but is not limited to: reading and analyzing fiction and nonfiction, the writing process, writing in multiple forms, with a focus on creating expository and argumentative essays, reviewing grammar skills, and enhancing written and verbal communication skills.

 [Wright - ACHS - English II - Syllabus](#)

 [2023-2024 English II Syllabus.pdf](#)

English III

This course will move chronologically through multiple time periods as various American authors are introduced and studied. A strong emphasis will be placed on citing textual evidence to support claims and using proper MLA format. ACT writing and grammatical strategies will be analyzed and practiced. ACT vocabulary tests will also be given. There will be a research paper.

 [Wright - ACHS - English III - Syllabus](#)

English IV

This course will explore multiple literary time periods examining fiction and nonfiction works with a focus on British Literature. Additionally, the course will utilize the writing process and explore different forms of writing. The course will emphasize annotation, comprehension, writing, research, critical thinking, speaking, and listening skills. The goal of this course is to build on skills from English III with a focus on the mastery of basic grammar, literary analysis, and writing process skills.

[English IV Syllabus 23-24](#)

English 9

This course includes, but is not limited to: learning and applying corresponding fiction and non-fiction vocabulary terms, beginning annotating, reading fiction and non-fiction writing, applying the writing process, analyzing authorial intent and comparing multiple works from one author to understand writing styles and the literature more deeply, identifying and using textual evidence for support, writing multi-paragraph essays in expository and persuasive forms, beginning rhetorical devices of pathos/ethos/logos, research paper writing process, and MLA citation. Students will read, analyze, and respond to at least two novels. Lessons will use scaffolding assignments to build in rigor on assignments and differentiation to challenge students individually.

[Conley-2023-2024 Syllabus-English 9/10](#)

English 10

This course provides a more extensive study of the topics and skills covered in English I. This course includes, but is not limited to: reading and analyzing fiction and nonfiction, the writing process, writing in multiple forms, with a focus on creating expository and argumentative essays, reviewing grammar skills, and enhancing written and verbal communication skills.

[Conley-2023-2024 Syllabus-English 9/10](#)

English 11

This course will move chronologically through multiple time periods as various American authors are introduced and studied. A strong emphasis will be placed on citing textual evidence to support claims and using proper MLA format. ACT writing and grammatical strategies will be analyzed and practiced. ACT vocabulary tests will also be given. There will be a research paper.

[Conley- 2023-2024 Syllabus-English 11/12](#)

English 12

This course will explore multiple literary time periods examining fiction and nonfiction works with a focus on British Literature. Additionally, the course will utilize the writing process and explore different forms of writing. The course will emphasize annotation, comprehension, writing, research, critical thinking, speaking, and listening skills. The goal of this course is to build on skills from English III with a focus on the mastery of basic grammar, literary analysis, and writing process skills.

[Conley- 2023-2024 Syllabus-English 11/12](#)

Foundations of English

Foundations of English is a pass/fail course designed to help students build essential reading, writing, and critical thinking skills to prepare for success in English I and II. This course provides structured instruction in reading comprehension, writing fluency, and vocabulary development to help students strengthen their literacy skills. These semester courses do not replace the required grade-level English course. Students have the opportunity to transition out of the course at the semester if adequate progress is made (STAR screener result must fall at or above the “not recommended for placement score”). This course does not count toward GPA calculations for class rank or athletic eligibility.

[Foundations of English Courses Outline](#)

Foundations of Reading

This Pass/Fail course is designed to support students with foundational reading skills by providing targeted instruction in fluency, decoding, vocabulary, and comprehension strategies. The focus is on building essential reading skills to improve academic performance and everyday literacy. Students will engage in structured, research-based interventions to strengthen their ability to read and understand a variety of texts, including fiction, nonfiction, and practical, real-world materials. The goal is to close reading gaps and equip students with the confidence and strategies necessary for high school success and lifelong literacy. This course does not count toward GPA calculations for class rank or athletic eligibility.

[Foundations of Reading Courses Outline](#)

Gothic and Horror Literature

This course is focused on the study of Gothic and Horror Literature that includes a culmination of reading, writing, speaking, listening, and viewing. Students will be required to read and analyze multiple pieces of Gothic literature. With those pieces of literature, they will discuss characteristics and ideas presented in literature. Additionally, students will create their own Gothic pieces based on the characteristics and elements. The course will focus on reading, analyzing, writing about, and applying the common Gothic characteristics

[Copy of Gothic Literature Syllabus 24-25](#)

Honors English I

This course includes, but is not limited to: annotating fiction and non-fiction writing, applying the writing process, analyzing authorial intent and comparing multiple works from one author to understand writing styles and the literature more deeply, identifying and using textual evidence for support, writing multi-paragraph essays in expository and persuasive forms, rhetorical devices of pathos/ethos/logos, presentations of rhetorical devices, close reading techniques, and MLA citations. Students will read, analyze, and respond to at least three novels. All fiction and non-fiction writing will be analyzed at a much deeper level, with more time spent on each assignment. Lessons will use scaffolding assignments to build in rigor on assignments and

differentiation to challenge students individually. This course requires reading and completing work outside of class.

Honors English II

This course will provide a more extensive study of the topics covered in Advanced English I. Emphasis will be placed on writing, composition (all patterns of writing) and research. Writing will take place in workshops with an extensive editing and revision process. The literature portion of the course will consist of a survey of literature, studying the form, purpose, and history of the selection. Reading enrichment exercises will be required.

Honors English III

This course will move chronologically through multiple time periods as various American authors are introduced and studied. A strong emphasis will be placed on citing textual evidence to support claims and using proper MLA format. ACT writing and grammatical strategies will be analyzed and practiced weekly. ACT vocabulary tests will also be given weekly. There will be a major research paper. Outside reading will be required.

Honors English IV

This course is designed to give students a college-level writing experience. A strong emphasis will be placed on the writing process including planning, outlining, draft, and revising. Students will participate in writing workshops at various points of the writing process. There will also be a focus on citing textual evidence to support claims and using proper MLA format. British literature will also be read and analyzed to correspond with some essays. Outside reading will be required.

 Honors English IV Syllabus 23-24

Literature in Film

Discover how film media has been used to depict different aspects of literature. This course will focus on looking at how stories are adapted to film, analyzing connections between how a story is presented in writing and through film, and comparing and contrasting different versions of a story.

 2024-2025 Literature in Film Syllabus

Mythology

Mythology explores a variety of Greek myths and legends. It has been used since the first people gathered around the fire as a way to make sense of humankind and our world. This course focuses on the many myths and legends woven into cultures around the world. Starting with an overview of mythology and the many kinds of folklore, the student will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore and see how they are still used to shape society today. Students will complete a research project and will understand how mythology has influenced the modern world through language, literature, and art.

 Copy of Mythology Syllabus (1st Semester)

 Copy of Mythology Syllabus (2nd Semester)

Public Speaking/CCP Speech

This course is an introduction to speech communication which emphasizes the practical skill of public speaking. An emphasis is placed on the communication process, presentation skills, and structure of a speech. There is also a focus on techniques to lessen speaker anxiety and the use of visual aids to enhance speaker presentations. Multiple speech types will be utilized including information, persuasive, inspirational, and entertaining. Course may be taken as dual-enrollment for college credit. Additional paperwork and registration is required for dual-enrollment prior to starting the course.

 Public Speaking Syllabus 23-24

Sports Journalism

Sports Journalism is a half year, or semester long, course. In order to pass, students must achieve a “D” average or higher. During this class, students will encounter lessons, assignments, and projects that have been prepared to help students improve their knowledge of Sports Journalism and Media.

Topics In Literature

Topics in Literature will revolve around literary genres: science fiction, horror, mystery, western. Students will read a novel and several short stories in the genre and discuss not only the merits of the stories, but the culture in which they are written; each genre of storytelling fills a need for a certain type of entertainment, and each genre is good at exploring certain themes. Assessments will be journals, projects, and small quizzes.

HS Mathematics Department

The Amanda-Clearcreek Math Department presents a wide range of courses from which students may choose.

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite	Fees
College Algebra	369	2 (full yr)	11,12	4 point	1	110099	Algebra II	
AP Calculus AB	368	2 (full yr)	11,12	5 point	1 wt	110600	Honors Adv Math or teacher recommendation	AP Exam
AP Calculus BC	370	2 (full yr)	11,12	5 point	1 wt	119960	AP Calculus AB	AP Exam
AP Statistics	354	2 (full yr)	10, 11, 12	5 point	1 wt	119550	Honors Alg II or teacher recommendation	AP Exam
Algebra I	331	2 (full yr)	9	4 point	1.0	110301		
Algebra II	332	2 (full yr)	10, 11	4 point	1.0	110302	Alg I & Geometry	
Geometry	340	2 (full yr)	9, 10, 11	4 point	1.0	111200	Alg I	
Honors Pre-Calc CCP Pre-Calc	367 Hocking04	4 (full yr double block)	10, 11, 12	4.25 point	2 wt CCP optional	110099	Alg II	
Honors Algebra I	331A	2 (full yr)	9	4.25 point	1	110301	Teacher Recommendation	
Honors Algebra II	332A	2 (full yr)	9, 10, 11	4.25 point	1	110302	Geometry teacher recommendation	
Honors Geometry	340 A	2 (full yr)	9, 10,11	4.25 point	1	111200	Alg I teacher recommendation	
Math 9	878	2 (full yr)	9	4 point	1	110010	-	
Math 10	879	2 (full yr)	10	4 point	1	110020	Math 9	
Math 11	880	2 (full yr)	11	4 point	1	110030	Math 9 & 10	
Math Support	915	2 (full yr)	9,10,11,12	N/A	0	111950	Teacher Recommendation	
Modern Math	345	2 (full yr)	12	4 point	1	111850	Alg II, teacher recommendation	
Statistics	355	1	11,12	4 point	.5	111500	Alg II	
Foundations of Mathematics	323	2 (full yr)	9	4 point	1	110190	teacher recommendation	
Trigonometry	356	1	11,12	4 point	.5	111600	Alg II	

***wt = weighted**

College Algebra

This course is designed for students in grades 11-12 making a transition to a college preparatory program. The topics covered in this course are similar to those covered in an entry-level math course at most 2- and 4-year college programs. This course will also offer a study of functions and their graphs, various types of equations, trigonometry, and logarithms.

[Syllabus Advanced Math 2023-2024](#)

AP Calculus AB

This course is for students who are preparing for college-level mathematics. The AP Calculus AB course is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.

Students who plan to major in a mathematics or science-related field in college are encouraged to take both AP Statistics and AP Calculus in high school.

[Syllabus AP Calculus AB 2023-2024](#)

AP Calculus BC

This course is for students who are preparing for college-level mathematics. The AP Calculus BC course is a continuation of AP Calculus AB, and is designed to be the equivalent of a second semester college calculus course. The course uses content learned in AP Calculus AB and applies them to parametrically defined curves, polar curves, vector-valued functions, additional integration techniques, and introduces the topic of sequences and series.

Students who plan to major in a mathematics or science-related field in college are encouraged to take both AP Statistics and AP Calculus in high school.

[Syllabus AP Calculus BC 2023-2024](#)

AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference.

AP Statistics is a great option for students that plan to attend a 2- or 4-year university, as most college programs require at least one statistics course. Students who plan to major in a mathematics or science-related field in college are encouraged to take both AP Statistics and AP Calculus in high school.

[Syllabus AP Statistics 2023-2024](#)

Algebra I

Topics covered include but are not limited to modern algebraic concepts, interpretation and use of symbols, solving equations, formulas, word problems, special products and factoring, drawing and interpreting graphs, radicals, inequalities, and functions (**required for graduation**).

[Course Syllabus - Algebra](#)

Algebra II

This course reviews the essentials of Algebra I with a more detailed view. Topics covered include but are not limited to trigonometry, functions, radicals, irrational and complex numbers, and logarithms **(required for graduation)**.

 Syllabus Algebra 2.doc

Geometry

Geometry is an in-depth study of two and three dimensional figures including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective. Topics covered in this course include: geometric transformations, angles and lines, triangles, triangle congruence, similarity transformations, right triangle relationships and trigonometry, quadrilaterals, circles, and geometric modeling in both two and three dimensions **(required for graduation)**.

 Geometry Syllabus 2025-26

Honors Pre-Calculus

This course is designed for students in grades 10-12 that are currently on an accelerated/advanced mathematics track (i.e. students that took Algebra I in the 7th or 8th grade) and plan to take AP Calculus or at least one math course at the college level. The topics covered in this course are similar to those covered in a typical precalculus course. This course will also offer a study of functions and their graphs, various types of equations, trigonometry, logarithms, sequences and series, and limits.

This course has a dual-enrollment option for those that wish to earn college credit. Additional paperwork and registration is required for the dual-enrollment program.

 Syllabus Honors Advanced Math 2023-2024

Honors Algebra I

In-depth study of algebraic concepts and processes to represent and solve problems that involve variable quantities. Includes using and relating graphical and symbolic representations and techniques.

 Course Syllabus - Algebra

Honors Algebra II

Topics correspond with those in Algebra II but are taught in more depth and at a faster rate.

Honors Geometry

Topics correspond with those in Geometry, but are taught in more depth. In addition, students will be required to complete a quarterly project.

 Honors Geometry Syllabus 2025-26

Math 9

Topics covered include but are not limited to modern algebraic concepts, interpretation and use of symbols, solving equations, formulas, word problems, special products and factoring, drawing and interpreting graphs, radicals, inequalities, and functions **(required for graduation)**.

[Math 9/10 Syllabus](#)

Math 10

Geometry is an in-depth study of two and three dimensional figures including representing problem situations using geometric models, deductive reasoning, and geometry from an algebraic perspective. Topics covered in this course include: geometric transformations, angles and lines, triangles, triangle congruence, similarity transformations, right triangle relationships and trigonometry, quadrilaterals, circles, and geometric modeling in both two and three dimensions **(required for graduation)**.

[Math 9/10 Syllabus](#)

Math 11

This course reviews the essentials of Algebra I with a more detailed view. Topics covered include but are not limited to trigonometry, functions, radicals, irrational and complex numbers, and logarithms **(required for graduation)**.

Math Support

This course is designed to offer math related intervention and support for students to synthesize and unify the content from Algebra I and Geometry, while increasing rigor and emphasizing mathematical reasoning, modeling, problem solving, and critical thinking skills.

Modern Math

High school level elective course that addresses advanced mathematical topics. This course is designed to synthesize and unify the content from Algebra I and Geometry, while increasing rigor and emphasizing mathematical reasoning, modeling, problem solving, and critical thinking skills.

[Syllabus Modern Math.doc](#)

Statistics

Statistics is offered to college-bound students who desire background on a subject that will most likely be required for many majors in college. The content will focus on concepts of variability, measures of central tendency, standard deviation, random sampling, sampling distribution, confidence intervals, and hypothesis testing.

[Course Syllabus - Statistics](#)

Foundations of Mathematics

Foundations of Mathematics was designed to help students build the foundation necessary to be successful in Algebra I. This course is open to 9th grade students and can only be taken with teacher recommendation.

[Syllabus T-Math 2023-2024](#)

Trigonometry

This course is the study of trigonometric functions, trigonometric equations and their variations, polar coordinates, right triangle trigonometry, vectors and complex numbers.

HS Music Department

The Amanda-Clearcreek Music Department offers courses in both vocal and instrumental music. These are electives and can be used to satisfy the Fine Arts requirement for entrance into some colleges.

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisites	Requirements
Chamber Choir	849	2 (full yr)	9,10,11,12	4 point	1	120400		audition
Flag Corps	854	1	9, 10, 11, 12	4 point	.5	129999		audition & band camp
Guitar	858	2 (full yr)	9, 10, 11, 12	4 point	1	129999		
Instrumental Music	853	2 (full yr)	9, 10, 11, 12	4 point	1	120500		personal instrument & band camp
Jazz Band	851	2 (full yr)	9, 10, 11, 12	4 point	1	120500	Instrumental Music	personal instrument, able to read music
Music History	856	1	9,10,11,12	4 point	.5	129999		
Pep Band	857	2 (full yr)	9, 10, 11, 12	4 point	.25	120500	Instrumental Music	personal instrument
Vocal Music	850	2 (full yr)	9, 10, 11, 12	4 point	1	120400		attendance @ all performances

Chamber Choir

The auditioned Chamber Choir is an advanced, mixed-gender choir designed for high school students who demonstrate exceptional vocal talent and musicianship through a competitive audition/selection process. This course focuses on developing high-level vocal skills, ensemble performance techniques, and a deep understanding of choral literature.

 [2024 Chamber Choir Handbook Agreement](#)

Flag Corps

Flag Corps is open to any high school student interested in being part of the Marching Aces. Commitment is from July through the end of the first semester in January. Try-outs are in April. **ATTENDANCE AT BAND CAMP IN JULY IS MANDATORY.** Attendance at ALL rehearsals and performances is required. Performances include but are not limited to football games, and a few Saturday events.

Guitar

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The Guitar Class is a comprehensive course designed for high school students of all skill levels, from beginners to those with some prior experience. This class is open to all students and aims to develop foundational guitar skills and musical knowledge.

Students will learn to play the guitar through a combination of methodical instruction, music theory, and guided practice. The course covers various aspects of guitar playing, including chord progressions, strumming patterns, fingerpicking techniques, and reading standard notation and tablature. Additionally, students will explore different musical genres, such as classical, rock, folk, and blues.

[Guitar 858 Syllabus: 24-25](#)

Instrumental Music

Band consists of two seasons. Marching season is from July through November. A variety of music and routines are performed. The band performs at ALL football games, basketball games (Pep band will receive .250 credit), and travels to a few Saturday events. Concert season is from December through June. Many types of music are performed at several concerts throughout the school year. Chair placement is determined by tryout. Opportunity is given to perform solo and ensemble music. Attendance at all rehearsals and performances is required. **ATTENDANCE AT BAND CAMP IN JULY IS MANDATORY.**

[Band syllabus](#)

Jazz Band

This course is designed to give students the opportunity to expand their musical horizons by performing music that is not typically performed in the concert band. It also is designed to give students who do not play a typical band instrument the chance to learn more about performance in an ensemble setting. Students will learn advanced playing skills and will concentrate on the art of improvisation. Several performances will be required throughout the school year. Membership is open to any student currently in band or by director permission. Students possessing skills in playing guitar, bass guitar and piano are especially needed. **STUDENTS MUST BE ABLE TO READ MUSIC. TABS DO NOT COUNT.**

[Jazz band syllabus](#)

Music History

The Music History course offers high school students a comprehensive overview of the evolution of music from ancient times to the present day. Designed for both musicians and non-musicians, this course delves into the cultural, social, and historical contexts that have shaped various musical styles and genres.

Pep Band

This course is designed to give students an opportunity to perform marching band music in a different setting. Pep Band will perform between the reserve and varsity games at some boys' and girls' basketball games. They will also perform during halftime of the varsity game. The number of games may vary. This band is open to any student currently enrolled in the instrumental music program.

Vocal Music

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This class is for any student who enjoys singing. Recommended qualifications include good behavior, interest in music, and a willingness to learn about choral singing. Students will be learning skills such as singing in 3-4 parts and singing techniques that will be used to perform in front of an audience. Students will be required to perform on several occasions during the school year including some evening performances. **Attendance at all performances is required.**

 2024 Choir Handbook Agreement

HS Physical Education & Health Department

The State of Ohio requires .5 credits of Physical Education and 0.5 credits of Health to graduate. A student who, during high school, has participated in interscholastic athletics, marching band, or cheerleading for two full seasons is not required to complete a second physical education class as a condition to graduate. Students who elect the physical education waiver will not receive the 0.25 credits toward graduation.

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)
Co-Educational Health	950	1	9, 10, 11, 12	4 point	.5	260101
Wellness & Nutrition	176	1	9, 10, 11, 12	4 point	.5	260101
Physical Education	910 / 920	1	9, 10, 11, 12	4 point	.25	080300
Weight Training	921	1	9, 10, 11, 12	4 point	0.25	080999
Weight Training II	922	1	9, 10, 11, 12	4 point	0.25	080999

Co-Educational Health

In this course, emphasis is placed on the study of health topics that are of interest to teenagers today. The selection of material is arranged to meet the needs, interests and background of a wide level of students. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety/First Aid/CPR; nutrition and physical activity; alcohol, tobacco, and other drugs; and maintaining healthy relationships. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, strategies for making healthy choices, informed use of health-related information, products, and services and how the world around us influences our health.

 [Health Syllabus 2022-2023](#)

Wellness & Nutrition

The Wellness and Nutrition course offers high school students an introduction to the principles of healthy living and informed health choices. This one-semester course emphasizes the importance of overall wellness, including physical health, mental well-being, and nutritional literacy.

Students will learn about the components of a balanced diet, the benefits of regular physical activity, and strategies for maintaining a healthy lifestyle. A key element of this class is the

selection and preparation of healthy food options, where students will gain practical skills in creating nutritious meals.

Physical Education

Students participate in individual and team sports. Basic skills, fitness, cooperation and endurance are developed. Students are encouraged to make fitness a lifelong activity.

Physical Education Waiver Option-In accordance with Section 3313.603 of the Ohio Revised Code, students in grades 9-11 may be excused from all physical education course requirements by participating in District-sponsored interscholastic athletics, marching band, or cheerleading for at least two seasons. Students in grade 12 who have not completed the waiver requirements or taken a physical education course, will be automatically enrolled in physical education their senior year. The Amanda-Clearcreek Local School Board shall not require the student to participate in a physical education course as a condition to graduate. However, the student shall be required to complete one half-unit, consisting of at least 60 hours of instruction, in another course of study.

Weight Training

Students will gain knowledge needed to understand the importance of strength and fitness training. Students will understand the importance of setting goals for personal improvement and achievement and will leave the class with a lifelong understanding of how to maintain adequate physical fitness for a healthy lifestyle.

Weight Training II

This course is an advancement of Weight Training I.

HS Science Department

The Amanda-Clearcreek Science Department provides the student with a wide variety of course selections to meet both graduation and college entrance requirements.

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite	Fees
AP Biology	260	2 (full yr)	11, 12	5 point	1 wt	132330	Biology & Chemistry	AP Exam
AP Physics	241	2 (full yr)	11, 12	5 point	1 wt	130302	Geometry & Concurrently in Alg II or equivalent	AP Exam
Astronomy	218	1	9,10,11,12	4 point	1	139998		
Chemistry	230	2 (full yr)	11, 12	5 point	1.0	130301	Phys. Sci. & Biology	
CCP / Honors Anatomy & Physiology	251	2 (full yr)	11, 12	5 point CCP 4.25 Honors	4 CCP 1 Honor s	132330	Phys. Sci. & Biology	
Conservation Science	263	2 (full yr)	11, 12	4 point	1	132350		
Environmental Science	-	2 (full yr)	11, 12	4 point	1	-	Phys Sci. & Biology	
Forensic Science	261	1	11,12	4.25 point	.5	139997	Phys Sci. & Biology	
Honors Chemistry	232A	2 (full yr)	11, 12	4.25 point	1 wt	130301	Phys Sci. & Biology	
Honors Integrated Biology	220A	2 (full yr)	10	4.25 point	1	132230	Phys Science	
Honors Integrated Physical Science	210A	2 (full yr)	9	4.25 point	1	132220	earned 'A' in 8th grade Science	
Integrated Biology	220	2 (full yr)	10	4 point	1	132230	Phys Science	
Integrated Physical Science	210	2 (full yr)	9	4 point	1	132220		
Science 9	883	2 (full yr)	9	4 point	1	132220	-	
Science 10	882	2 (full yr)	10	4 point	1	132230	Science 9	
Science 11	885	2 (full yr)	11	4 point	1	139998	Science 9, 10	

*wt = weighted

AP Biology

The AP Biology course is designed to be the equivalent of a college-level introductory biology course. The intent of the course is to expose students to higher-level biological principles, concepts, and skills and allow them the opportunity to apply their knowledge to real-life applications. Core concepts called enduring understandings and their application via the science practices are the basis of the AP Biology curriculum. In class time will be spent on class discussions, group projects and labs, while independent study of course materials will be completed outside the classroom. Further information about this course can be found at <https://apcentral.collegeboard.org/courses/ap-biology/course> including ability to earn college credit for AP exam scores.

 25/26 AP Bio-Syllabus

AP Physics 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and fluids. At the end of the course, students will take the AP Test, which will test students' knowledge of both the conceptual and mathematical formulations of the requisite concepts.

 Syllabus AP PHYSICS 2024-25.pdf

Astronomy

The Astronomy course offers high school students a comprehensive introduction to the study of the universe beyond Earth. This one-semester course covers the fundamental concepts of astronomy, including the properties and life cycles of stars, the structure of our solar system, and the broader workings of galaxies and the cosmos.

Students will explore the historical development of astronomical knowledge, learn about modern observational techniques, and engage with current scientific theories and discoveries. Through hands-on activities and observations, students will gain a deeper understanding of the universe and our place within it.

 Syllabus ASTRONOMY 2024-25.pdf

Chemistry

This laboratory course will cover a discussion of basic chemistry concepts and their application to everyday life. It will provide a survey of basic concepts and applications of chemistry with an emphasis on the role of chemistry in the real world.

 Syllabus GEN Chem 2024-25.pdf

CCP/Honors Anatomy & Physiology

The Anatomy & Physiology is a CCP course and is weighted on a 5 point scale. Anatomy & Physiology emphasizes understanding of the structural levels of the body from molecules to organ systems. The organization of each body system is covered. This course develops critical thinking skills through instruction that emphasizes the understanding of scientific disciplines of

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human anatomy and physiology. The student will demonstrate ability to : apply standard scientific methods and interpret laboratory observations and data; make inferences justified by data and observation; explain the relevance of findings to anatomical principles, physiology concepts, or expected results; identify key assumptions of anatomy and physiology. Case studies will be examined for each human system we cover. The course requires dissections, extensive lab work and research projects relating to the Human Organism. Dissections will include the sheep brain, sheep kidney, sheep heart. and the rat for all the organ systems will be examined.

[Anatomy and Physiology Syllabus](#)

Conservation Science

Students will develop skills, build an understanding of science and learn scientific techniques taught through the lens of conservation with an emphasis on real-world activities. The curriculum focuses on wildlife and habitat conservation and management as well as outdoor recreational activities that support the North American Model of Wildlife Conservation. Conservation Science gives students a foundational basis for how these activities directly benefit habitat acquisition, enhancement and protection, as well as wildlife management, including game, nongame and endangered species.

Environmental Science

Environmental Science is focussed on a holistic understanding of Earth systems in order to learn from the past, comprehend the present and influence the future. It is the study of how physical, chemical and biological processes maintain and interact with life, and includes the study of how humans affect nature.

[Environmental Science Syllabus](#)

Forensic Science

This course investigates the concepts learned in biology and chemistry to strengthen individual skills in scientific reasoning and observation. Using inquiry based settings, students will learn basic scientific and mathematical methods and models required in forensic science. Representative skills are: the determination of the force and motion of a vehicular crash, or the logical sequence of events determined through blood spatter analysis. The course also includes examination of physical evidence, correct crime scene protection and investigation. Bones and CSI seasons will be viewed with guided questions. Projects dealing with serial killers, toxicology, and crime science investigations will be included.

[Forensic Science Syllabus](#)

Honors Chemistry

This advanced course is designed to be a college prep-paced comprehensive overview of most major topics in chemistry. The topics covered include chemical nomenclature, mass relationships in chemical reactions, solids, liquids, gases, atomic theory, periodicity, solutions, acids and bases, equilibrium, reduction-oxidation reactions, an introduction to organic chemistry, and nuclear chemistry. Most sections are supplemented by lab work to reinforce the topics addressed.

[Syllabus HON Chem 2024-25.pdf](#)

Honors Integrated Biology

This introductory course invites students to learn about the living world beginning at the cellular level culminating in the relationship of all living things. Students will cover the four main ideas set forth by The Ohio Department of Education: Cells, Heredity, Evolution and Diversity and Interdependence of Life. Students will implement the fundamentals of scientific inquiry through labs, class discussions and simulations as well develop critical thinking skills through application of scientific principles. *Students will be required to complete an independent research project every nine weeks that relates to concepts learned in the classroom.

[Honors Biology Syllabus](#)

Honors Integrated Physical Science

This class will cover an introduction to physical science and related principles in Chemistry and Physics and is modified for those students who are planning to attend a two- or four-year college/university. This is also a laboratory course that will require a greater demand on the students to move at a faster pace and to further cover topics in depth. Students investigate ways in which science and technologies combine to meet human needs and solve human problems through a variety of hands-on labs throughout the course. Individual Projects are required for the course. Labs are required for the course and a contact must be signed to maintain safety for the teacher and students in the classroom.

[Advanced Integrated Physical Science 2022-2023 Syllabus](#)

Integrated Biology

This introductory course invites students to learn about the living world beginning at the cellular level culminating in the relationship of all living things. Students will cover the four main ideas set forth by The Ohio Department of Education: Cells, Heredity, Evolution and Diversity and Interdependence of Life. Students will implement the fundamentals of scientific inquiry through labs and simulations as well develop critical thinking skills.

[Biology Syllabus](#)

Integrated Physical Science

This class will cover physical science and related principles in Chemistry and Physics. Physical science concepts include the nature of matter and energy; identifiable physical properties of substances; and properties of forces that act on objects. The student will learn about forces and motions, structures and properties of atoms, how atoms react with each other to form other substances, and how molecules react with each other or other atoms. Students continue to develop a deeper understanding of the processes of scientific inquiry and how these processes use evidence to support conclusions based on logical reasoning. Students investigate ways in which science and technologies combine to meet human needs and solve human problems through a variety of hands-on labs throughout the course. Individual Projects are required for the course. Labs are required for the course and a Flinn Safety contract must be signed to maintain safety for the teacher and students in the classroom.

[Integrated Physical Science 2021-2022 Syllabus](#)

Science 9

This class will cover physical science and related principles in Chemistry and Physics. Physical science concepts include the nature of matter and energy; identifiable physical properties of

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substances; and properties of forces that act on objects. The student will learn about forces and motions, structures and properties of atoms, how atoms react with each other to form other substances, and how molecules react with each other or other atoms. Students continue to develop a deeper understanding of the processes of scientific inquiry and how these processes use evidence to support conclusions based on logical reasoning. Students investigate ways in which science and technologies combine to meet human needs and solve human problems through a variety of hands-on labs throughout the course. Individual Projects are required for the course. Labs are required for the course and a Flinn Safety contract must be signed to maintain safety for the teacher and students in the classroom.

 [Copy of Copy of Science 9/10 Physical Science](#)

Science 10

This introductory course invites students to learn about the living world beginning at the cellular level culminating in the relationship of all living things. Students will cover the four main ideas set forth by The Ohio Department of Education: Cells, Heredity, Evolution and Diversity and Interdependence of Life. Students will implement the fundamentals of scientific inquiry through labs and simulations as well develop critical thinking skills.

 [Copy of Copy of Science 9/10 Physical Science](#)

Science 11

This course explores the composition, structure, and processes that shape the Earth, including the study of rocks, minerals, plate tectonics, earthquakes, volcanoes, geologic time, landforms, and the history of life on Earth.

 [Copy of Science 11 \(Physical Geology\): Syllabus](#)

HS History Department

The Amanda-Clearcreek Social Studies Department provides the courses needed to meet the state graduation and college entrance requirements as well as some elective courses.

Course	Course Number	Semester	Open to Grades	Grading Scale	Credit	Subject Code (guidance use only)	Prerequisite	Fees
American History	121	2 (full yr)	10	4 point	1	150810	World History	
Current Events	132	1	10, 11, 12	4 point	.5	152150		
Early American History	129	1	9, 10, 11, 12	4 point	.5	150810		
Economics	171	1	10,11,12	4 point	.5	150600		
Government	122	2 (full yr)	11	4 point	1	150300	American & World History	
History Through Film 1	136	1	10, 11, 12	4 point	.5	159999		
History Through Film 2	137	1	10, 11, 12	4 point	.5	159999	History Through Film 1	
Honors American History	121A	2 (full yr)	10	4.25 point	1	150810		
Honors World History	120A	2 (full yr)	9	4.25 point	1	150890		
Psychology	169	1	11, 12	4 point	.5	151121		
Religions of the World	131	1	9, 10, 11, 12	4 point	.5	159999		
Social Studies 9	874	2 (full yr)	9	4 point	1	150890		
Social Studies 10	875	2 (full yr)	10	4 point	1	150810	Social Studies 9	
Social Studies 11	876	2 (full yr)	11	4 point	1	150810	Social Studies 9 & 10	
Sociology	168	1	11,12	4 point	.5	151300		
Street Law	170	1	9,10, 11, 12	4 point	.5	152150		
World History	120	2 (full yr)	9	4 point	1	150890		

American History

American History will utilize the time period from 1877 through the present in American History to provide a context for the seven standards of the social studies program and a unit on financial literacy. As students study historic eras, they consider the geographical, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. This course develops students' awareness of the relationship between past and present events that make up the history of our country. Students will complete several reports/projects to analyze events in greater detail within the historical context.

 American History Syllabus

Current Events

This course examines the current news events that are developing in our state, nation and the world. Students will use various Web resources to explore, analyze and discuss the events that shape our lives. Students will keep a current-events journal, participate in discussion forums, and demonstrate their understanding and opinions about various newsworthy topics. The course emphasizes various cross-curriculum connections and social studies skills.

Early American History

The Early American History course provides high school students with an in-depth exploration of the formative periods of American history, from the pre-Columbian era through the Civil War and Reconstruction. This one-semester course examines the social, political, economic, and cultural developments that shaped the early United States.

Students will investigate key events, significant figures, and foundational documents, analyzing their impact on the nation's growth and development. The course emphasizes critical thinking, historical inquiry, and the interpretation of primary and secondary sources to understand the complex narrative of early America.

Economics

Economics course explains how individuals and societies satisfy wants & needs through use of available resources. Basic elements from Microeconomics and Macroeconomics will be discussed, including systems, markets, supply, demand, types of businesses, interaction between production costs and profit, roles of banks and finances, and influence of government and fiscal policy. Students will be required to take notes, participate in class discussion, complete daily assignments, tests, and complete mini projects throughout the course relating to topics of interest. This class **does not** satisfy the state financial literacy requirement for graduation.

 Economics Syllabus

Government

Students will understand how Americans govern themselves at the local, state and national levels. They will learn that they can engage societal problems and contribute to common good, and exercise skills to participate in civic affairs. Students will also understand the US Constitution, its principles and amendments, and explain purposes and functions of the individual branches of

government. Students will be aware of public policy and the roles of its citizens at all levels of government and understand the interaction between government and the economy.

[Government Syllabus](#)

History Through Film 1

In today's world students gain most of their information through the media. History Through Film will look at how the media/Hollywood report and retell history. When viewing selected films, students will be asked to look for historical inaccuracies, examples of racism, sexism and other various social issues. Students will examine how the media/Hollywood tries to influence public opinion through films. Students will compare the different methods for reporting history; written history vs Hollywood history vs documentaries. The class will watch several carefully selected films and documentaries. A list of films along with permission slips will be given to parents to review.

[Syllabus for History Through Film I](#)

History Through Film 2

This course is a follow-up to History Through Film 1, with particular focus on lesser-known films: In today's world students gain most of their information through the media. History Through Film will look at how the media/Hollywood report and retell history. When viewing selected films, students will be asked to look for historical inaccuracies, examples of racism, sexism and other various social issues. Students will examine how the media/Hollywood tries to influence public opinion through films. Students will compare the different methods for reporting history; written history vs Hollywood history vs documentaries. The class will watch several carefully selected films. A list of films along with permission slips will be given to parents to review.

[Syllabus for History Through Film II](#)

Honors American History

This course will cover the time period from Reconstruction to 9/11. The course will be offered as a College Credit Plus program. It will also be offered as a regular Advanced American History course here at Amanda Clearcreek High School. Course work and text will be at the college level for all students in the course. Students should expect to cover the material at a faster pace and in more depth than the regular American History course. Students will have to complete essays, article reviews and discussions over the course material.

[American History Syllabus](#)

Honors World History

This course will provide additional emphasis on preparing students for college using a more accelerated pace, independent assignments, both in and out of class, and use of various evaluations that will include, but are not limited to; research projects, student outlining of chapters, group evaluations and analysis of theories, documents and historical figures, use of primary and secondary sources to determine historical significance, and extensive readings of authors within historical time period being studied.

[Honors World History Syllabus](#)

Psychology

This course will provide a general introduction to psychology and its development as a major discipline. Major learning theories and their application will be illustrated. The process of thought and the influence of language, creativity, memory, and intelligence on thought will be demonstrated. Additional emphasis will be placed on how the world is perceived and the factors that affect perception. The development of personality as explained by major theorists will be related to the student's individual personality growth. An emphasis will be placed on adolescence and the factors which influence this period. The measurement of personality and how behavior and emotions interact will be emphasized. Completing the study of personality will be a review of personality disorders and abnormal behavior.

 Psychology Syllabus

Religions of the World

This class will examine prominent religions, as well as traditional and indigenous religions around the world. Religions will be examined based upon history and beliefs, as well as their cultural, social, geographical, psychological, spiritual and political impacts. Religions will be compared/contrasted; beliefs and practices will be subjected to interpretation, critical thinking and other forms of analyses in an environment of tolerance. Students will analyze beliefs and positions to gain understanding of the religions, and the role they play in world culture. Students will complete related projects. Special attention will be given to major religions : Christianity, Hinduism, Shintoism, Islam and Judaism.

 World Religions Syllabus

Social Studies 9

Social Studies I will cover the time period of **1600 – Present in World History**, to provide a context for the seven standards established by the Ohio Department of Education. This course provides an extension and clarification of students' perspectives gained in previous years from the world's point of view, regarding people, places, events and patterns. Students will use this information to draw correlations between past and current events happening in our world.

The course emphasizes critical thinking, understanding patterns in history, use of compare/contrast, recognizing sequence, cause and effect, researching, collecting and interpreting historical data and documents, evaluate, analyze and explain significance of history from different points of view, as well as examine and explain the significance of historical events. Students will study history with increased emphasis on reading, writing and analysis in the forms of essays, research, and reports and presentations.

Social Studies 10

Social Studies II will utilize the time period from 1877 through the present in American History to provide a context for the seven standards of the social studies program and a unit on financial literacy. As students study historic eras, they consider the geographical, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods. This course develops students' awareness of the relationship between past and present events that make up the history of our country. Students will complete several reports/projects to analyze events in greater detail within the historical context.

Social Studies 11

Students will understand how Americans govern themselves at the local, state and national levels. They will learn that they can engage societal problems and contribute to common good, and exercise skills to participate in civic affairs. Students will also understand the US Constitution, its principles and amendments, and explain purposes and functions of the individual branches of government. Students will be aware of public policy and the roles of its citizens at all levels of government and understand the interaction between government and the economy.

In addition, students will develop economics skills and use them to make decisions in areas of fundamentals of economics, global economy, work and earnings, financial planning, savings and investing, credit and debt, and risk management.

Sociology

In this course, humans, as a part of society, and the elements that influence society will be investigated. Through the use of case studies depicting various aspects of American culture and comparative views of other cultures, the student will evaluate sociological data and analyze the importance of the study of sociology. The social aspects of class structure and the basic institutions of society will be discussed. An emphasis will be placed on sociological problems of America and the student's ability to project solutions for these problems considering sociological factors.

 [Sociology Syllabus](#)

Street Law

Provides information and competency for students to evaluate, analyze and resolve legal disputes. Course is designed to provide students with basic skills and knowledge for survival in our law-saturated society. Curriculum includes case studies, small group exercises and activities, plus extensive class discussion on how the law applies to students. Course is designed to promote a willingness and the capability to participate effectively in the legal system in which we live.

 [Street Law Syllabus](#)

World History

Social Studies I will cover the time period of **1600 – Present in World History**, to provide a context for the seven standards established by the Ohio Department of Education. This course provides an extension and clarification of students' perspectives gained in previous years from the world's point of view, regarding people, places, events and patterns. Students will use this information to draw correlations between past and current events happening in our world.

The course emphasizes critical thinking, understanding patterns in history, use of compare/contrast, recognizing sequence, cause and effect, researching, collecting and interpreting historical data and documents, evaluate, analyze and explain significance of history from different points of view, as well as examine and explain the significance of historical events. Students will study history with increased emphasis on reading, writing and analysis in the forms of essays, research, and reports and presentations.

 [Copy of World History Syllabus](#)