



Student Handbook

Welcome to the Downey Unified Virtual Academy!

We are so happy you have joined our Virtual Academy family. Our school is designed to offer families an alternative educational experience for our grade 7-10 students. Now more than ever, students may choose a more individualized approach to learning while in the safety and comfort of their own home. The past two years have been challenging for many families and we believe our students should have a high-quality, student-centered online option that focuses on each individual student's academic and social-emotional growth.

Our diverse student population reflects the value we place on inclusivity and curating a sense of belonging. We are confident you will find our Virtual Academy to be a place where student voice and choice are at the forefront of re-envisioning what school can be for each of our students.

We are looking forward to an exciting new year!

Karlin LaPorta

Virtual Academy Program Administrator

Pace Education Center

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Downey Virtual Academy Faculty/Staff Directory

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Our Purpose and Mission

Our new Downey Unified Virtual Academy promotes the mission and vision of our district where we are committed to developing all students to be self-motivated learners and productive, responsible, and compassionate members of an ever-changing global society. It is our district vision that all students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character. These statements are especially true of our new Virtual Academy where our students, staff, and families are embracing the future of education and redefining what it means to be a 21st Century learner.

In Downey Unified, we believe the right environment is vital to guiding and inspiring students to realize their individual potential. Our school provides an alternative to the traditional in-person school setting. The Downey Unified Virtual Academy is an online Independent Study school where students in grades seven through ten are able to take advantage of a more individualized, flexible learning environment while engaging in rigorous college-prep courses provided by a comprehensive online curriculum. It is our primary goal to support our students' academic success while promoting opportunities for social-emotional well-being and growth.

Our School-Wide Vision

The Downey Unified Virtual Academy is dedicated to creating an individualized, whole student-centered approach to learning where our students build their independence, confidence, and communication skills to prepare them for the future of college and careers in an ever-changing global society.

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Our School-Wide Student Learning Outcomes

At the Virtual Academy, we have worked collaboratively with our students, families, and staff to develop our School-Wide Student Learning Outcomes (SLO's).

Downey Unified Virtual Academy **Where students create their own PACE for learning**

P Perseverance	A Advocacy	C College and Career Readiness	E Emotional Well-Being
Where students:	Where students:	Where students:	Where students:
<p>-persist in learning despite obstacles and grow through their mistakes</p> <p>-create their own personalized learning environment</p>	<p>-are resourceful and take initiative in their own learning, developing their distinct voice</p> <p>-know how and when to ask for support</p> <p>-communicate effectively, collaboratively, and respectfully</p>	<p>-participate in rigorous a-g coursework</p> <p>-set goals and manage their time effectively</p> <p>-explore and prepare for successful post-secondary school and career opportunities</p>	<p>-develop skills and self-awareness to live a healthy and productive life</p> <p>-exhibit self-care behaviors that promote emotional, physical, and mental health</p> <p>-grow into citizens of strong character</p>

“Q” Parent Connect and DUSD App for Smartphones

“Q” parent connection is a web application that provides parents with direct access to student data via the internet. Using a confidential pin and password, parents can connect to the school district’s student database using a web browser and view their child’s data. Information can also be connected to the DUSD App for smartphones and parents are able to get real-time updates on their student’s grades, assignments, and attendance. See the school office for assistance downloading the app and signing up for Q Parent Connect.

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SCHOOL POLICIES & INFORMATION

School Hours

Students at the Virtual Academy have the flexibility to design their own school hours, but our staff office hours and student meetings take place between the hours of 8:00 am - 3:00 pm. Our school office is open from 7:30 am - 4:00 pm and the Student Lounge and classrooms are open to students from 8:30 am - 3:30 pm

On-Campus Visits

While we are an online school, students are welcome to come to campus to meet with teachers and work on assignments. Students must check in at the Virtual Academy office and complete a COVID screener upon arrival. They can work in our classrooms or visit our Student Lounge, a student-centered space where students can take advantage of comfortable study spaces, snacks, and even take breaks for a game of ping pong.

Computers/Internet

Each student is offered a district-issued device and hotspots are provided upon request. Students who use a district-issued device must do so in a responsible manner and follow Downey Unified policies regarding the Internet and acceptable use of technology. Students should notify a parent/guardian and contact their teachers, counselor, or administrator if they are having trouble with a district-issued device or need help accessing Wi-Fi. Families can also call our Technology Help Desk at (562) 469-6905.

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Attendance

Attendance at the Virtual Academy is based on completed assignments. Students will submit regular assignments through the Canvas portal and Apex platform. These completed work samples serve as evidence of daily attendance. If students do not turn in timely assignments on a daily basis, they will not be marked attended at the Virtual Academy.

Excessive absences (2 days per month) may result in disenrollment from the Virtual Academy school and transfer back to the school of residence for in-person instruction.

Frequent Two-Way Communication

Since we are an online school, it is essential that students frequently communicate with their teachers and counselor. We have built-in student supports such as daily meetings, weekly advisories, daily office hours, and after-school tutoring to assist in this process. Our teachers and counselor also use Canvas messaging and the Remind app to frequently reach out to students and check on their progress. It is the student's responsibility to respond to Canvas messages and emails in a timely manner to uphold their end of this important two-way communication. If students repeatedly don't respond to counselor and staff messages and aren't regularly attending student meetings, advisory meetings, and office hours, a family conference will be scheduled to determine if the Virtual Academy is the appropriate fit.

Harassment

It is the policy of Downey Unified Virtual Academy to provide an educational environment free of harassment. To accomplish this purpose, the policy is designed to secure, at the earliest level possible, an appropriate resolution to an allegation of harassment. Students should contact their counselor, teacher, or school administrator if they feel they have experienced any form of harassment.

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BUILDING CONNECTIONS

Student Meetings

Middle School Morning Meetings and Weekly High School Meet-Ups:

Our middle school students participate in daily synchronous morning meetings and our high schoolers meet three times per week. Throughout the week we focus on the five Social Emotional Learning (SEL) competencies: self-awareness, self-management, responsible decision making, social awareness, and relationship skills, College and Career Readiness, Character Counts, Community Building, Study Skills, and regular academic check-ins.

Weekly Student Advisory Meetings:

Students are required to meet with their Advisory teacher on a weekly basis at a regularly agreed upon time. These meetings provide the staff and students opportunities to regularly connect, build a meaningful relationship, and discuss the student's academic and social-emotional well-being.

Family Advisory Meetings

The Virtual Academy encourages all families to participate in our Family Advisory Meetings. These meetings will take place throughout the school year and provide an opportunity for our families to have a voice in the development and continuous improvement of our Virtual Academy.

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STUDENT SUPPORTS

Access to Mental Health Services

Our Virtual Academy partners with the other comprehensive sites in the district and can refer students for school-based mental health services at their school of residence. As well, we partner with many community-based mental health providers to ensure our families have access to social-emotional resources for all our Downey Unified students.

Academic Counseling

All our Virtual Academy students meet with our counselor at the start of their enrollment at the school to collaboratively design an Individualized Learning Plan and map out their coursework. We want to set our students up for success so our middle school students have the opportunity to accelerate their learning and begin fulfilling their Language Other than English (LOTE) requirement in the 8th grade. Our high school students are enrolled in courses that fulfill their “a-g” requirements that will prepare them for graduation and admission to a four-year college or university. Our counselor, Mr. Calderon provides weekly workshops for our students on study skills, college and career readiness, and social-emotional learning.

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Tiered Academic Supports

If students are struggling to complete their academic work, we have levels of tiered supports to help get them back on track.

Tier 1- Individualized Study Schedule: If students have a few missing assignments, they will work during their daily check-in time or during their one-on-one Advisory Meeting to create an individualized study schedule that specifies when independent Apex work should be completed. If they stay on track, no additional supports may be necessary.

Tier 2- Mandatory Office Hours: With 5 missing assignments in the same class, students will attend a minimum 30-minute mandatory zoom work session with any available office hour. Students can earn their way out by completing work. Students will complete a reflection at the end of the week to determine if they should remain in work sessions.

Tier 3- Mandatory After-School Tutoring and/or On-Site Work Sessions: If students continue accumulating missed assignments, parents will be contacted. Students will be given the option to attend mandatory after-school tutoring or come on campus to work. Students will be encouraged to work on-site for a minimum of two-hour blocks at least once a week, depending on the number of missed assignments.

Tier 4- Program Evaluation: If students are still not able to complete all assignments and aren't showing up for office hours or on-site work time, a family conference will be scheduled to determine if the Virtual Academy is the best placement. Students may be referred back to their school of residence for in-person instruction.

After-School Tutoring

After-school tutoring will be available for any students who are struggling to complete their work. Students can attend voluntarily or if they are consistently missing assignments, their attendance may be mandatory. A tutoring schedule with classroom Zoom links will be provided to families each semester.

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ACADEMIC PROGRAM AND REQUIREMENTS

Educational Curriculum

Our school uses the comprehensive and rigorous Apex curriculum. All courses are aligned to the California Common Core Standards. Our high school courses meet the UC “a-g” requirements.

Report Cards and Progress Reports

Families receive a weekly progress report through Apex which provides the most up to date grades in each class. A formal DUSD progress report will be issued to students at the mid-semester mark. For middle school students, a letter grade (A,B,C,D,F) is given for academic and elective classes. Physical Education classes are graded Excellent, Satisfactory, or Need Improvement (E,S,N). The need for improvement in behavior, attendance, and assignments is also noted with number comments. For high school students, a letter grade (A,B,C,D,F) is given for each class and the need for improvement in behavior, attendance, and assignments are also noted with comments.

Report cards will be available in Q Parent Connect approximately one week after each reporting period. Report cards at the end of the school year will be mailed home.

Q Parent Connect allows parents access to student’s current grades. We encourage all parents and students to sign up and use the program.

Academic Integrity

Academic Integrity is the concept of honesty, trust, fairness, respect, responsibility, and courage in academic practice. It is essential that our students practice academic integrity in this online environment as it sets the foundation against behaviors such as cheating, plagiarism, and other types of academic dishonesty. In the Virtual Academy, students assume full responsibility for the content and integrity of the coursework they submit.

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Guidelines to follow:

- The work students submit must be their own original work and not copied from an outside source
- It may be appropriate for students to use *their own* notes or study guides to help in an exam, but prior teacher approval is required
- It is *not appropriate* to have someone else complete your work or copy the work from a website and turn it in as your own

Consequences for Academic Dishonesty:

- First offense- Verbal warning and a zero on the assignment. The teacher has the option of giving an alternative assignment for reduced points. Family may be contacted.
- Second offense- Zero on the assignment, no chance of resubmission. Family conference and mandatory supervised proctoring of tests and quizzes with their camera on. May have to retake all prior assessments.
- Third offense- Family conference and formal program evaluation. Formal meeting with family, counselor, and administrator to evaluate if the Virtual Academy is the proper placement.

Long Term Independent Study Master Agreement

All students who are in the Virtual Academy school must have a signed Long Term Independent Study Agreement to continue within this program. The document is signed by the Parent/Guardian, student, counselor, and administrator. The signatures serve as an agreement for the student to participate in our virtual learning program. A Parent/Guardian signature is a requirement of the law and failure to sign the Agreement may initiate a transfer of the student back into In-Person Learning.

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Assessments

Our teachers evaluate assignments and give assessments to students on an individual basis. These formal and informal assessments provide valuable information to the teacher to help them to adjust and adapt assignments for future learning. As well, our middle school students take the district-wide issued iReady Diagnostic Assessments and high school students take the STAR Diagnostic Assessments two to three times a year. These district assessments provide another data point for our teachers to monitor student progress throughout the school year.

State Testing

The State of California mandates that all students in the public school system participate in annual state standardized tests. According to the law, “Each eligible pupil enrolled in grades 3 to 8 and 11 in a school district on the date testing begins in the pupil’s school, shall be given the designated achievement test.” Teachers at our Virtual Academy use the results of the tests as an assessment tool, along with other formal and informal assessments and observations.

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High School Graduation Requirements

Minimum High School Curriculum Requirements, Graduating Classes of 2022 and Beyond

Content Area	Years	Semester Hours
English	4	40
Social Studies	3	30
American History (10)		
American Government (5)		
Economics (5)		
World History and Geography (10)		
Physical Education	2	20
Mathematics (including Integrated Mathematics I or Algebra I)	3	30
Biological Science (Lab)	1	10
Physical Science (Lab)	1	10
Health	1/2	5
Visual or Performing Arts	1	10
Foreign Language	2	20
Total Required Semester Hours		175
Total Elective Semester Hours		45
Total		220

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“a-g” Course Requirements for UC/CSU Admission Eligibility

To satisfy the Subject Requirement, students must complete the high school courses listed below with a grade of “C” or higher. This sequence of courses is also known as the “a-g” subjects or requirements. Students must take 15 units of high school courses to fulfill the Subject Requirement, seven units of which must be taken in the last two years of high school. A unit is equal to an academic year, or two semesters of study.

Subject Requirements	California State University (CSU)	University of California (UC)
<i>15 year long college preparatory courses are required with a grade of C or better.</i>		
<i>In addition to these requirements, each campus has their own admissions standards which they follow.</i>		
“a” – History/Social Science	2 years of history/social science, including 1 year of U.S. history or one semester of U.S. History and one semester of American government, AND	
	1 year of history/social science from either the “a” or “g” subject areas	1 year of world history, cultures, and geography 1 from the “a” subject area
“b” – English	4 years of college-preparatory English composition/literature (including no more than 1 year of Advanced ESL/ELD)	
“c” – Mathematics	3 years of mathematics, including successful completion of Math III, Algebra II or the equivalent; 4 years are recommended	3 years of mathematics, including successful completion of Math III, Algebra II or the equivalent; 4 years are recommended (must include a geometry course)
“d” – Laboratory Science	At least 1 year of physical science and 1 year of biological science	2 years including at least 2 from biology, chemistry, and physics; 3 years are recommended
“e” – Language Other Than English	2 years, or the equivalent to the 2 nd level high school course of the same language (American Sign language is accepted)	2 years, or the equivalent to the 2 nd level high school course of the same language (American Sign language is accepted); 3 years are recommended
“f” – Visual and Performing Arts	1 yearlong course in visual and performing arts, or 2 one semester courses in the same discipline (Dance, Music, Theater/Drama, or Visual Arts)	1 yearlong course in visual and performing arts, or 2 one semester courses in the same discipline (Dance, Music, Theater/Drama, or Visual Arts)
“g” – College Preparatory Elective	1 year of an elective chosen from any area on approved “a-g” course list	1 year of an elective chosen from any area on approved “a-g” course list
	Minimum GPA in “a-g” courses: 2.0	Minimum GPA in “a-g” courses: 3.0

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Accreditation

The Downey Virtual Academy is currently in the application process of accreditation by the Western Association of Schools and Colleges (WASC).

2021-2022 Virtual Academy Middle School Course Offerings

English	Math
<ul style="list-style-type: none">• English 7• English 8	<ul style="list-style-type: none">• Math 7• Math 8

Social Science	Science
<ul style="list-style-type: none">• World History 7• US History 8	<ul style="list-style-type: none">• Integrated Science 7• Integrated Science 8

Electives
<ul style="list-style-type: none">• Physical Education (online at school of residence middle school sites)• College & Career Exploration I-II• Spanish I (ALVS course-*8th grade)• Other Elective choices (online at DMS, GMS, MSMS, SMS)

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2021-2022 Virtual Academy High School Course Offerings

English	Math
<ul style="list-style-type: none">• English 9• English 10/ English 10 Honors	<ul style="list-style-type: none">• Math I• Math II

Social Science	Science
<ul style="list-style-type: none">• World History/ World History Honors	<ul style="list-style-type: none">• The Living Earth• Chemistry/ Chemistry Honors

Electives
<ul style="list-style-type: none">• Art Appreciation• Health Education• Physical Education (online at WHS)• Other Elective choices (online at DHS or WHS)

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Middle School Course Descriptions:

English Courses

English 7 and 8

English 7 and 8 delivers instruction, practice, and review designed to build students' communication and reading comprehension skills. Reading comprehension lessons strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing lessons combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening lessons guide students as they evaluate clips and readings from speeches and discussions. In language lessons, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

Math Courses

Math 7

Math 7 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Throughout the course, students gain a deep understanding of proportions and their use in solving problems. They extend their fluency with operations on rational numbers and translate among different forms of rational numbers. Algebra topics include simplifying and rewriting algebraic expressions and solving more complex equations and inequalities. Students also sketch geometric figures and explore scale drawings, investigate circle properties and angle relationships, and deepen their understanding of area, volume, and surface area. They see how statistics uses sample data to make predictions about populations and compare data from different data sets. Students gain a fundamental understanding of probability and explore different ways to find or estimate probabilities.

Math 8

Math 8 delivers instruction, practice, and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. In this course, students focus on understanding functions — what they are, how to represent them in different ways, and how to write them to model mathematical and real-world situations. In particular, students investigate linear functions by learning about slope and slope-intercept form. Students' understanding of linear functions is extended to statistics, where they make scatter plots and use linear functions to model data.

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They solve linear equations and equations involving roots and explore systems of linear equations. Additional topics include exponents, powers of ten, scientific notation, and irrational numbers. Students learn about transformations and extend that understanding to an investigation of congruence and similarity. Other geometric concepts explored include the Pythagorean theorem, angle relationships, and volumes of cylinders, cones, and spheres.

Science Courses

Integrated Science 7

California Middle School Grade 7 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as the structures and properties of matter; chemical reactions; the flow of energy through systems, including Earth's living and nonliving systems; and the history of Earth.

Integrated Science 8

California Middle School Grade 8 Science delivers instruction, practice, and review to help students develop scientific literacy, deepen conceptual understanding, and apply scientific practices. Students explore concepts such as waves and electromagnetic radiation, energy and forces on Earth and in space, genetics and natural selection, engineering design, and the impact of humans on Earth's resources.

Social Science Courses

World History 7

Middle School World History delivers instruction, practice, and review designed to build middle school students' knowledge of world history, from the Neolithic Revolution through the Middle Ages. By constantly honing their ability to analyze history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

US History 8

Middle School U.S. History and Geography delivers instruction, practice, and review designed to build middle school students' knowledge of U.S. history, from the peopling of North America through the era of Reconstruction. Students engage with the subject matter in an interactive, feedback-rich environment as they progress through standards-aligned content. By constantly honing their ability to analyze history, students build the depth of knowledge and higher-order thinking skills required to demonstrate their mastery when put to the test.

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Electives

College & Career Preparation

In College and Career Preparation, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill development in high school can lead to expansive career opportunities after they have completed their education and are ready for the working world.

Spanish I- (Apex Learning Virtual School-ALVS)

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe.

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High School Course Descriptions:

English Courses

English 9

The English 9 course is an overview of exemplar selections of literature in fiction and nonfiction genres. Students read short stories, poems, a full-length novel, and a full-length Shakespeare play, analyzing the use of elements of literature in developing character, plot, and theme. For example, in selected stories, students compare the effect of setting on tone and character development. Likewise, in the poetry unit, students analyze how artists and writers draw from and interpret source material. Each unit includes informational texts inviting students to consider the historical, social, and literary context of the main texts they study. Throughout the course, students respond to others' claims and support their own claims in essays, discussions, and presentations, consistently using thorough textual evidence.

English 10/ Honors English 10

The focus of the English 10 course is the writing process. Three writing applications guide the curriculum: persuasive, expository, and narrative writing. Each lesson culminates in a written assignment that lets students demonstrate their developing skills in one of these applications. English 10 follows the model of English 9 by including at least one anchor text per lesson, but the essays, articles, stories poems, and speeches are often presented as models for students to emulate as they practice their own writing. So that these readings may serve as proper examples for students, a high proportion of texts for this course are original pieces. English 10 also continues to develop students' reading, listening, and speaking skills. Readings include poems, stories, speeches, plays, and a graphic novel, as well as a variety of informational texts. The readings represent a wide variety of purposes and cultural perspectives, ranging from the Indian epic The Ramayana to accounts of Hurricane Katrina told through different media. Audio and video presentations enhance students' awareness and command of rhetorical techniques and increase their understanding of writing for different audiences.

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Math Courses

Mathematics I

Mathematics I builds students' command of geometric knowledge and linear and exponential relationships. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof, and constructions; and connecting algebra and geometry through coordinates.

Mathematics II

Mathematics II extends students' geometric knowledge and introduces them to quadratic expressions, equations, and functions, exploring the relationship between these and their linear and exponential counterparts. Students learn through discovery and application, developing the skills they need to break down complex challenges and demonstrate their knowledge in new situations. Course topics include extending the number system; quadratic functions and modeling; expressions and equations; application of probability; similarity, right-triangle trigonometry, and proof; and circles with and without coordinates.

Science Courses

The Living Earth

The Living Earth integrates biology with Earth and space science. Throughout the course, students apply fundamental biological concepts to better understand how living systems and Earth's systems are interrelated and interdependent. Course topics include structure and function of living organisms, heredity, genetic variation, natural selection, evolution, the biosphere, types of ecosystems and biomes the ecology of populations and communities, the effects of change on the biosphere and its parts, the relationship of humans with the environment, and explorations of challenges humans face and sustainable solutions for the future health of Earth and its inhabitants.

Chemistry/ Honors Chemistry

Chemistry offers a curriculum that emphasizes students' understanding of fundamental chemistry concepts while helping them acquire tools to be conversant in a society highly influenced by science and technology. The course provides students with opportunities to learn and practice critical scientific skills within the context of relevant scientific questions. Topics include the nature of science, the importance of chemistry to society, atomic structure, bonding in the matter, chemical reactions,

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redox reactions, electrochemistry, phases of matter, equilibrium and kinetics, acids and bases, thermodynamics, quantum mechanics, nuclear reactions, organic chemistry, and alternative energy.

Social Science Courses

World History/Honors World History

In World History, Culture and Geography, students study the major turning points that shaped the modern world including the Enlightenment, industrialization, imperialism, nationalism, political revolutions, the world wars, the Cold War, decolonization, and globalization. By presenting content from multiple perspectives and through diverse primary and secondary source materials, this course provides students with a solid foundation in the history of the modern era and prepares students to be active and informed citizens of the world.

Electives

Art Appreciation

Art Appreciation is a survey of the history of Western visual arts, with a primary focus on painting. Students begin with an introduction to the basic principles of painting and learn how to critique and compare works of art. Students then explore prehistoric and early Greek and Roman art before they move on to the Middle Ages. Emphasis is placed on the Renaissance and the principles and masters that emerged in Italy and northern Europe. Students continue their art tour with the United States during the 20th century, a time of great innovation as abstract art took center stage. While Western art is the course's primary focus, students will finish the course by studying artistic traditions from Africa, Asia, Oceania, and the Americas.

College & Career Preparation

In College and Career Preparation, students obtain a deeper understanding of what it means to be ready for college. Students are informed about the importance of high school performance in college admissions and how to prepare for college testing. They know the types of schools and degrees they may choose to pursue after high school and gain wide exposure to the financial resources available that make college attainable. Career readiness is also a focus. Students connect the link between interests, college majors, and future careers by analyzing career clusters. Students come away from this course understanding how smart preparation and skill

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development in high school can lead to expansive career opportunities after they have completed their education and are ready for the working world.

Health

Health Education is a valuable, skills-based health education course designed for general education in grades 9 through 12. Health Education helps students develop knowledge, attitudes, and essential skills in a variety of health-related subjects, including mental and emotional health, social health, nutrition, physical fitness, substance use and abuse, disease prevention and treatment, and injury prevention and safety.