



**Jackson High School**

**Programs  
of  
Study**

**2015-2016**



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**Jackson High School Web Site**

<http://jackson.stark.k12.oh.us>

Click on the Quick Link JHS Programs of Study

**TERMS DEFINITIONS**

- Required**                      Certain courses are necessary for graduation. Please refer to REQUIREMENTS FOR GRADUATION on pages 1 & 2.
- Elective**                        Subjects which are not required for graduation are called electives.
- Semester Course**            The course is offered for one semester (18 weeks).
- Prerequisites**                These are conditions which must be successfully completed before a student can take a particular course.
- Non Academic Courses**      Physical Education, Yearbook, and Newspaper.

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*Cover design by Nicole Borowski*

The Jackson Local School District affirms that no persons shall, on the basis of sex, race, color, national origin, or disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices.

## PLANNING AND POLICIES

### Requirements for Graduation 2014 to 2017

<u>REQUIRED COURSES</u>	<u>CREDITS</u>
<b>English</b>	<b>4.0</b>
<b>Social Studies</b> Must include World History, American History, American Government and the Economy	<b>3.0</b>
<b>Math</b> Must include one unit of Algebra 2 or equivalent	<b>4.0</b>
<b>Science</b> Must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology; or other earth or space science.	<b>3.0</b>
<b>Health</b>	<b>0.5</b>
<b>Physical Education</b> - must take 2 semesters each worth 0.25 credits Physical Education Waiver*	<b>0.5</b>
<b>Personal Finance</b> Beginning with the class of 2016, all students are required to take Personal Finance. Students who complete a Junior year Career and Technical program or AP Economics are exempted from this course requirement.	<b>0.5</b>
<b>Electives</b> Must include one or any combination of world language, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.	<b>4.5</b>
<b>Fine Arts</b> Must include one credit of Band, Choir, Oral Interpretation, Debate, Introduction to Performing Arts, or Visual Art I. Students may have met this graduation requirement at JMMS through Choir, Art, Band and/or General Music. Students following a career-technical pathway are exempted from the fine arts requirement. Please see your counselor for further information.	<b>1.0</b>
<b>TOTAL</b>	<b>21.0</b>
<ul style="list-style-type: none"><li>❖ All students must earn a minimum of 21.0 credits to graduate.</li><li>❖ All students must pass all five content areas of the Ohio Graduation Test.</li><li>❖ All students must complete at least two semesters of fine arts. Students following a career-technical pathway are exempted from the fine arts requirement</li></ul>	

\*see Physical Education course section on page 81

## Outside Credit

Any student wishing to attend Summer School, on-line courses, or obtain outside credits must consult with their school counselor prior to registering.

Failure to secure approval prior to taking an outside course will result in denial of credit.

## Schedule Change Policy

Registration for courses is a very important part of a student's educational experience. Constant care and consideration must be given to selecting the schedule that will best prepare the student for post-high school plans -- whether to enter college, seek employment, or pursue other opportunities.

Course selections should be firm. Students should consult with parents, teachers, and counselors before making final course decisions. The student and parent are encouraged to plan a realistic schedule so that changes will not be necessary.

Considerations should be:

- specific courses and number of credits for graduation
- prior success and failures
- special interests and aptitudes
- future college and career plans

The courses selected determine:

- how many sections are needed of that particular class
- the total overall master schedule
- staffing (the number of teachers needed)
- the number of textbooks needed

Schedule changes may be made only when absolutely necessary. From the beginning of the scheduling process (approximately February) through the month of June, ample opportunities are provided for the students to take an active part in the selection of their courses. The master schedule is built by the course selections made by students for the following school year; therefore, it is critical that students and parents make the best and most accurate choices during the registration process.

### **New Policy:**

**Once school has begun in August, students must follow their schedule the first day of school prior to submitting a request to change their schedule. After the first day of school, a schedule change will only be considered for five (5) days unless the request is a response to a technical error or a student being academically misplaced.**

**Any student dropping a course after the first five (5) days of school or the first five (5) days of 2<sup>nd</sup> semester courses will receive a failing grade in that class for the year/semester and no credit for the course will be given.**

No student will be permitted to add a course to his or her schedule after the first five days of each semester.

### Possible Schedule Changes

1. If a student has no study halls in either the first or second semester due to computer placement of classes, a request to move a course from one semester to another would be considered if:
  - a) the course is offered in another semester
  - b) there are seats available in the new section
2. Any student who is tested during the year by the school psychologist and is recommended for a special program (Special Education) will have his or her schedule changed immediately to fit the prescribed needs of the individual.

### No Schedule Changes

1. Moving a lunch period will not be granted unless there are extenuating circumstances.
2. **No teacher changes** will be considered unless the student is repeating a class that they have failed with the same teacher during a previous school year.

### **Course Recommended/Not Recommended**

Students will be seeking recommendations for selected courses from their present teachers or from the last teacher who taught the student this subject area. For example, if a prospective senior has not taken math since the sophomore year and now wishes to take additional math, he or she must seek recommendation from that sophomore math teacher (or the department head in the case where the teacher is no longer at Jackson High School).

Recommendations must be obtained in these areas:

- Fine Art
  - all classes beyond Visual Art I
  - Choir & Band requires an audition
- World Language
  - all levels beyond first level
- Mathematics
  - all levels
- Science
  - Chemistry, Physics, Anatomy/Physiology,
  - and any Advanced Placement course
- English
  - Accelerated and Advanced Placement
- Social Studies
  - all Advanced Placement
- Career Education
  - by application only
- JAGS and IB
  - by application only

**Parents are encouraged to thoroughly examine the registration form** to see if their child has been recommended for course selections.

Students may take courses that have not been recommended; however, please be aware that *not recommended* means that the present subject matter teacher does not feel the student is capable of the selected course at this time. The student and his/her parent or guardian will be required to sign a “Not Recommended” contract.

### **Course Fees**

A current list of course fees is available on the district web page under the tab “District,” “District Fees.”

## **Core Curriculum Recommendations for the state assisted universities in Ohio**

Students who are planning to attend any one of Ohio's public, four-year universities should elect the following curriculum to gain admission *without conditions*:

- 4 credits of English
- 3 credits of math (Algebra I, Algebra II, and Geometry - it is also highly recommended that math be taken during the senior year)
- 3 credits of social studies
- 3 credits of lab science (Biology, Chemistry, Physics, and Anatomy are highly recommended - Earth Science and Science and Our Society are also considered lab sciences)
- 2 credits of the same world language (some Universities are recommending three years)
- 1 credit of a fine or performing art (Band, Choir, Art, and Introduction to Performing Arts)

Private and out of state colleges and universities may require more extensive preparation in specific subject areas. Students are strongly encouraged to check the latest policies regarding course requirements with each university they are considering.

### **Common Definition of the Arts**

Appropriate fine arts experiences for high school students preparing for college should include essential content in the following:

- creating or performing works of art
- understanding the history of the art, and/or
- responding to the aesthetic features of works of art

All of the institutions with an arts requirement will accept the following courses:

***Visual Arts*** including: drawing and painting, printmaking, sculpture and other three-dimensional media, photography, cinema, history, and appreciation.

***Music*** including: vocal, instrumental, theory, composition, history, and appreciation.

***Theatre and Drama*** including: performance, production, history, and appreciation.

***Dance*** including: performance, history, and appreciation.

***Multi-Disciplinary Arts*** including: courses with two or more arts areas, aesthetic education, humanities, and arts appreciation.

**Note:** Some private schools have different requirements, and students are asked to work closely with their counselor if they are seeking entrance to this type of school.

## **Early Graduation**

If a student wishes to pursue *Early Graduation*, he/she must complete an application before the end of the student's sophomore year. A mandatory meeting between the student and his/her counselor must take place in order to discuss further details regarding early graduation.

Early Graduation Guidelines:

1. Students must declare intent for *Early Graduation* prior to the completion of their **sophomore** year.
2. Students must have passed all five parts of the Ohio Graduation Test.
3. Students must possess a 3.0 cumulative GPA or better at the end of their sophomore year.
4. Students must have their credits reviewed and verified by their school counselor.
5. Students must attach a letter addressed to the principal explaining the purpose for pursuing *Early Graduation*.
6. Students must schedule a student-parent conference with their school counselor to review the reasons for their early graduation request and their future plans.
7. Students must be committed to taking one credit in summer school at the end of their sophomore year to fulfill English requirements.

## **Student Course Load**

Students are encouraged to carry as many subjects possible in order to avoid an excessive amount of study halls. We encourage students to carry six subjects all year which allows for one study hall.

This decision will depend on factors such as grade point average, type of subjects, and extracurricular activities. The student must carry at least five (5) academic subjects each semester. ***Physical Education, Yearbook, and Newspaper are not counted as academic subjects.***

This chart will help students assess their schedule for next year:

- 7 classes – both semesters - no study halls
- 6 classes – both semesters - one study hall
- 5 classes – both semesters - two study halls

**The Ohio High School Athletic Association requires that all athletes be passing five (5) academic classes each nine weeks for eligibility.**

***Physical Education, Yearbook, and Newspaper are not counted for athletic eligibility.***

## **Dual Enrollment Courses (College Credit Plus)**

Dual Enrollment classes are courses in which students may earn both high school credit and college credit. Dual Credit classes are taught by Jackson High School teachers who have been approved by a local college or university for adjunct professor status. These classes follow a specified college syllabus which meets both college curriculum goals and high school graduation standards. Students will qualify for dual credit status by meeting entrance guidelines of the selected college or university (Application, GPA, Compass and/or ACT scores). The deadline to submit the dual credit paperwork is April 10, 2015.

**Important: If a student fails a dual enrollment course, the student/parent is financially obligated to pay for the course.**



## College Credit Plus Pathways (formerly known as PSEO)\*

This program makes available to students in grades nine through twelve the option to earn credit towards high school graduation as well as college credit by attending on a full-time or part-time basis any state-assisted college or university issued by the Ohio Board of Regents. The student may choose to receive college credit *only* rather than high school/college credit; but in that case, he/she would be responsible for paying for the cost of textbooks, materials, and fees. Students must complete an application and be accepted by the college. Grades become part of the high school grade point average. It should be noted that no weighted grades will be granted for CCP classes. The Student Services Department will provide additional information about this program at the February evening meeting for parents and students. Students, along with a parent/guardian, interested in participating in CCP must attend the meeting on February 11, 2015, at 6:00 PM to sign required paperwork.

Steps to follow when enrolling in College Credit Plus courses:

1. Students and parents must attend the College Credit Plus information meeting in February to discuss the program and how it might fit with educational and personal goals. The following forms must be completed and turned in to the Student Services Department.
  - a. Individual Counseling Form
  - b. CCP Enrollment Options Intent Form
2. Obtain and complete the necessary CCP institution (college) application. **It's the student's responsibility to contact the college/university for the application.** The student must meet the CCP institution deadlines.
3. Parent(s) must sign a transcript release form requesting that a current high school transcript be sent with the student's application (a transcript is a photocopy of the student's high school grades). Failure to provide all of the information and required signatures may delay registration at the CCP institution (college or university).
4. **Once a student has been accepted by the university and classes have been scheduled, the student must provide their Jackson counselor with a copy of the college schedule. It is the student's responsibility to verify that they have five academic classes each semester. The student may earn a maximum of seven (7) credits each year.**

**Note: If a student fails a CCP course, the student/parent is financially obligated to pay for the course. Students must file withdrawal forms with the college and meet with their high school counselor to develop a new course schedule.**

\*subject to change

## Athletic Eligibility for College Credit Plus (PSEO)

For those students electing the CCP option, their athletic eligibility will continue to be based upon the grading period used by the high school.

It is highly recommended that you obtain a copy of Ohio's College Credit Plus Program from the State Department of Education. In addition, students electing to enroll in CCP must be certain that 1) The faculty members at the CCP institution understand that they will need to provide grades or a progress report at the time when the high school's grading period is over, and 2) The student-athlete is taking enough course work at the CCP institution exclusively or between the CCP institution and the high school combined to be equivalent to five one-credit courses. Calculating equivalency of credits in the CCP institution is conducted in the same manner as in the high school, based on the Carnegie unit.

**College courses for which five semester hours (7 1/2 quarter hours) of credit are earned shall be awarded one Carnegie unit. Fractional Carnegie units will be awarded proportionately.**

### **Example 1: 1<sup>st</sup> Nine-Week Grading Period**

<u>Subject</u>	<u>School</u>	<u>Credit &amp; Duration</u>	<u>Credit Equivalency (Must equal 5 units or equivalent)</u>
History	High	1 (year course)	$1 \times 1 = 1.00$
Literature	CCP	3 quarter hours	$.4 \times 3 = 1.20$
Calculus	CCP	5 quarter hours	$.67 \times 3 = 2.01$
Biology	CCP	3 quarter hours	$.4 \times 3 = 1.20$
<b>Total Credits</b>			<b>5.41 = eligible for 2<sup>nd</sup> grading period provided all courses passed</b>

**The factor of 3 is used for CCP institutions that are on the quarter system.**

### **Example 2: 4<sup>th</sup> Nine-Week Grading Period**

<u>Subject</u>	<u>School</u>	<u>Credit &amp; Duration</u>	<u>Credit Equivalency (Must equal 5 units or equivalent)</u>
French	CCP	5 semester hours	$1 \times 2 = 2.00$
Sociology	CCP	3 semester hours	$.6 \times 2 = 1.20$
Computers	CCP	2 semester hours	$.4 \times 2 = .80$
Geology	CCP	3 semester hours	$.6 \times 2 = 1.20$
<b>Total Credits</b>			<b>5.20 = eligible for 1<sup>st</sup> grading period of next school year provided all courses passed</b>

**The factor of 2 is used for CCP institutions that are on the semester system.** Note that this student is taking all courses at the CCP institution, which is acceptable.

**Note:** If a student is taking all course work at the CCP institution, the minimum number of credits required (under either the quarter or semester system) in order to maintain athletic eligibility is **13**.

Reprinted from the Ohio High School Athletic Association.



15- Credit Hour Pathway (General)  
Jackson High School

Successful completion of any five of the following seven courses or all seven courses will permit a student to acquire 15 or more college credit hours.

<u>College Course Title</u>	<u>College Course Code</u>	<u>JHS Course Title</u>	<u>JHS Course Code</u>	<u>Credit Hours</u>	<u>Cumulative Credit Hours</u>	<u>College</u>
Student Success Seminar	SSC101	Offered at Stark State		1	1	Stark State
Computer Applications for Professionals	ITD122	Offered at Stark State		3	4	Stark State
Effective Speaking	COM121	Offered at Stark State		3	7	Stark State
Pre-Calculus	MTH135	Dual Credit Pre-Calculus	DC0650	5	12	Stark State
College Composition	ENG124	Dual Credit English	DC0118	3	15	Stark State
Sociology	SOC121	Offered at Stark State		3	18	Stark State

\*This is a sample of how a student could earn 15 and/or 30 college credit hours through the College Credit Plus Program. It is subject to change.



30- Credit Hour Pathway  
 Associate of Science (General)/Associate of Arts (General)  
 Jackson High School

<u>College Course Title</u>	<u>College Course Code</u>	<u>JHS Course Title</u>	<u>JHS Course Code</u>	<u>Credit Hours</u>	<u>Cumulative Credit Hours</u>	<u>College</u>
Student Success Seminar	SSC101	Offered at Stark State		1	1	Stark State
Computer Applications for Professionals	ITD122	Offered at Stark State		3	4	Stark State
Effective Speaking	COM121	Offered at Stark State		3	7	Stark State
Pre-Calculus	MTH135	Dual Credit Pre-Calculus	DC0650	5	12	Stark State
College Composition I (required)	ENG124	Dual Credit English	DC0118	3	15	Stark State
Sociology	SOC121	Offered at Stark State		3	18	Stark State
General Psychology	PSY121	Offered at Stark State		3	21	Stark State
College Composition II	ENG231	Dual Credit English	DC0651	3	24	Stark State
Political Science	PSC121	Offered at Stark State		3	27	Stark State
Cultural Diversity	SOC225	Offered at Stark State		3	30	Stark State

\*This is a sample of how a student could earn 15 and/or 30 college credit hours through the College Credit Plus Program. It is subject to change.

## TESTING

### **Ohio Graduation Test (OGT) in effect for the classes of 2015, 2016 and 2017**

Students in the class of 2015, 2016 and 2017 must pass the Ohio Graduation Test (OGT) which measures proficiency in five (5) content areas: reading, mathematics, writing, social studies, and science. The purpose of the exams is to ensure that all students who receive high school diplomas in Ohio have not only completed curricular requirements, but have demonstrated competency in the five content areas as well. Students will take the OGT in March of their sophomore year for the first time. If students are unsuccessful in the March testing, they may retake sections following the schedule listed below.

OGT test administrations before graduation:

- Summer between 10<sup>th</sup> and 11<sup>th</sup> grade (optional but **HIGHLY recommended**)
- Fall and spring of 11<sup>th</sup> grade
- Summer between 11<sup>th</sup> and 12<sup>th</sup> grade (optional but **HIGHLY recommended**)
- Fall and spring of 12<sup>th</sup> grade

The graduation exams measure knowledge and skills that students are expected to learn by the end of the tenth grade. Each exam is based on graduation competencies recommended by content area committees consisting of Ohio educators.

### **Alternative Provision for Receiving a Diploma Without Passing All Five OGT Tests:**

A student may meet the testing requirements for passing all five Ohio Graduation Tests and receive a diploma if he/she meets ALL of the following criteria:

- Pass 4 of the 5 tests and has missed passing the 5<sup>th</sup> test by no more than 10 points
- Has a 97% attendance rate, excluding any excused absences, through all four years of high school and must not have had an expulsion in high school;
- Has at least a grade point average of 2.5 out of 4.0 in the courses of the subject area not yet passed;
- Has completed the high school curriculum requirement;
- Has participated in any intervention programs offered by the school and must have had a 97% attendance rate in any programs offered outside the normal school day; and
- Has letters recommending graduation from the high school principal and from each high school teacher in the subject area not yet passed.

For additional information visit <http://www.ode.state.oh.us/> and visit Student Services/OGT links.

### **Next Generation of Assessments in effect for the classes of 2018 and beyond**

Students in the class of 2018 and beyond will participate in Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in the areas of Reading and Math and American Institute of Research (AIR) assessments in social studies and science.

### **Source, Ohio Department of Education (<http://education.ohio.gov/Parents>):**

Ohio House Bill 487 recently established new requirements for earning a high school diploma in Ohio. Thank you for your patience as we waited for the new graduation law to come out of the Ohio General Assembly. Here is a summary:

- The new graduation requirements take effect with the class of 2018—students who are entering ninth grade for the first time in the 2014-2015 school year.
- Students in the classes of 2015, 2016 and 2017 and those who are repeating ninth grade this school year will continue to operate under Ohio’s current graduation requirements, including taking the Ohio Graduation Tests in the spring of their 10th-grade years.

### **Required Courses**

The new requirements did not change the current courses or number of course credits that students must complete to be eligible for graduation.

### **Assessments**

In addition to course credits, students must earn points toward graduation on seven end-of-course exams. These exams will replace the Ohio Graduation Tests.

The courses in which students take an end-of-course exam will be: English I and II, Algebra I, Geometry, Integrated Math I and II, Physical Science or Biology, American History and American Government. Beginning in 2015-16 districts may have the option to use the state end-of-course exams to replace their current course final exams and use the state’s test as part of the class grade. This will help avoid double testing in future years.

Students can earn from 1-5 points for each exam, based on their performance.

- 5 – Advanced
- 4 – Accelerated
- 3 – Proficient
- 2 – Basic
- 1 – Limited

Students who take Biology or Physical Science, American History or American Government as part of Advanced Placement, International Baccalaureate or college dual credit programs can use their scores from the programs’ end-of-course exams in place of the state end-of-course exam scores to accumulate graduation points.

A student who earned high school credit in any of the above courses before July 1, 2014, automatically will receive a score of three points per course exam toward the total points needed for graduation. Middle school students this year who take one of these courses for high school credit must take the corresponding state end-of-course exam in this school year.

### **Graduation Points**

- Students are not required to score a minimum level on any one test. Instead, they must show they are ready to graduate using a series of tests depending on their academic goals. Starting in the 2015-2016 school year, schools may use the end-of-course tests to replace course finals if schools choose to do so.
- Students can earn graduation points based on their performance on end-of-course tests. A student scoring in the highest level, advanced, will earn five points and a student scoring in the lowest level, limited, will earn one point. Students scoring proficient will receive three points.
- If a student wants to graduate using the end-of-course tests and the graduation points system, students must earn 18 graduation points across all end-of-course tests. To ensure the student is

well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies. (Updated 9/3/14)

### **More Flexibility for Students and Families**

Students who do not earn the required number of graduation points can still meet the requirements for a diploma if they earn a remediation-free score on a national college admission test.

Students also can qualify for graduation by earning an approved industry-recognized credential and achieving a workforce-readiness score on a related job skills assessment. The selection of those assessments is in progress.

### **American History and Government**

In 2013, Ohio implemented interim end-of-course exams in American history and government to align with state standards that incorporate the teaching of historic documents. Those tests will be replaced in the spring of 2015 with new end-of-course exams. However, students who are on block schedules or are taking semester-length classes may take the existing interim exams this fall. Next fall, such students would take the new end-of-course exams in American history and American government.

Please note that students who are still subject to passing the OGT must take those exams in addition to the end-of-course tests in American history and government.

### **What's Next?**

Although House Bill 487 established clear-cut requirements for high school graduation, we still have to work out some of the details for implementing them. Here are tasks the Ohio Department of Education still must complete and when we expect to finish them.

#### **1. Integrate “substitute” exams into the point system**

The law says that students taking physical science, American history or American government through Advanced Placement, International Baccalaureate or college dual credit programs may apply points from these exams toward graduation in place of the state’s end-of-course exams. The State Board will determine how this will work. To accurately calibrate these more rigorous exams to the state end-of-course exams, we will need some time to compare their rigor to our new state tests.

#### **2. Select job skills and college admission tests and their passing scores**

This will be completed over the next year.

#### **3. Determine how these new graduation requirements will apply to students in dropout prevention and recovery programs.**

4. The Ohio Department of Education will be working with stakeholders on this with the hopes of completing the task this winter.

If you have any questions on the new graduation requirements, please email [gradrequirements@education.ohio.gov](mailto:gradrequirements@education.ohio.gov).

## College Entrance Recommendations

### **The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) – Grade 9, 10, 11**

The PSAT/NMSQT will be administered to all interested freshmen, sophomores and juniors in the month of October. The PSAT includes questions designed to measure verbal reasoning skills, critical reading skills, math problem-solving skills, and a measure of writing skills. Students will be permitted to use any four-function, scientific, or graphing calculator on the test.

The PSAT serves two purposes:

1. Juniors must take this test to be eligible to compete for scholastic recognition and scholarships through the National Merit Scholarship Corporation
2. To provide practice for the SAT

Students register for the PSAT in late September in the Student Services office. A fee of *approximately \$18* must be paid at the time of registration.

### **The American College Test (ACT)**

The American College Test is a test used for admission and placement by all Ohio colleges and universities. Most colleges and universities outside of Ohio also accept the ACT. The test consists of four sub-tests: English (45 minutes in length); mathematics (60 minutes in length); reading (35 minutes in length); and science reasoning (35 minutes in length). Students are permitted to use calculators on the mathematics test. An interest inventory is completed at the time of registration. Results of the test and interest inventory assist students with their educational and career planning. **It is recommended that juniors start taking the ACT in December, February, or April and seniors take/retake the ACT in October or December.** Strong academic students in grade 10 may want to take the ACT for practice. Seniors must have taken the ACT to be considered for the **Ohio Academic Scholarship**.

The Writing Test is optional. Many universities are strongly recommending it, if not requiring the writing portion. Registration packets are available in the Student Services office or register on-line at [www.actstudent.org](http://www.actstudent.org) **Jackson High School is an ACT testing site.**

### **The Scholastic Assessment Tests (SAT)**

#### **SAT I: reasoning Test and SAT II: Subject Tests**

The Scholastic Assessment Tests are used by many colleges for admission. All colleges in Ohio accept this test for admission and placement. Some selective colleges outside of Ohio may **require** the SAT. A student must be sure to check the testing requirement for each school he/she is considering.

The SAT tests how well students reason using the knowledge and skills they developed in school. The College Board is changing the test to make it more closely related to high school coursework and to include writing, which is an important skill for success in college and in life.

By including a third measure of skills through the addition of writing, the new SAT will also help colleges make better admissions and placement decisions.



### **The Scholastic Assessment Tests**

Many selective colleges require the SAT I **and** the SAT II: Subject Tests as part of their admission procedure. Students register for Subject Tests using the SAT I registration packet. The Subject Tests are one-hour, multiple-choice tests in writing, literature, world language, history, mathematics, sciences, and English as a second language.

Students may take up to three subject tests at a testing session. *Students who are planning to attend selective colleges may wish to take one or more of the subject tests during or soon after they have completed a related course.*

The SAT is given seven times during the year. **It is recommended that juniors take the SAT in March, May or June.** These tests will assist students in their college planning and in satisfying requirements for special programs such as R.O.T.C. and early admission into college. **Seniors take/retake the SAT in October, November, or December.**

Strong academic students in grade 10 may want to take the SAT I for practice. Registration packets are available in the Student Services office or register on line at [www.collegeboard.com](http://www.collegeboard.com).

### **Ohio Career-Technical Competency Assessments (OCTCA)**

This testing system offers end-of-program assessments for all students in career-technical programs. Tests may be taken online through Webxam, a Web-based administration interface where students can be scheduled to take tests, and student test results can be viewed. Students may also be required to take industry specific certification, governmental licensure and private vendor program exams. All tests are aligned to technical content standards and have been approved by the Ohio Department of Education.

## ADVANCED PLACEMENT COURSES

An advanced placement course covers material equivalent to a first-year, college-level course. Tests offered by the College Entrance Examination Board are given in each subject in May. Results determine the amount of credit that colleges will grant students. **(Students cannot take an AP course at another school if it is offered at Jackson).**

**Students who seek a weighted 5-point A or a 4-point B will be required to take the AP exam costing *approximately \$91*. The weighted grade and exam fee is applicable to all AP courses listed throughout this program.**

Site:	Jackson, GlenOak, Hoover, and Lake High School
Length:	Year course
Credit:	1 credit
Time:	Varies
Grade Level:	10, 11, 12

### **Jackson High School:**

AP Art History

AP Biology

AP Calculus AB

AP Calculus BC

AP Chemistry

AP Chinese

AP Economics (Micro & Macro)

AP English Language Composition

AP English Literature & Composition

AP World History

AP French Language

AP Physics C Mechanics

AP Psychology

AP Spanish Language

AP Statistics

AP Studio Art I: 2-Design

AP Studio Art I: Drawing

AP United States History

AP United States Government & Politics

**GlenOak High School:** AP German Language

**Hoover High School:** AP German Language

## **CREDIT FLEXIBILITY**

The credit flexibility program is part of a statewide effort to increase learning, student engagement, and better prepare students for post-graduation success.

In addition to earning credit by successfully completing traditional courses, the credit flexibility program provides options for students including:

- Successfully completing an educational option plan as described in the Jackson Local School Board's approved educational options policy.
- Successfully completing a college-level course in accordance with the Jackson Local School Board's policies on dual credit enrollment options.

If interested in pursuing a credit flexibility plan, our policy, guidelines and application are located on the Student Services webpage and/or packets can be found in the Student Service's Office.

Please consult with your school counselor for further information.

## **AWARDS**

### **President's Award for Educational Excellence**

The President's Award for Educational Excellence helps schools honor senior students for outstanding academic achievement. Students must fulfill all criteria listed below to qualify for the award. (The award will be given upon graduation.)

- 3.50 grade point average, including the seventh semester
- standardized achievement test battery score at the 85<sup>th</sup> percentile

**State Board of Education Approved Criteria: Diploma with Honors**

<b>High School Academic Diploma with Honors for Graduating Classes of 2012 and Beyond</b> <i>Students need to fulfill only 7 of the following 8 criteria</i>	
<b>Subject</b>	<b>Criteria</b>
<b>English</b>	<b>4 units</b>
<b>Mathematics</b>	<b>4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</b>
<b>Science</b>	<b>4 units, including one unit of physics and one unit of chemistry</b>
<b>Social Studies</b>	<b>4 units</b>
<b>World Language</b>	<b>3 units, in one world language or two units of two different languages</b>
<b>Fine Arts</b>	<b>1 unit</b>
<b>Grade Point Average</b>	<b>3.5 on a 4.0 scale</b>
<b>ACT/SAT Score [excluding scores from the writing sections]</b>	<b>27 ACT / 1210 SAT (excluding Writing)</b>

**Career-Technical Diploma with Honors for Graduating  
Classes of 2012 and Beyond**  
*Students need to fulfill only 7 of the following 8 criteria*

<b>Subject</b>	<b>Criteria</b>
<b>English</b>	<b>4 units</b>
<b>Mathematics</b>	<b>4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</b>
<b>Science</b>	<b>4 units, including one unit of physics and one unit of chemistry</b>
<b>Social Studies</b>	<b>4 units</b>
<b>Career &amp; Technical</b>	<b>4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship or be part of an articulated career pathway which can lead to post secondary credit.</b>
<b>Grade Point Average</b>	<b>3.5 on a 4.0 scale</b>
<b>ACT/SAT Score [excluding scores from the writing sections]</b>	<b>27 ACT / 1210 SAT (excluding Writing)</b>
<b>Additional Assessment</b>	Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent



# Career and Technical Education

## Career & Technical Programs

Jackson High School is a comprehensive secondary school providing traditional academic as well as career and technical programming. Career & Technical education is for college and non-college bound students. Most career and technical programs are two years in nature (junior and senior years). A description of each career and technical program appears within this guide.

Most students take a college prep course load while participating in a program. In fact, Career & Technical education is better known as College Tech Prep, since the programs are aligned closely with college programming in the career field area and could lead to earning students college credits upon successful completion of program requirements.

The school staff is here to serve students on an individual basis. Counselors will provide guidance to students helping them to fulfill their educational and career goals. Students who have failed required courses prior to the junior year must work closely with their counselor to ensure that graduation requirements are met. A student who wishes to include electives that seem restrictive to participation in a Career Tech block (such as band or choir) should meet with their counselor to develop a schedule that will accommodate the students' interests.

## Program Application and Acceptance

Students must complete an application if interested in a Career & Technical program. These applications will be available from the program instructors. Students will be notified whether or not they have been accepted into a Jackson High School program by the end of the registration period. Career and Technical Education programs have a limit regarding the number of students that can be accepted. Students will be considered on the basis of grades, attendance, application, interview, interest and readiness in the career and technical program choice, as well as other applicable screening and selection criteria. In some areas, assessments of predictable performance may be used to aid in the final selection. Students not admitted to programs may be kept on a waiting list for any vacancies that may occur in a program.

Students applying to programs at neighboring Stark County high schools may not be notified by those schools of acceptance until early April. Students should complete a fall Jackson HS schedule during the registration period that represents a full schedule. If accepted, the student's counselor will adjust his/her schedule to remove electives and include the new courses.

## Ohio Career-Technical Competency Assessments (OCTCA)

This testing system offers end-of-program assessments for all students in career-technical programs. Tests may be taken online through WebXam, a web-based administration interface where students can be scheduled to take tests, and student test results can be viewed. Students may also be required to take industry specific certification, governmental licensure and private vendor program exams. All tests are aligned to technical content standards and have been approved by the Ohio Department of Education.

## Career-Technical Education and Civil Rights Disclaimer

Jackson High School participates in a Career and Technical Compact Program in partnership with Lake, Plain (GlenOak), and North Canton (Hoover) schools. The Stark County Career Compact does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

**JACKSON HIGH SCHOOL**  
**Career and Technical Education**

For more information, see [www.jackson.stark.k12.oh.us/webpages/careertech](http://www.jackson.stark.k12.oh.us/webpages/careertech)  
and [www.jackson.stark.k12.oh.us/webpages/careertech](http://www.jackson.stark.k12.oh.us/webpages/careertech)

<b>Jackson Programs</b>	<b>Length of Program</b>	<b>Junior Class Time</b>	<b>Credits</b>	<b>Senior Class Time</b>	<b>Credits</b>
Automotive Technologies	2 year	Transportation Maintenance	1	Engine Performance	1.5
		Engine and Powertrain	1	Electrical/Electronics	1.5
		Braking, Suspension, Steering	1		
Cisco Networking	2 year	Information Technology	1	Networking	1
		Computer Hardware	1	Routing and Switching	1
		Computer Software	1		
Clinical Health Care Services	2 year	Chemistry	1	Anatomy & Physiology	1
		Principles of Allied Health Medicine	1	Patient Centered Care	1.5
		Nutrition and Wellness	1	Pharmacology	1.5
		Medical Terminology	1		
Construction Technologies	2 year	Core and Sustainable Construction	1.5	Structural Systems	1.5
		Carpentry and Masonry Technical Skills	1.5	Structural Coverings and Finishes	1.5
Culinary Arts/ Restaurant Management	2 year	(related)	1	(related)	1
		(lab)	2	(lab)	2
Engineering and Architecture	2 year	Intro to Engineering Design	1	Architecture- Structural/Mechanical	1
		Prin. Of Engineering	1	Architecture- Site and Foundation Plans	1
		(Hoover High School)		(Jackson High School)	
Horticulture	2 year	Plant and Horticulture Science	1	Landscape Design and Build	1
		Greenhouse and Nursery Management	1	Turf Science and Management	1
		Communications and Leadership	1	Landscape Systems Management	1



## CAREER & TECHNICAL PROGRAMS

### AUTOMOTIVE TECHNOLOGIES

**550 GROUND TRANSPORTATION MAINTENANCE (JUNIOR)**

**551 GROUND TRANSPORTATION ENGINE AND POWER TRAIN (JUNIOR)**

**552 AUTOMOTIVE BRAKING, SUSPENSION, AND STEERING SYSTEMS (JUNIOR)**

**555 AUTOMOTIVE ENGINE PERFORMANCE (SENIOR)**

**556 GROUND TRANSPORTATION ELECTRICAL/ELECTRONICS (SENIOR)**

Prerequisite:	Junior - Application required Senior - Completion of Junior program
Length:	2 Year course
Grade Level:	11&12
Credit:	3 credits Junior year 3 credits Senior year

The Automotive Technology program at Jackson High School will prepare students to be high-tech automotive technicians, move into advanced training within the industry, or lead to an associate degree in the automotive technology field. This program is also A.S.E. certified in engine repair, suspension and steering, brakes, electrical systems, engine performance.

### Junior Year Program (3 periods- 3 credits)

#### **Ground Transportation Maintenance 177000**

In this first course, students will apply skills needed to inspect and perform general service on vehicles. Students will research applicable service information and technical service bulletins, and perform maintenance on vehicles. Students will inspect and service engine, drive train, suspension, steering, electrical and braking systems. Students will perform ignition maintenance including spark plug/glow plug and ignition wire and coil pack replacement. Additionally, students change fluids, filters and inspect vehicles for leaks and fluid condition.

#### **Ground Transportation Engine and Power Train 177001**

Students will inspect, adjust and repair internal combustion engines and drivetrain. Topics include physical and mechanical principles of engines, transmissions and transaxles, differentials and cooling systems. Students will learn precision measurement, inspection, and reconditioning techniques. Students will also identify customer's needs, determine labor rates, and create estimates.

#### **Automotive Braking, Suspension, and Steering Systems (Undercarriage Systems) 177003**

Students will perform inspections, troubleshoot malfunctions and service automotive undercarriage systems. Students will identify poor performing hydraulic brake systems and replace malfunctioning components. Students will install coil and leaf springs, shock absorbers and struts, and replace wheel bearings. Students will inspect and replace automotive steering components and perform wheel alignments. Additionally, students will disable and enable supplemental restraint systems (SRS) and replace antilock brake systems components.

## **Senior Year Program (3 periods- 3 credits)**

### **Automotive Engine Performance 177006**

Students will research vehicle service histories using model specific service bulletins. Students will test and diagnose for engine performance in fuel, air induction and exhaust systems using advanced testing procedures. Topics include computerized engine controls including retrieving and recording diagnostic trouble codes using On Board Diagnostics (OBD). Additionally, students will diagnose drivability and emissions problems resulting from malfunctions of interrelated systems.

### **Ground Transportation Electrical/Electronics 177002**

Student will diagnose and repair vehicle electrical systems, including chassis electrical, charging, starting and lighting systems. Students will learn the fundamentals of direct current (DC) electronics including series, parallel, and series-parallel circuits. Students will use electronic diagnostic tools, read schematics, and utilize printed and electronic repair manuals to troubleshoot electrical circuits, test components and replace defective modules.

**Safety aspects of each trade area will be emphasized. Students enrolled in the junior program will complete training and testing required to obtain an OSHA 10 Safety card and will need this to continue to the senior year of the program.**

**Students are responsible for membership dues of approximately \$40 for SkillsUSA.**

**College credit may be available upon successful completion of program/testing requirements.**

## **CISCO NETWORKING**

### **580 INFORMATION TECHNOLOGY (JUNIOR)**

### **581 COMPUTER HARDWARE (JUNIOR)**

### **582 COMPUTER SOFTWARE (JUNIOR)**

### **583 NETWORKING (SENIOR)**

### **584 ROUTING AND SWITCHING (SENIOR)**

Prerequisite:	Junior - Application required Senior – Completion of Junior program
Length:	2 Year course
Grade Level:	11&12
Credit:	3 credits Junior year 2 credits Senior year

CCNA® Routing and Switching is designed for students with advanced problem solving and analytical skills, such as students pursuing degrees in engineering, information technology, math, or science. Students are expected to know binary math and understand the concept of algorithms.

The Cisco curriculum provides an integrated and comprehensive coverage of networking topics, from fundamentals to advanced applications, while providing opportunities for hands-on experience and soft-skills development through simulation-based learning activities, and online assessments. The curriculum emphasizes critical thinking, problem solving, collaboration, and the practical application

of skills in a real world environment. Cisco Networking helps prepare students for entry-level career opportunities, continuing education, and the globally-recognized Cisco CCNA certification. In addition, the courses help provide learning pathways from secondary to post-secondary institutions.

**Industry Recognized Certification-** As a CompTIA Authorized Quality Curriculum, PC Hardware and Software will help prepare students for the new CompTIA A+ Essentials and job-skills certification exams. After completing all four courses of CCNA Exploration, students will be prepared to take the Cisco CCNA certification exam. Students learn the basics of routing, switching, and advanced technologies to help them prepare for the Cisco CCNA® certification exam. Visit [www.cisco.com/web/learning/netacad/index.html](http://www.cisco.com/web/learning/netacad/index.html) for more information.

### **Junior Year Program (3 periods- 3 credits)**

**Information Technology 145005-** This first course in the IT career field is designed to provide students with a 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.

**Computer Hardware 145025-** Students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized.

**Computer Software 145030-** Students will apply knowledge and skills of commercial and open source operating systems in portable, stand alone, and networked devices. Students will install a variety of operating systems manually and using remote assistance. They will learn to configure, modify, and troubleshoot operating systems. Desktop virtualization, system security, and operating system history will be addressed.

### **Senior Year Program (3 periods- 3 credits)**

**Networking 145035-** Students will install, configure, and troubleshoot network hardware and peripherals. Students will learn networking by exploring the OSI model, network topologies, and cabling. Students will design simple networks, know how to select physical devices, and be able to configure the equipment. Knowledge and skills relating to the operation and usage of network protocols will be developed.

**Routing and Switching 145055-** Student will learn the functions, characteristics, and operations of routers and switches. Students will learn about wireless network standards and components and the role that routers play in enabling communications across multiple networks. Students will troubleshoot the routing process. Students will examine the use of Virtual Local Area Networks (VLANs) to create logically separate networks.

**Students are responsible for membership dues of approximately \$40 for SkillsUSA.**

**College credit may be available upon successful completion of program/testing requirements.**

### **Cisco courses completed the Junior year of this 2 year program include:**

**IT Essentials: PC Hardware and Software-** This portion of the course provides an excellent introduction to the IT industry and interactive exposure to personal computers, hardware, and operating systems.

**CCNA Routing and Switching: Introduction to Networks-** This portion of the course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. **CCNA Routing and Switching: Routing and Switching Essentials-** The final portion of the course describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students must successfully complete Network Fundamentals to move on to this section.

**Cisco courses completed the Senior year of this 2 year program include:**

**CCNA Routing and Switching: Scaling Networks-** This course provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network.

**CCNA Routing and Switching: Connecting Networks-** This course discusses the WAN technologies and network services required by converged applications in enterprise networks.

**ENGINEERING AND ARCHITECTURE**

**544 ARCHITECTURE DESIGN - STRUCTURAL AND MECHANICAL**

**545 ARCHITECTURE DESIGN - SITE AND FOUNDATION PLANS**

Prerequisite:	Junior - Application required Senior - Completion of Junior program
Length:	2 Year course
Grade Level:	11&12
Credit:	2 credits Junior year 2 credits Senior year

*Please note: This program is offered in cooperation with Hoover HS. JUNIORS will take these foundation courses at Hoover HS periods 1 and 2 and return to Jackson for the rest of the day. SENIORS will take these Specialization and Capstone Courses at Jackson HS.*

**Junior Year Program at Hoover HS (2 periods- 2 credits)**

**Introduction to Engineering Design 175001-** This course exposes students to the design process, research and analysis, communication and technical documentation methods, global and human impacts, and engineering standards. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document and communicate their work to the professional community.

**Principles of Engineering 175002-** This survey course exposes students to the major concepts they'll encounter in a college of engineering program. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create, document and communicate their solutions.

**Senior Year Program at Jackson HS (2 periods- 2 credits)**

**Architecture Design- Structural and Mechanical/Electrical/Plumbing 178020-** Students will use architecture design principles to organize and arrange structures to create a perspective of a building. Students will use orthographic/pictorial projection, freehand technical sketching and computer-aided

drafting (CAD) skills to generate floor and wall plans, elevations, sections, details and schedules. Students will develop sets of structural framing and mechanical working drawings that include plumbing, HVAC and electrical power and lighting plans.

**Architecture Design- Site and Foundation Plans 178021-** Students use advanced architectural design concepts to construct design models including perspective drawings for final presentations. Students use orthographic/pictorial projection, freehand technical sketching and computer-aided drafting (CAD) tools to create site foundation and section plans that include topographical details and schedules. Additionally, students perform zoning analysis, develop preliminary plot plans, and construct grading and utilities plans that include legal descriptions and cut and fill volumes.

**Project Lead the Way courses completed the Senior year of this 2 year program include:**

**Engineering Design and Development** - This is an engineering research course in which students will work in teams to research, design, test and construct a resolution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach the solution. The team presents and defends their position to a panel of outside reviewers at the conclusion of the course. This capstone course allows students to apply all the skills and knowledge learned.

**Civil Engineering and Architecture** - Students will apply knowledge about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. Students will use the 3D design software to develop a design solution to apply to major course projects. Students will continue to convey findings to members of the professional community.

**Students are responsible for membership dues of approximately \$40 for SkillsUSA.**

**College credit may be available upon successful completion of program/testing requirements.**

**CLINICAL HEALTH CARE SERVICES**

**570 PRINCIPLES OF ALLIED HEALTH MEDICINE (JUNIOR)**

**571 NUTRITION AND WELLNESS (JUNIOR)**

**572 MEDICAL TERMINOLOGY (JUNIOR)**

**574 PATIENT CENTERED CARE (SENIOR)**

**575 PHARMACOLOGY (SENIOR)**

Prerequisite: Junior- Application Required,  
Biology, Geometry  
Senior- Chemistry, Completion of  
Junior program  
Length: 2 year course  
Grade Level: 11&12  
Credit: 3 credits Junior Year (*Students  
must also enroll in Chemistry*)  
3 credits Senior Year (*Students  
must also enroll in Anatomy and  
Physiology*)

The curriculum will be offered under the Health Science Career Field and will focus on the **nurse assisting and pharmacy technician**. This course is ideal for hard-working male and female students who are interested in health related fields. We are partnering with area health care providers and post-secondary institutions to keep up-to-date with the most current and innovative educational trends in the health care industry and be able to offer students articulated college credits upon successful completion of program requirements.

This program meets the expectations of employers and postsecondary institutions by building on the National Health Care Foundation standards, strengthening academic engagement and achievement, and providing relevant workplace learning experiences. Students will have the opportunity to use their skills in a clinical setting while furthering their competency in clinical health care services during both years of the program.

Students will have the opportunity to achieve the following certifications while still in high school: CPR, First Aid, and STNA (State-Tested Nursing Assistant). Students who choose to can prepare for the national certification exam, the **ExCPT, to become** a Certified Pharmacy Technician (CPhT). This exam can be taken in August after the student graduates from high school. All students will, upon successful completion of program requirements, be prepared to enter college and pursue a degree in the Health Services field.

### **Junior Year Program (3 periods- 3 credits)**

**Principles of Allied Health Medicine 072035** – In this first course, students will apply knowledge and clinical skills necessary to assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will apply first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.

**Nutrition and Wellness 072015** – Students will increase their knowledge of comprehensive health and wellness. Students will be able to identify the components of fitness and communicate the relationship between physical fitness, physical performance, injury prevention, and nutritional intake. Students will evaluate an individual's state of nutrition based upon the impact of personal choices and social, scientific, psychological and environmental influences. Further, students will calculate an individual's kilocalorie burn rate and recommend an ideal diet and physical fitness plan.

**Medical Terminology 072150** – This course focuses on the applications of the rules for constructing and defining medical terms with an emphasis on building a working medical vocabulary. Topics include using the appropriate abbreviations and symbols for anatomical, physiological and pathological classifications and the associated medical specialties and procedures. Students will decipher medical terms by identifying and using word elements with an emphasis on derivation, meaning, and pronunciation. Further, students will interpret and translate medical records and documents.

### **Senior Year Program (3 periods- 3 credits)**

**Patient Centered Care 072050** – Students will apply psychomotor nursing skills needed to assist individuals in meeting basic human needs. Students will implement interventions following a nursing assistant plan of care. Students will collect patient's vital signs including temperature, pulse rate, respiration rate, and blood pressure. Students will perform phlebotomy procedures with emphasis on infection prevention, universal precautions, proper patient identification, specimen acquisition,

handling, and processing. Additionally, students will observe patients' physical, mental, and emotional conditions and document any change.

**Pharmacology 072085** – Students will apply the principles of pharmacology in order to read, interpret and dispense prescriptions. They will learn how medications are classified and administered. Students will study the impact of drugs on different systems of the body, interaction of drugs, side effects and effectiveness in relation to dosages.

**Students are responsible for membership dues of approximately \$40 for SkillsUSA.**

**Junior students are responsible for expenses to purchase uniforms (2 sets) which cost approximately \$65. Junior Course Fees are approximately \$67 which includes SkillsUSA membership dues.**

**Senior students are responsible for expenses of approximately \$160 for the following: drug screen, physical, TB test, BCI check if 18 years old, and STNA Testing. Senior Course Fees are approximately \$40 which includes SkillsUSA dues.**

**College credit may be available upon successful completion of program/testing requirements.**

## **CONSTRUCTION TECHNOLOGIES**

**560 CONSTRUCTION – CORE AND SUSTAINABLE CONSTRUCTION (JUNIOR)**

**561 CONSTRUCTION – CARPENTRY AND MASONRY TECHNICAL SKILLS (JUNIOR)**

**562 CONSTRUCTION – STRUCTURAL SYSTEMS (SENIOR)**

**563 CONSTRUCTION – STRUCTURAL COVERINGS AND FINISHES (SENIOR)**

Prerequisite:	Junior - Application required Senior - Completion of Junior program
Length:	2 Year course
Grade Level:	11&12
Credit:	3 credits Junior year 3 credits Senior year

### **Junior Year Program (3 periods- 3 credits)**

**Construction Technology-Core and Sustainable Construction 178000** - Students will learn principles in basic safety (10 hour OSHA), construction math, hand and power tools and operation, blueprint reading, material handling, communication and employability skills. An emphasis will be placed on safe and green construction practices.

**Carpentry and Masonry Technical Skills 178001** – This first course in the pathway will introduce to the students the materials, methods, and equipment used in carpentry and masonry. Students will organize a project work sequence by interpreting plans and diagrams within a construction drawing set. They will layout and install basic wall, floor and roof applications. Students will perform introductory concrete applications including formwork, reinforcement, mixing, and finishing. Current advancements in technology, safety, application code requirements and correct practices are learned.

**Senior Year Program (3 periods- 3 credits)**

**Structural Systems 178003** – Students will learn procedures and techniques required for layout and framing walls and ceilings, including roughing-in door and window openings, constructing corners and partitions; bracing walls and ceilings; and applying sheathing. Students will learn methods of roof, cold formed steel, and wood stair framing. Students will learn site and personal safety, material properties, design procedures, and code requirements for structural systems.

**Structural Coverings and Finishes 178004** – This course will address applications of interior and exterior finish work. Students will identify material properties and select for appropriate application. Students will install thermal and moisture protection including roofing, siding, fascia and soffits, gutters, louvers. Students will install drywall; trim-joinery, and molding and apply wall, floor and ceiling coverings and finishes. Throughout the course, the safe handling of materials, personal safety, prevention of accidents and the mitigation of hazards are emphasized.

**Safety aspects of each trade area will be emphasized. Students enrolled in the junior program will complete training and testing required to obtain an OSHA 10 Safety card and will need this to continue to the senior year of the program.**

**Students are responsible for membership dues of approximately \$40 for SkillsUSA.**

**College credit may be available upon successful completion of program/testing requirements.**

**CULINARY ARTS/ RESTAURANT MANAGEMENT**

**460-461 CULINARY ARTS/ RESTAURANT MANAGEMENT (JUNIOR)**

**464-465 CULINARY ARTS/ RESTAURANT MANAGEMENT (SENIOR)**

Prerequisite:	Junior – Application Required Senior – Completion of Junior program
Length:	2 Year course
Grade Level:	11&12
Credit:	3 credits Junior year 3 credits Senior year

This program prepares students for careers or further education in Restaurant Management, Hospitality, and/or Culinary Arts. This course is ideal for creative, hard-working male and female students that can work well with people and have a love for cooking or are willing to learn the aspects of culinary and want to pursue a career in food service or hospitality industry. Students receive on-the-job training in the Bear’s Den Café Restaurant. Students will learn how to create menus, calculate calorie counts, prepare many types of food, assist with basic management skills, pastry and baking skills, service skills, safety and sanitation in the workplace and banquet/catering duties.

ServSafe is a safety and sanitation course that all culinary students will take. Course material includes: kitchen safety, food-borne illnesses, and clean kitchen habits. The course costs *approximately \$70* including the exam. Students passing the ServSafe exam will be issued a certificate by the National Restaurant Association (NRA) that is good in the industry for five years. Many higher education facilities award college credit for receiving the ServSafe certificate. In addition, ProStart, a culinary curriculum favored by the NRA is currently being taught to allow for more transferability of college credit for Jackson Culinary students.



**Chef and server uniforms are required. The approximate cost for the ProStart test is \$20 per year. Students are responsible for membership dues of approximately \$18 for Family, Career & Community Leaders of America (FCCLA) a student-run organization with a focus on community service.**

**College credit may be available upon successful completion of program/testing requirements.**

## **HORTICULTURE**

**590 HORTICULTURE- PLANT & HORTICULTURE SCIENCE (JUNIOR)**

**591 HORTICULTURE- GREENHOUSE & NURSERY MANAGEMENT (JUNIOR)**

**592 HORTICULTURE- COMMUNICATIONS & LEADERSHIP (JUNIOR)**

**593 HORTICULTURE- LANDSCAPE DESIGN AND BUILD (SENIOR)**

**594 HORTICULTURE- TURF SCIENCE AND MANAGEMENT (SENIOR)**

**595 HORTICULTURE- LANDSCAPE SYSTEMS MANAGEMENT (SENIOR)**

Prerequisite:	Junior - Application required Senior - Completion of Junior program
Length:	2 Year course
Grade Level:	11&12
Credit:	3 credits Junior year 3 credits Senior year

### **Junior Year Program (3 periods - 3 credits)**

**Plant and Horticultural Science 010155 (this course counts as 1 credit of science to meet the 3 credit minimum science graduation requirement)** - This first course in the pathway focuses on the broad knowledge and skills required to research, develop, produce and market agricultural, horticultural, and native plants and plant products. Students will apply principles and practices of plant physiology and anatomy, plant protection and health, reproductive biology in plants, influences in bioengineering, plant nutrition and disorders. Environmental aspects of irrigation, chemical application, soils, and pest management will be studied and applied. Projects and activities will enable students to develop communication, leadership, and business management skills.

**Greenhouse and Nursery Management 010610** - The course will apply principles of science, engineering, and business to support the sustainable propagation and production of plants in a commercial nursery or greenhouse facility. Management of soil/media, water and nutrient distribution, lighting, ventilation and temperature, and pests will be learned and applied. Students will demonstrate knowledge of propagation methods, plant health, nutrition, and growth stimulation. Students will develop successful business, communication, marketing, and sales strategies for use in the greenhouse and nursery industries.

**Communications and Leadership 010110** - Students will analyze attributes and capabilities of those in leadership positions and develop their communication and leadership skills in authentic situations. The course prepares students to apply journalistic, communication and broadcasting principles to the development, production, and transmittal of agricultural and environmental systems information.

### **Senior Year Program (3 periods - 3 credits)**

**Landscape Design and Build 010630** - Students will develop skills in landscape planning, design, estimation and installation. Principles and elements of design and engineering will be emphasized.

Students will design full-featured landscapes using computer-aided technology, construct hardscapes and install artificial lighting and water systems. Environmental effects of a landscape will be evaluated and eco-friendly techniques applied. Students will employ communication, business, and management strategies appropriate for the industry.

**Turf Science and Management 010635** - The course will apply principles of science, engineering, and business to support the establishment and maintenance of residential, athletic and recreational turf. Instruction in establishment, care, production, and marketing of turf grass along with safe operation and maintenance of specialized equipment will be provided. Environmental awareness and conservation practices will be applied. Students will employ communication, business, and management strategies appropriate for the industry.

**Landscape Systems Management 010615** - Students will learn methods for establishing and maintaining landscapes to promote growth and balance. The classification and care of woody and herbaceous landscape plants will be covered in-depth. Students will learn to optimize growing conditions, balance nutrients, and manage pests and disease. Horticultural skills including proper planting, fertilizing, and pruning techniques will be practiced. The implications of landscape installation on the environment will be analyzed and eco-friendly practices applied. Students will also employ communication, business, and management strategies appropriate for the industry.

**Students are responsible for membership dues of approximately \$30 for National FFA Organization which is dedicated to community service and provides leadership opportunities for students.**

**College credit may be available upon successful completion of program/testing requirements.**

# Jackson School for the Arts (JSA)

The Jackson School for the Arts uses the arts as a keystone to reach and enrich its student population. The arts school, established in 2001, is designed for motivated students who have interests in the areas of dance, drama, instrumental music, visual art, and vocal music.

With a focus on the arts, students are able to incorporate challenging, specialized classes into their schedules. Students also explore the arts in rigorous academic classes as a part of the JSA curriculum. For many students, JSA begins one period prior to the regular JHS school day. Over a four year period, students are exposed to all art disciplines, eventually narrowing their focus to an area of concentration. JSA seniors complete internships in their focus area in the Stark County arts and business communities. JSA provides special opportunities and experiences that traditional high school programs cannot offer at no or minimal cost to students. Artists-in-residence, university master classes and partnerships, field trips, guest speakers, arts camps and performances are built into the curriculum.

A prospective applicant must submit a letter of recommendation, a copy of his or her current grade card, a completed application and participate in an interview. Additional information may be found on the JSA web site or by calling Mrs. Gardner at Jackson High School, 330-837-3501, extension 1462. Applications are available online, in the Middle School and the High School Student Services Offices.

JSA Freshman course sequence:

JSA102 English 9  
JSA805 World History  
JSA280 (sem1) Theatre- Performance Workshop or  
JSA281 (sem2) Theatre- Performance Workshop  
JSA200 Visual Art I  
JSA204 Drawing I/Painting I  
JSA250 Freshman Band and/or JSA252 Freshman Choir  
Math  
Biology  
World Language (recommended)  
JSA286 (sem1) Dance I (optional – not required) or  
JSA287 (sem2) Dance I (optional – not required)

Upper level courses required for JSA students may be found in this Course of Study under the appropriate arts department and in the JSA 4 year plan. Students who wish to enroll in an arts course in a compact school must meet with the District Art Consultant and his/her counselor prior to scheduling.

**Jackson School for the Arts  
Four Year Plan**

<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<p><b>General Classes:</b> Math Science World Language</p> <p><b>JSA Classes required:</b> Theatre I # Visual Art I JSA Drawing I/Painting I Band and/or Chorus JSA English JSA World History</p> <p><b>JSA Optional Class:</b> Dance I #</p> <p><b>PLEASE NOTE:</b> All JSA students must take: 2 Units of Phys. Ed.* Health Personal Finance</p> <p>JSA strives to accommodate all levels of courses within a student's schedule.</p> <p>#denotes semester course *see PE waiver</p>	<p><b>General Classes:</b> Math Science World Language American History or AP History</p> <p><b>JSA Classes required:</b> JSA English 103 or 113 2 Options from the Arts</p> <p><b>Music Options:</b> Marching/Concert Band Marching/Symphony Band Band Choraliers Chorale Intro to Music Theory Music Theory I Music Lit. I or II</p> <p><b>Theatre Options:</b> Theatre II</p> <p><b>Dance Options:</b> Dance I Dance II Dance III Advanced Dance</p> <p><b>Visual Art Options:</b> Drawing I, II # Painting I, II # Ceramics I # Media Exp. I, II # Photo I, II #</p>	<p><b>General Classes:</b> English 104, 114, IB, AP Lang.Comp. or JSA/JAGS English 11 Math may include IB and AP Science may include IB and AP World Language may include IB Social Studies electives may include IB History, AP World History or AP Art History</p> <p><b>JSA Classes required:</b> Junior Seminar – no credit 2 options from the Arts</p> <p><b>Music Options:</b> Marching/Concert Band Marching/Symphony Band Choraliers Chorale Intro Music Theory-on level/dual credit # Music Theory I-on level/dual credit # Music Lit I/II-on level/dual credit # IB Music</p> <p><b>Theatre Options:</b> Theatre III # Theatre IV # IB Theatre</p> <p><b>Dance Options:</b> Dance II Dance III Advanced Dance</p> <p><b>Visual Arts Options:</b> IB Visual Art Drawing I, II, III # Ceramics I, II, III # Media Explorations I, II, III # Photo I, II, III # Painting I, II, III #</p>	<p><b>General Classes:</b> English 106, 116 –dual credit, IB, AP Math may include IB and AP Science may include IB and AP World Language may include IB and AP Social Studies may include US Govt., AP Govt., IB History, or AP Art History</p> <p><b>JSA Classes required:</b> Senior Internship Upper Level option from the Arts</p> <p><b>Music Options:</b> Marching/Concert Band Marching/Symphony Band Choraliers Chorale Intro Music Theory-on level/dual credit # Music Theory I-on level/dual credit # Music Lit I/II-on level/dual credit # IB Music</p> <p><b>Theatre Options:</b> Theatre III # Theatre IV # IB Theatre</p> <p><b>Dance Options:</b> Dance III Advanced Dance</p> <p><b>Visual Arts Options:</b> IB Visual Art AP Portfolio Drawing III, IV # Ceramics I, II, III, IV # Media Explorations I, II, III, IV # Photo I, II, III, IV # Painting I, II, III, IV #</p>

# JACKSON ACADEMY FOR GLOBAL STUDIES (JAGS)

JAGS, a unique school within Jackson High School, is dedicated to the integration of global perspective into core classes.

## JAGS students will:

- Use the International Studies Schools Network Model (ISSN) to
  - Investigate the World
  - Recognize Perspective
  - Communicate ideas and...
  - Take action!
- Work to become fluent in one of three world languages: Chinese, French, or Spanish.
- Travel to experience different cultures and global understandings.
- Learn through real world/service learning/community projects.
- Develop 21<sup>st</sup> century work skills such as effective use of technology, critical and creative thinking, collaboration and communication.
- Create an ISSN global competency portfolio and senior capstone project based upon their work during their 4 years in the academy.

## JAGS Teachers will:

- Challenge students to grow academically, excel as independent learners and become globally competent.
- Work through problem-based learning activities to help students meet their individual learning goals.
- Use a variety of assessment methods to determine student progress toward their goals.
- Set clear expectations and manage classrooms well, helping students feel safe in school, to share their perspectives and able to succeed.
- Receive top-quality, ongoing professional development from International Studies Schools Network Coaches so that they are well-equipped to help all students succeed.

## **Checklist of requirements for Freshman and Sophomore JAGS students:**

- 1. Register for specific JAGS courses in the following areas:**
  - a. JAGS English**
  - b. JAGS Social Studies**
  - c. JAGS Science**
- 2. In addition, students must select the appropriate math level class from regular course offerings in the Program of Studies booklet and be enrolled in a World Language course.**

# Jackson Academy for Global Studies

## Four Year Course Plan\*

Freshman	Sophomore	Junior	Senior
<p><b>General Classes:</b></p> <ul style="list-style-type: none"> <li>• Health Option</li> <li>• Physical Education Option</li> <li>• Mathematics Option</li> <li>• Art Option</li> <li>• Personal Finance Option</li> <li>• Electives</li> </ul> <p><b>JAGS Requirements:</b></p> <ul style="list-style-type: none"> <li>• JAGS Biology</li> <li>• JAGS 102 English</li> <li>• JAGS World History</li> <li>• World Language Options               <ul style="list-style-type: none"> <li>○ Chinese</li> <li>○ French</li> <li>○ Spanish</li> </ul> </li> </ul>	<p><b>General Classes:</b></p> <ul style="list-style-type: none"> <li>• Health Option</li> <li>• Physical Education Option</li> <li>• Mathematics Option</li> <li>• Art Option</li> <li>• Personal Finance Option</li> <li>• Electives</li> </ul> <p><b>JAGS Requirements:</b></p> <ul style="list-style-type: none"> <li>• JAGS Chemistry</li> <li>• JAGS 103 or 113 English</li> <li>• JAGS American History (with AP option)</li> <li>• World Language Options               <ul style="list-style-type: none"> <li>○ Chinese</li> <li>○ French</li> <li>○ Spanish</li> </ul> </li> </ul>	<p><b>General Classes:</b></p> <ul style="list-style-type: none"> <li>• Science Option</li> <li>• Mathematics Option</li> <li>• Social Studies Elective</li> <li>• Language Arts Option</li> <li>• Personal Finance Option</li> <li>• Electives</li> </ul> <p><b>JAGS Requirements:</b></p> <ul style="list-style-type: none"> <li>• <b>Model UN Seminar (Social Studies Credit)</b></li> <li>• World Language Options               <ul style="list-style-type: none"> <li>○ Chinese</li> <li>○ French</li> <li>○ Spanish</li> </ul> </li> </ul>	<p><b>General Classes:</b></p> <ul style="list-style-type: none"> <li>• Science Option</li> <li>• Mathematics Option</li> <li>• Government or AP Government</li> <li>• Language Arts Option</li> <li>• Personal Finance Option</li> <li>• Electives</li> </ul> <p><b>JAGS Requirements:</b></p> <ul style="list-style-type: none"> <li>• <b>Portfolio/Capstone</b></li> <li>• World Language Options               <ul style="list-style-type: none"> <li>○ Chinese</li> <li>○ French</li> <li>○ Spanish</li> </ul> </li> </ul>

\*subject to change

\*revised: 1/15

# **International Baccalaureate**

## **Diploma Program and Career-Related Program**

### **Jackson, Perry, and North Canton**

**A description of the following class offerings are listed in the appropriate departments of this Program of Study:**

IB ITGS (Computer)  
IB Visual Arts (Fine Arts)  
IB Theatre Arts (Fine Arts)  
IB French (World Languages)  
IB Mathematics Studies (Mathematics)  
IB Physics (Science)  
IB History (Social Studies)

IB English (English)  
IB Music (Fine Arts)  
IB Spanish (World Languages)  
IB Chinese (World Languages)  
IB Mathematics (Mathematics)  
IB Environmental Systems & Societies (Science)  
IB Theory of Knowledge (Social Studies)

## **DIPLOMA PROGRAM:**

The IB programme is a rigorous, two-year comprehensive curriculum for grades 11 and 12 that seeks to prepare students for post-secondary study through courses and instructional techniques that emphasize:

- Critical thinking
- Effective self-expression in presenting and defending ones point of view
- An interdisciplinary approach with a strong international focus

Students complete course work in IB subjects and complete all internal assessments, and sit for external examinations.

To receive the IB Diploma, students must successfully take one course from each of six groups, three courses at Standard Level (SL) (one or two years in length) and three courses at Higher Level (HL) (two year courses). These courses are chosen from six different groups listed below. This requirement ensures a broad exposure across the liberal arts spectrum.

Group 1: Language A1 (language of instruction) – IB English HL

Group 2: Language B (modern World Lang.) – IB Spanish SL, IB French SL, IB Chinese AB Initio

Group 3: Individuals and Societies – IB History of the Americas HL

Group 4: Experimental Sciences – IB Physics SL, IB Chemistry SL, IB Systems & Societies SL

Group 5: Mathematics – IB Math Studies, IB Mathematics SL

Group 6: Fine Arts – IB Visual Arts SL and HL, IB Music SL and HL, IB Theatre Arts SL and HL

In addition to the above course work, IB DIPLOMA CANDIDATES must successfully complete three additional core components to earn the IB Diploma. These include:

- IB Theory of Knowledge – Years One and Two
- CAS (Creativity, Action, and Service) goals – completed senior year
- Extended Essay – writing camp during summer between 11<sup>th</sup> and 12<sup>th</sup> grades and completed during the 1<sup>st</sup> semester of senior year.

**Costs associated with IB Diploma program:**

### **INTERNATIONAL BACCALAUREATE FEES Anticipated for 2015/2016 school year**

**Students who seek a weighted 5-point A or a 4-point B will be required to take the IB exam costing approximately \$270 (a one-time registration fee of \$160 and a course examination fee of \$110. Any additional exams require an additional \$110 fee). The weighted grade and exam fee is applicable to all IB courses listed throughout this program.**



# JHS International Baccalaureate Career-Related Program (IBCP)

Revised 1/7/2015

The IBCP program incorporates the educational principals, vision, and learner profile of the IB regular program into a unique offering that specifically addresses the needs of students who wish to engage in career-related education but also maintain a comprehensive academic curriculum. In grades 11 and 12 IBCP students select several IB foundation courses to prepare students for post-secondary study through courses and instructional techniques that emphasize:

- Critical thinking
- Effective self-expression in presenting and defending ones point of view
- An interdisciplinary approach with a strong international focus

Students complete course work in two IB subjects, maintain study of a second world language (or language development project), complete all internal assessments, and sit for external examinations.

To receive the IB Career-Related Program diploma, students must successfully complete the Career-Tech courses in their chosen CT field of study and complete the following requirements:

- Select and finish two IB course offerings at Jackson High School. At least one of the classes must be a two-year course. *Please refer to the IB section of this Program of Study for more information.*
  - current 2 year IB courses include: ITGS, Visual Arts, Music, Math HL (online), English, History, Theatre, World Language
  - current 1 year IB courses include: Chemistry, Physics, Systems and Societies, Mathematical Studies
- Complete the two year IBCP Core program:
  - Approaches to Learning (ATL)- 90 hours completed over the two years which focuses on personal development, intercultural understanding, thinking and communication
  - Language Development Portfolio- 50 hours completed over the 2 years (or an IB Language course or any language course)
  - Community Service- 50 hours completed over the 2 years
  - Reflective Project- students will identify, analyze, explore, critically discuss and evaluate an ethical issue arising from their vocational study

**Costs associated with IBCP program:** Approximately \$400 total over the two years to cover the cost of the registration fee and two exam sessions (for the two required courses).

Students who do not want to earn the IBCP may still take individual IB courses for which they will earn certificates upon successful completion of all IB assessments, projects, and related works of those selected courses. *Please refer to the IB section of this Program of Study for more information.*

## **BUSINESS**

### **022 INTERNATIONAL BUSINESS**

### **023 INTERNATIONAL BUSINESS**

Prerequisite:	None
Length:	Semester course
Grade Level:	9, 10, 11, 12
Credit:	1/2 credit

This course is designed to introduce students to the various aspects of international business. Students will explore many different topics, such as global economies, government, politics, foreign currency, and international trade. International business is recommended for students considering a career in business, communications, marketing, and education.

### **026 ETHICS FOR BUSINESS AND TECHNOLOGY**

### **027 ETHICS FOR BUSINESS AND TECHNOLOGY**

Prerequisite:	None
Length:	Semester course
Grade Level:	9, 10, 11, 12
Credit:	1/2 credit

This course will explore the principles of right and wrong that guide business decisions. Students will investigate ethical questions that arise due to technology and its presence in the workplace and in society. Issues that are relevant in today's ever-changing world of business and technology will be presented. This course is recommended for all college-bound students planning to major in any area of business.

### **028 PERSONAL FINANCE**

### **029 PERSONAL FINANCE**

Prerequisite:	None
Length:	Semester course
Grade Level:	9, 10, 11, 12
Credit:	1/2 credit

This course is designed to give the student a basic understanding of financial principles so that they can make sound financial decisions for life. The course prepares students to function effectively as consumers, savers, investors, entrepreneurs, and active citizens. Students will prepare budgets, learn ways to pay cash for their cars, and explore ways to minimize student loan debt. They will learn how to build and protect wealth and the importance of staying out of debt. Students will also utilize spreadsheets to prepare and understand payroll and tax calculations, prepare personal budgets, and calculate the real cost of debt.

## ENGLISH

**Students are required to receive four credits in English.** Students will choose a specific level by using the following criteria:

- previous English performance
- abilities and interests
- recommendation by teachers and counselors

Most students will start at 102 English and progress through 103, 104, and 106. In the following course descriptions, some skills are repeated throughout all levels. These skills, of course, become more advanced with each level. An attempt to specify some skills will be noted below. Accelerated courses are offered for those students who excel in language arts.

### 102 ENGLISH 9

Prerequisite:	None
Length:	Year course
Grade Level:	9
Credit:	1 credit

This freshman-level course is designed to lay the foundation for successful high school writing and exploration of literature. The goal of this course is to engage students in a rigorous curriculum of reading, writing, analysis of literature, grammar, and spelling. The literature in this course includes the study of drama, short stories, poetry, non-fiction, and novels. Through the close readings of these selections, students will consider a work's structure, style, themes, and use of figurative language. Through taking this course, students will also continue to develop and refine their skills in composition, test-taking, critical thinking, and public speaking. In addition, students will be required to write a research paper that utilizes MLA format. The course will also include analytical, persuasive, and expository writing. **Students will purchase supplementary materials for this course.**

### JAG102 JAGS ENGLISH 9

Prerequisite:	Application required
Length:	Year course
Grade Level:	9
Credit:	1 credit

This freshman-level course is designed to lay the foundation for successful high school writing and analysis of literature with a global perspective. The goal of this course is to engage students in a rigorous curriculum of writing, reading, critical analysis of literature, and grammar. Students taking this course are expected to be independent learners. Through the close reading of various selections, students will gain a deeper understanding of the ways writers use language in all parts of the world to provide both meaning and pleasure for the reader. As they read, students will consider a work's structure, style, themes, and use of figurative language. The literature in the course includes the study of drama, short stories, poetry, non-fiction, and novels. The course will also include intensive instruction in analytical, persuasive, and expository writing. In addition, students will be asked to write a research paper that utilizes MLA format. Students in the JAGS program will be developing work skills and performance skills through project-based learning activities in collaboration with each of their required JAGS courses.

## JSA102 JSA ENGLISH 9

Prerequisite: Application required  
Length: Year course  
Grade Level: 9  
Credit: 1 credit

JSA Arts Foundation English I is a challenging approach to understanding world literature and its historical context, coupled with an artistic enhancement. The class will stress the active correlation between social, political, economic, and religious events in history and the written works recording and reflecting them. Historical themes, events, and issues will be studied, analyzed, and evaluated as they are seen in literature. Additionally, this course will expose students to other expressions of culture such as art, music, architecture, and fashion. Field trips are part of the curriculum; students visit a variety of museums and attend performances to enhance their understanding of the literature they read. **Students will purchase supplementary materials for this course.**

## 112 ACCELERATED ENGLISH 9

Prerequisite: Successful completion of Accelerated 8th-grade Language Arts or successful completion of Advanced 8th-grade Language Arts with teacher recommendation  
Length: Year course  
Grade Level: 9  
Credit: 1 credit

This freshman-level course is designed to lay the foundation for successful high school writing and analysis of literature. The goal of this course is to engage students in a rigorous curriculum of writing, reading, critical analysis of literature, vocabulary, and grammar. Students taking this course are expected to be independent learners who have superior writing ability. The curriculum is compacted and students will need to be prepared to learn course material more rapidly. Students should read above the ninth-grade level and should expect that most assigned reading will be done outside of class with most books being analyzed as a whole rather than chapter by chapter. Through the close reading of these selections, students will gain a deeper understanding of the ways writers use language to provide both meaning and pleasure for the reader. As they read, students will consider a work's structure, style, themes, and use of figurative language. The literature in the course includes the study of drama, short stories, poetry, non-fiction, and novels. The course will also include intensive instruction in analytical, persuasive, and expository writing. The creative writing assignments will be in the form of poetry and short stories. In addition, students will be asked to write a research paper that utilizes MLA format.

A grade of *A* or *B* in the 8th-grade Accelerated or Advanced Language Arts constitutes successful completion of the course; however, students who have received a grade of *C* or lower in these courses, may struggle with English 112 content and requirements. **Students will purchase supplementary materials for this course.**

### 103 ENGLISH 10

Prerequisite: English 9  
Length: Year course  
Grade Level: 10  
Credit: 1 credit

This sophomore-level course focuses on American literature and aligns major historical concepts through the study of novels, short stories, poetry, drama, and a variety of nonfiction selections. Students will continue to improve their reading, speaking, and listening skills and will write in a variety of styles using the writing process and appropriate writing conventions. Students will also develop test-preparation strategies for both reading and writing that are designed to ensure success on a variety of state and national assessments, including the PSAT and PARCC. **Students will purchase supplementary materials, including novels, for this course.**

### JAG103 JAGS ENGLISH 10

Prerequisite: JAGS English 9  
Length: Year course  
Grade Level: 10  
Credit: 1 credit

This sophomore-level course focuses on American literature and aligns major historical concepts through the study of novels, short stories, poetry, drama, nonfiction. Students will continue to refine their reading, speaking, and listening skills and will write various pieces of expository, analytical, and persuasive writing. In preparation for the PSAT, ACT, SAT, PARCC, and OGT, students will explore various test-taking strategies that are designed to increase performance on such assessments. Students in the JAGS program will be developing work skills and performance skills through project-based learning activities in collaboration with each of their required JAGS courses. **Students will purchase supplementary materials for this course.**

### JSA103 JSA ENGLISH 10

Prerequisite: JSA English 9  
Length: Year course  
Grade Level: 10  
Credit: 1 credit

This sophomore on-level course explores American literature and aligns major historical concepts through the study of novels, short stories, poetry, drama, and a variety of nonfiction selections, while also incorporating all arts elements of the Jackson School for the Arts. Students will continue to improve their speaking, writing, and listening skills, as well as develop an appreciation for the arts. This class will also include grammar activities, collaborative and independent activities, class discussions, and reading assignments and writing assignments. Students will continue to develop writing skills in a variety of styles including the use of proper format, writing conventions, and grammar and mechanics. **Students will purchase supplementary materials for this course.**

### 113 ACCELERATED ENGLISH 10

Prerequisite: English 9  
Length: Year course  
Grade Level: 10  
Credit: 1 credit

This sophomore-level course is designed for students who excel in language arts and will explore the development of American literature from the Puritans to present day. In addition to textbook-based readings, students will read various novels and supplementary texts, including one self-selected novel to be read outside of class each nine weeks. In preparation for the PSAT, ACT, and SAT, students will rotate between journals (submitted to turnitin.com) and AP-style grammar worksheets and

quizzes. Students will write a variety of works throughout the year, including literary analysis, research papers, and persuasive essays. The goals of the course are to foster abilities in literary analysis, to promote critical thinking, to development effective writing techniques, to make the connections between literature and other art forms, and to prepare students for the college-level demands of the AP and IB classroom. **Students will purchase supplementary materials for this course.**

**JAG113 JAGS ACCELERATED ENG 10** Prerequisite: JAGS English 9  
Length: Year course  
Grade Level: 10  
Credit: 1 credit

This sophomore-level course is designed for students who excel in language arts and will explore the development of American literature from the Puritans to present day. In addition to textbook-based readings, students will read various novels and supplementary texts, including one self-selected novel to be read outside of class each nine weeks. In preparation for the PSAT, ACT, and SAT, students will rotate between journals (submitted to turnitin.com) and AP-style grammar worksheets and quizzes. Students will write a variety of works throughout the year, including literary analysis, research papers, and persuasive essays. The goals of the course are to foster abilities in literary analysis, to promote critical thinking, to development effective writing techniques, to make the connections between literature and other art forms, and to prepare students for the college-level demands of the AP and IB classroom. **Students will purchase supplementary materials for this course.**

**JSA113 JSA ACCELERATED ENGLISH 10** Prerequisite: JSA English 9  
Length: Year course  
Grade Level: 10  
Credit: 1 credit

This sophomore-level course is designed for students who excel in language arts. The heart of the course is the study and analysis of American literature from Puritan to contemporary literature with an arts focus. In addition to textbook-based readings, students will read various novels and supplementary texts, including self-selected novels. The goals of the course are to foster abilities in literary analysis, to promote critical thinking, to develop effective writing techniques, to make the connections between literature and other art forms, and to prepare students for the college-level demands of the IB and AP classroom. **Students will purchase supplementary materials for this course.**

### **104 ENGLISH 11 – WORLD LITERATURE**

Prerequisite: English 10  
Length: Year course  
Grade Level: 11  
Credit: 1 credit

This junior-level course will allow students to sharpen their critical reading and thinking skills while examining twenty-first century issues in their global society. Required coursework will include reading a variety of world literature pieces, including short stories, poetry, fiction, nonfiction, and technical pieces. As part of this course, students will complete analytical, persuasive, and expository writing, in addition to research projects throughout the year. Additionally, students will work on grammar and vocabulary skills throughout the year. **Students will purchase supplementary materials for this course.**

## 114 ACCELERATED ENGLISH 11 – WORLD LITERATURE

Prerequisite:	English 10 and/or Teacher recommendation
Length:	Year course
Grade Level:	11
Credit:	1 credit

Designed for independent learners who excel in language arts, this junior-level course will allow students to sharpen their critical reading, writing, and thinking skills while examining twenty-first century issues in the global society. Required coursework will focus on reading a variety of world literature pieces including short stories, poetry, fiction, nonfiction, and technical pieces. Also, students will develop a sophisticated writing style and unique voice through a variety of writing assignments including research, persuasive, analytical, expository, and literary analysis. **Students will purchase supplementary materials for this course.**

## JSA/JAG104 ENGLISH 11 WORLD LITERATURE

Prerequisite:	Successful completion of JSA or JAGS English
Length:	Year course
Grade Level:	11
Credit:	1 credit

This course is designed for juniors who are currently enrolled in the JSA and JAGS programs and who wish to continue to have an arts and world focus in English. Each unit of study will focus on a region of the world where students will examine the connections between historical events, current issues, and their influence on the literature that comes from the area. Students will be expected to analyze literature, poetry, dramas, and nonfiction texts from around the world while developing their critical thinking skills. This course also requires analytical, argumentative, research-based, and informal writing where students will develop their voice and a sophisticated writing style. **Students will purchase supplementary materials for this course.**

## 115 AP ENGLISH LANGUAGE AND COMPOSITION

Prerequisite:	Successful completion of English 113
Length:	Year course
Grade Level:	11
Credit:	1 credit

This junior-level course will allow students to analyze nonfiction for rhetorical devices, style, diction, and author's purpose. Using these literary models, students will explore the process of writing through expository, argumentative, analytical and informal writings. Students will also engage in the analysis of visual media; production of research-based and technology-based products, including podcasts and documentaries; and study of effective argumentation. Through this repeated practice, students will develop and refine their styles and voices in all manner of composition. The goal of the course is for students to write and think with increasing complexity and sophistication by studying the many styles and methodologies reflected in multicultural literature.

## 106 ENGLISH 12

Prerequisite:	English 11
Length:	Year course
Grade Level:	12
Credit:	1 credit

Students will explore the development of the English language and British literature by studying Old English and the Anglo-Saxon Era, Middle English and the Middle Ages, and modern English from the Renaissance to present day. Students will read a variety of fiction and nonfiction, complete various research projects, and write a minimum of one composition per quarter. College Board preparation and testing, college admission essay writing, and career planning will be included early in the year.

**Students will purchase supplementary materials for this course.**

### **\*DC116 ACCEL. ENGLISH 12 COMP 1– COLLEGE CREDIT PLUS (DC118 1<sup>st</sup> Sem)**

(Group) **ACCEL. ENGLISH 12 COMP 2– COLLEGE CREDIT PLUS (DC119 2<sup>nd</sup> Sem)**

Prerequisite:	Successful completion of 104 English, 114 Accelerated English or 115 AP English Language and Composition, a minimum 2.0 GPA, 18 on English section of ACT or 70 on Writing section of COMPASS
Length:	2 college semester courses = 1 year
Grade Level:	12
Credit:	1/2 credit each (for a full year of study) 3 OTM (Ohio Transfer Module) college credits possible per semester

Designed for students who are ready for college English and who meet the requirements for acceptance, this course will allow students to learn and practice college-level writing in a writer's workshop format including receiving and giving peer review while earning college credit. Along with other requirements, Composition I requires extensive reading and writing including 3 persuasive individual essays (2 are written & revised for a portfolio); 2 reader responses; a collaborative essay written with classmates with a multi-modal presentation component, plus an 8-10 page research paper. Composition II builds on Comp I and requires reading, research and writing of two argumentative essays; a cooperative essay, an 8-10 page argumentative research paper; and production of a cooperative, argumentative, multi-modal research project to present research findings. Both courses require students to keep writer's workshop or invention journal notebooks. Additionally, students should prepare to seek writing improvement consultations from Stark State's Online Writing Center (OWL). This course is particularly beneficial to students entering sciences, engineering, or math fields, as it focuses on research and non-fiction texts. If a student is willing to put forth effort, engage with others in collaboration about ideas, he or she will likely enjoy this course and grow as young writers.

**A course syllabus can be found on the instructor's webpage.**



**IB0104 IB ENGLISH HL** (Junior year)  
**IB0106 IB ENGLISH HL** (Senior year)

Prerequisite: English 10  
Prerequisite: IB0104 IB English HL  
Length: 2 Year course  
Grade Level: 11, 12  
Credit: 1 credit each year

This course is designed for students with superior academic standing, outstanding class participation, and a high aptitude for studies in English and will focus primarily on the study of international literature, including some works studied in translation. As part of the course students will complete the required IB assessments: world literature paper 1 (external assessment, junior year), the individual oral presentation (internal assessment, junior year), the individual oral commentary (internal assessment, senior year), the IB exam assessments (external assessments, senior year). This course will include a substantial amount of out-of-class reading and writing, including a literary research project. In addition to investigating the historical and autobiographical implications of the works, this class views as primary importance the literary works themselves, especially the overall meanings, and the styles and techniques employed by the author to express them. **Students will purchase supplementary materials for this course.**

### **117 AP ENGLISH LITERATURE AND COMPOSITION**

Prerequisite: Successful completion of AP Language and Composition or English 114 with teacher recommendation strongly encouraged  
Length: Year course  
Grade Level: 12  
Credit: 1 credit

Designed for students with superior academic standing, outstanding class participation, and a high aptitude for studies in English, this course focuses primarily on international and British literature and puts a premium on reading a piece of literature for the first time and responding extemporaneously. The course will also include substantial out-of-class reading and writing, including a literary research project. Whereas traditional courses concern themselves to a great extent on historical background and author biography, this class views as primary importance the literary works themselves, especially the overall meanings, and the styles and techniques employed by the author to express them. Outside and in-class writing assignments will include a review of standard word usage, sentence structure, organization, idea development, and exposition, all in an effort to hone advanced composition skills. Students will also plan and present a variety of literature-based audio/visual projects to the class that will stress cooperative planning and problem-solving, original and imaginative expression, and effective use of available technology. A primary objective of the class is to encourage valid, original, and exciting analysis of representative works from the greatest writers in history.

**120 GRAMMAR REFRESHER**  
**121 GRAMMAR REFRESHER**

Prerequisite: None  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course benefits students in grades 10, 11 or 12 who are preparing for the ACT/SAT tests; however, it is not designed as merely a test-prep class. The course will also significantly benefit those students desiring to improve their overall grammar and editing skills. Grammar Refresher involves two areas of study: grammar (subject-verb agreement, pronoun usage, diction, etc.) and mechanics

(quotation marks, apostrophes, colons, semi-colons, commas, etc.). Students are strongly advised to consider the course *prior* to taking the ACT/SAT. Ideally, seniors should schedule the course during the first semester if they are unable to take the course as juniors or sophomores. This course does not count towards the Honors Diploma.

<b>JAG118 SENIOR CAPSTONE</b>	Prerequisite:	JAGS
<b>JAG119 SENIOR CAPSTONE</b>	Length:	Semester course
	Grade:	12
	Credit:	1/2 credit

Senior Capstone is a Global Academy requirement whereby JAGS students finalize their global portfolio and complete a capstone project of their choosing. The portfolio and project shall demonstrate a student’s global competency. Students will meet with a faculty advisor to understand a framework for the capstone project and progress checks of the portfolio and project. The course is designed as an independent study.

<b>125 READING SKILL BUILDING</b>	Prerequisite:	Placement by referral only
	Length:	Year course
	Grade Level:	9, 10, 11, 12
	Credit:	1/2 credit

This course teaches students how to decode and encode words through a multi-sensory approach. Students who qualify will participate in the Wilson Reading Program. Placement is by test scores and teacher recommendation.

<b>130 ENGLISH 9</b>	Prerequisite:	Placement by referral only
<b>132 ENGLISH 10</b>	Length:	Year course
<b>134 ENGLISH 11</b>	Grade Level:	9, 10, 11, 12
<b>136 ENGLISH 12</b>	Credit:	1 credit

This course is designed for students experiencing difficulty in basic English skills. Work-related and independent living skills are emphasized through reading, writing, listening, vocabulary development, grammar, and study skills. Students will prepare for statewide, standardized assessments through the Common Core standards or the Ohio Academic Content Standards-Extended. Selected teaching methods and materials will be determined by individual needs.

**Students will purchase supplementary materials for the course.**

<b>151 ENGLISH 9</b>	Prerequisite:	Placement by referral only
<b>152 ENGLISH 10</b>	Length:	Year course
<b>153 ENGLISH 11</b>	Grade Level:	9, 10, 11, 12
<b>154 ENGLISH 12</b>	Credit:	1 credit

This course will enhance skills in writing and reading, listening and speaking, spelling, grammar, and vocabulary expansion. Students will be exposed to fiction and non-fiction literature, as well as functional reading materials (newspaper, schedules, recipes, safety maps). Through community-based experiences, students will be expected to apply skills across settings.

**126 READING INTERVENTION**  
**127 READING INTERVENTION**

Prerequisite: Placement by referral only  
Length: Semester course  
Grade Level: 9, 10  
Credit: 1/4 credit

This course is designed for students that are having difficulty with reading comprehension skills. Students will work towards increased skill competency in the Common Core State Standards. Units in the course will practice skills that are being used in the students' corresponding English course. Selected teaching methods and materials will vary based upon individual student need. Placement in this course is determined based upon test scores and teacher recommendation.

## FAMILY AND CONSUMER SCIENCES

<b>410 CREATIVE LIVING SKILLS I</b>	Prerequisite:	None
<b>411 CREATIVE LIVING SKILLS I</b>	Length:	Semester course
	Grade Level:	10, 11, 12
	Credit:	1/2 credit

Students will experience a variety of hands-on activities in this semester class. Students will study and prepare basic foods: nutritious snacks, quick breads, and convenience recipes; participate in a community service project; and explore sewing and clothing arts skills. **Students furnish material costs for projects.**

<b>430 CHILD DEVELOPMENT I</b>	Prerequisite:	None
	Length:	Semester course – 1 <sup>st</sup> semester
	Grade Level:	11, 12
	Credit:	1/2 credit

Emphasis will be placed on growth and development of the prenatal child, birth, infancy, and toddlers. There will be special emphasis on physical growth, emotional and social behavior, and cognitive and language development of the child. This is an excellent course for the college bound student considering a career working with children.

**Students may choose to sign up for Child Development II second semester for a full year of study.**

<b>431 CHILD DEVELOPMENT II</b>	Prerequisite:	Child Development I
	Length:	Semester course – 2 <sup>nd</sup> semester
	Grade Level:	11, 12
	Credit:	1/2 credit

Students will explore current issues, community resources, and available career options for working with children. Topics include in this course are health promotion and protection, blended families, preschool development, and school-age children. Students will have opportunities to develop skills observing and working with children and use resource materials to develop lessons for young children.

<b>435 INDEPENDENT LIVING</b>	Prerequisite:	None
	Length:	Semester course – 2 <sup>nd</sup> semester
	Grade Level:	11, 12
	Credit:	1/2 credit

Identify goals for your future. Explore careers, discover how to get and keep a job, and investigate post-secondary training. Course content will include money management, cooking basic meals, finding and furnishing an apartment, home and clothing maintenance and repair, and consumerism.

**436 RELATIONSHIP MATTERS**  
**437 RELATIONSHIP MATTERS**

Prerequisite: None  
Length: Semester course  
Grade Level: 11, 12  
Credit: 1/2 credit

Students will explore topics in teen relationships including: personality differences, communication, healthy vs. unhealthy relationships, anger management, jealousy, love, responsible decision making, and commitment. Course assignments include: discussion, journaling, personality profiles, wedding planning, and financial planning for the future.

**440 FOODS I**

Prerequisite: None  
Length: Semester course – 1<sup>st</sup> semester  
Grade Level: 11, 12  
Credit: 1/2 credit

Students will study the various areas of food preparation and meal planning, safety, sanitation, and nutrition. Techniques to prepare quick breads, yeast breads, salads, vegetables, desserts, and main dishes will be presented through lecture, demonstration, and lab experiences. Career opportunities will be explored in nutrition, culinary arts, and food management.

**Students may choose to sign up for Foods II second semester for a full year of study.**

**441 FOODS II**

Prerequisite: Foods I  
Length: Semester course – 2<sup>nd</sup> semester  
Grade Level: 11, 12  
Credit: 1/2 credit

Students will build on the knowledge learned in Foods I and become more creative in cooking. Topics will include regional cuisine, international cooking, cake decorating, garnishing, candy making, appetizers, various types of dining out experiences, experimentation with foods for better nutrition, and future trends in the food industry.

**444 CLOTHING ARTS I**

Prerequisite: None  
Length: Semester course – 1<sup>st</sup> semester  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

Lifetime sewing skills and fashion-related careers will be explored. Students will learn how to use a sewing machine, develop hand sewing skills, and construct beginner-level projects using a pattern. **Students will purchase project supplies.**

**445 CLOTHING ARTS II**

Prerequisite: Clothing Arts I  
Length: Semester course – 2<sup>nd</sup> semester  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

Students will build on skills learned in Clothing Arts I. Experiences will include principles of clothing construction, fitting and alteration which may be applied to custom sewing, home decorating, and other career and entrepreneurial opportunities. **Students will purchase project supplies.**

## FINE ARTS

### 200 VISUAL ART I 201 VISUAL ART I

Prerequisite: None  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course is designed to provide students with a general education in art through hands-on study of the three disciplines: perceiving/knowing, producing and reflecting; with an emphasis on drawing and painting. The focus will be on themes, principles, and skills used by artists throughout time. Grades are based on artwork, written work, and tests. This is an excellent course for students considering careers in architecture, interior design, fashion design, and a wide range of art related careers. Visual Art I is a pre-requisite for all other studio art classes. **In addition to an approximate \$15 course fee, some supplies will be required.**

### IB0200 IB VISUAL ARTS SL (2 periods) IB0205 IB VISUAL ARTS SL (1 period Jr. year) IB0210 IB VISUAL ARTS SL (1 period Sr. year)

Prerequisite: None  
Length: 2 yrs-1 period *or* 2 periods-1 yr  
Grade Level: 11 and/or 12  
Credit: 1 credit each year

This course is designed to create an understanding in the technical application and visual aesthetics of art. In addition to a body of work, students will create a personal journal that will be essential to the course. The written journal will reflect students' research into art history, different artistic media, and will also document their art-making process. The assessment in IB Visual Arts will consist of an external evaluation of the student's journal and body of work and an exhibition of the student's portfolio with a videotaped interview. If you have questions please contact the instructor. **In addition to an approximate \$65 course fee, some supplies will be required.**

**Please note that many of the required supplies from previous classes may be reused for this course.**

### IB0206 IB VISUAL ARTS HL (2 Periods Jr. year) IB0212 IB VISUAL ARTS HL (2 Periods Sr. year)

Prerequisite: None  
Length: Year course  
Grade Level: 11 & 12  
Credit: 1 credit each year

This course is designed to create an advanced understanding in the technical application and visual aesthetics of art. In addition to a large body of work, students will create a personal journal that will be essential to the course. The written journal will reflect students' research into art history, different artistic media, and will also document their art-making process. The assessment in IB Visual Arts will consist of an external evaluation of the student's journal and body of work and an exhibition of the student's portfolio with a videotaped interview. Students may receive credit at select colleges and universities based on their external assessment scores. **Summer homework will be required.** If you have any questions contact the instructor. **In addition to an approximate \$65 course fee, some supplies will be required.**

**Please note that many of the required supplies from previous classes may be reused for this course.**

**JSA200 JSA VISUAL ART I**

Prerequisite: None  
 Length: Year course  
 Grade Level: 9  
 Credit: 1 credit

Students will receive a well-rounded education in the visual arts through the JSA curriculum. This course is designed to provide students with a hands-on study of the three disciplines: perceiving/ knowing, producing and reflecting. Students will have a variety of in-class as well as weekly out-of-class assignments. The focus will be on themes, principles, and skills used by the artists through time. Grades are based on artwork, written work, and tests. **In addition to an approximate \$30 course fee, some supplies will be required.**

**JSA204 JSA DRAWING I & PAINTING I**

Prerequisite: 8<sup>th</sup> Grade Adv. Art  
 Length: Year course  
 Grade Level: 9  
 Credit: 1 credit

Students will receive a well-rounded education in the visual arts through the JSA curriculum. This class will provide students with an opportunity to refine their two-dimensional art-making skills through a variety of in-class as well as weekly out-of-class assignments. The focus will be on themes, principles, and skills used by the artists through time. Grades are based on artwork, written work, and tests. **In addition to an approximate \$30 course fee, some supplies will be required.**

**204 DRAWING I  
205 DRAWING I**

Prerequisite: Visual Art I or 8<sup>th</sup> Grade Adv. Art  
 Length: Semester course  
 Grade Level: 9, 10, 11, 12  
 Credit: 1/2 credit

Students will explore drawing techniques through the study of artists' ideas and styles throughout history. This skill-building course includes study of the history and use of various drawing materials such as: graphite pencil, ink, charcoal, scratch board, and colored pencil. This is an important foundation class necessary for any student planning to continue study in art. **In addition to an approximate \$30 course fee, a sketchbook and other supplies are required.**  
**Please note that many of the required supplies from Visual Art I may be reused for this course.**

**206 DRAWING II  
207 DRAWING II**

Prerequisite: Drawing I  
 Length: Semester course  
 Grade Level: 9, 10, 11, 12  
 Credit: 1/2 credit

This course builds on concepts and skills taught in Drawing I. Emphasis is on techniques and themes for developing personal artistic expression through drawing. Opportunities are available for advanced work in a selected media or mode of expression, including both color and black and white. **In addition to an approximate \$30 course fee, a sketchbook and other supplies are required.**  
**Please note that most of the required supplies for Visual Art I and Drawing I may be reused for this course.**

**208 DRAWING III**  
**209 DRAWING III**

Prerequisite: Drawing II  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course builds on concepts and skills taught in Drawing I and Drawing II. Emphasis is on advanced work in a selected media or mode of expression, including both color and black and white. **In addition to an approximate \$30 course fee, a sketchbook and other supplies are required. Please note that most of the required supplies for prerequisite classes may be reused for this course.**

**210 DRAWING IV**  
**211 DRAWING IV**

Prerequisite: Drawing III  
Length: Semester course  
Grade Level: 11, 12  
Credit: 1/2 credit

This course builds upon drawing techniques and exploration of color, mark making and materials studied in Drawing I, II, and III. The projects will be designed by individual students through independent study. Students will be challenged to explore a variety of new media and techniques while mastering their understanding of the elements and principles of art and design. **In addition to an approximate \$30 course fee, a sketchbook and other materials are required. Please note that most of the required supplies from Drawing I, II & III may be reused for this course.**

**212 PAINTING I**  
**213 PAINTING I**

Prerequisite: Visual Art I or 8<sup>th</sup> Grade Adv. Art  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course will focus on painting techniques and includes the study of a variety of painters, ideas, and processes explored throughout history. It includes proper use and care of equipment and exploration of acrylic, mixed media and watercolor. This course is designed to teach students to paint by encouraging them to see in the selective way that an artist sees. \*An important foundation class necessary for any student planning to continue study in art. **In addition to an approximate \$30 course fee, a sketchbook and other materials are required. Please note that many of the required supplies from Visual Art I may be reused for this course.**

**214 PAINTING II**  
**215 PAINTING II**

Prerequisite: Painting I  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course builds on concepts and skills taught in Painting I. Exploration will focus on communication through paint. Paintings describe situations, evoke emotion, and tell us about the artist and the world in which they are created. Students will learn advanced techniques for communicating through manipulation of watercolor, mixed media, and acrylic. **In addition to an approximate \$30 course fee, a sketchbook and other materials are required. Please note that many of the required supplies from Visual Art I may be reused for this course.**



**216 PAINTING III**  
**217 PAINTING III**

Prerequisite: Painting II  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course builds on concepts and skills taught in Painting II. Exploration will focus on communication through paint. Paintings describe situations, evoke emotion, and tell us about the artist and the world in which they are created. Students will continue learning advanced techniques for communicating through manipulation of various materials. **In addition to an approximate \$30 course fee, a sketchbook and other materials are required.**

**Please note that many of the required supplies from Painting I and II may be reused for this course.**

**218 PAINTING IV**  
**219 PAINTING IV**

Prerequisite: Painting III  
Length: Semester course  
Grade Level: 11, 12  
Credit: 1/2 credit

This course builds upon painting techniques and exploration of color, mark making and materials studied in Painting I, II and III. The projects based in watercolor, acrylic and mixed media will be designed by individual students through independent study. Students will be challenged to explore a variety of new media and techniques while mastering their understanding of the elements and principles of art and design. **In addition to an approximate \$30 course fee, a sketchbook and other materials are required.**

**Please note that many of the required supplies from Painting I, II & III may be reused for this course.**

**220 CERAMICS I**  
**221 CERAMICS I**

Prerequisite: Visual Art I or 8<sup>th</sup> Grade Adv. Art  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

Students will explore clay as a medium for artistic expression. Students will learn about the use of ceramics throughout history and various cultures as they learn basic hand-building techniques. Students will be introduced to the potter's wheel and learn basic skills. Emphasis is placed on mastering basic hand-building techniques as students create functional and sculptural artworks.

**In addition to an approximate \$30 course fee, a sketchbook and other supplies are required.**

**Please note that many of the required supplies from Visual Art I may be reused for this course.**

**222 CERAMICS II**  
**223 CERAMICS II**

Prerequisite: Ceramics I  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

Ceramics II builds on concepts and skills taught in Ceramics I. It includes historical study and creation of ceramic art forms using both hand-building techniques and working with a pottery wheel. There will be opportunities for larger scale work and advanced study in a particular technique or mode of expression. Advanced glazing techniques will be explored. **In addition to an approximate \$30 course fee, a sketchbook and other supplies are required.**

**Please note that many of the required supplies from prerequisite classes may be reused for this course.**

**224 CERAMICS III**  
**225 CERAMICS III**

Prerequisite: Ceramics II  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course builds on concepts and skills taught in Ceramics I and Ceramics II. It will include historical study and creation of ceramic art forms using both hand-building techniques and working with a pottery wheel. There will be continued opportunities for larger scale work and advanced study in a particular technique or mode of expression. Advanced glazing techniques will be explored. **In addition to an approximate \$30 course fee, a sketchbook and other supplies are required. Please note that many of the required supplies from Visual Art I may be reused for this course.**

**226 CERAMICS IV**  
**227 CERAMICS IV**

Prerequisite: Ceramics III  
Length: Semester course  
Grade Level: 11, 12  
Credit: 1/2 credit

This course builds on the concepts and skills taught in Ceramics I, II and III; hand-building methods and wheel throwing. It will include the study of historical, cultural and contemporary ceramic artists as research for development of concepts and themes. This course will explore the individual's choices for project development and is more of an independent study through the ceramic medium. **In addition to an approximate \$30 course fee, a sketchbook and other supplies are required. Please note that many of the required supplies from Visual Art I may be reused for this course.**

**228 MEDIA EXPLORATION I**  
**229 MEDIA EXPLORATION I**

Prerequisite: Visual Art I or 8<sup>th</sup> Grade Adv. Art  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course is designed to introduce students to a variety of two and three dimensional art forms such as: sculpture, jewelry, and printmaking. Students will focus on a variety of element and principle driven lessons while having the freedom to explore a variety of media and techniques. **In addition to an approximate \$30 course fee, a sketchbook and other supplies will be required. Please note that many of the required supplies from Visual Art I may be reused for this course.**

**230 MEDIA EXPLORATION II**  
**231 MEDIA EXPLORATION II**

Prerequisite: Media I  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course builds on two and three dimensional techniques studies in Media I. Projects will include various sculptural, jewelry and printing techniques. Students will focus on a variety of element and principle driven lessons while having the freedom to explore a variety of media and techniques. **In addition to an approximate \$30 course fee, a sketchbook and other supplies will be required. Please note that many of the required supplies from Visual Art I may be reused for this course.**

**232 MEDIA EXPLORATION III**  
**233 MEDIA EXPLORATION III**

Prerequisite: Media II  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course builds on two and three dimensional techniques studies in Media I and II. Projects will include various sculptural, jewelry and printing techniques. Students will focus on a variety of element and principle driven lessons while having the freedom to explore a variety of media and techniques. **In addition to an approximate \$30 course fee, a sketchbook and other supplies will be required.**

**Please note that many of the required supplies from Visual Art I may be reused for this course.**

**234 MEDIA EXPLORATION IV**  
**235 MEDIA EXPLORATION IV**

Prerequisite: Media III  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course builds on 2-D and 3-D techniques studied in Media I, II and III, but with a focus on independent research and learning. Projects will include various sculptural, jewelry and printing techniques. Students will focus on a variety of element and principle driven lessons while having the freedom to explore a variety of media and techniques. **In addition to an approximate \$30 course fee, a sketchbook and other supplies will be required.**

**Please note that many of the required supplies from Visual Art I may be reused for this course.**

**236 PHOTOGRAPHY I**  
**237 PHOTOGRAPHY I**

Prerequisite: Visual Art I or 8<sup>th</sup> Grade Adv. Art  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course is designed to introduce the history and impact of photography as it relates to art. Students will be learning basic skills in black and white photography, basic darkroom techniques and creating special effects. This class emphasizes the use of photography as a media of artistic expression. **In addition to an approximate \$65 course fee, a sketchbook and other supplies will be required. In addition students must have access to a 35mm manually controlled camera and tripod that are in working condition.**

**238 PHOTOGRAPHY II**  
**239 PHOTOGRAPHY II**

Prerequisite: Photography I  
Length: Semester course  
Grade Level: 10, 11, 12  
Credit: 1/2 credit

This course builds upon the basic techniques and processes learned in Photography I. Students will have the opportunity to advance their knowledge of black and white photography, darkroom techniques and the creation of special effects. Students will also be exposed to basic digital and color photography as well. The emphasis in this class is more about personal artistic expression rather than basic technical knowledge. **In addition to an approximate \$65 course fee, a sketchbook and other supplies will be required.**

**In addition students must have access to a 35mm manually controlled camera, and a tripod that are in working condition.**

**240 PHOTOGRAPHY III**  
**241 PHOTOGRAPHY III**

Prerequisite: Photography II  
Length: Semester course  
Grade Level: 11, 12  
Credit: 1/2 credit

This course builds upon the basic techniques and processes learned in Photography I and II. Students will have the opportunity to advance their knowledge of black and white photography, darkroom techniques and the creation of special effects. Students will also be exposed to digital and color photography as well. The emphasis in this class is more about personal artistic expression and independent research rather than basic technical knowledge. **In addition to an approximate \$65 course fee, a sketchbook and other supplies will be required. In addition students must have access to a 35mm manually controlled camera, and a tripod that are in working condition.**

**242 PHOTOGRAPHY IV**  
**243 PHOTOGRAPHY IV**

Prerequisite: Photography III  
Length: Semester course  
Grade Level: 11, 12  
Credit: 1/2 credit

This course builds on photography techniques studied in Photo I, II and III, but with a focus on independent research and learning. Projects will include various darkroom and digital techniques. Students will focus on a variety of element and principal driven lessons while having the freedom to explore traditional and experimental projects with both film and digital media. **In addition to an approximate \$65 course fee, a sketchbook and other supplies will be required. In addition students must have access to a 35mm manually controlled camera, and a tripod that are in working condition.**

**244 AP STUDIO ART: 2-D DESIGN**  
**245 AP STUDIO ART: DRAWING**  
**246 AP STUDIO ART: 3-D DESIGN**

Prerequisite: Senior, with art teacher approval  
Length: Year course  
Grade Level: 12  
Credit: 1 credit (2 periods)

The AP Studio Art Portfolio class is designed for students who are seriously interested in the advanced experience of making art and wish to develop mastery in the concept, composition, and execution of their ideas. Students should have taken previous art classes that may include; Visual Art, Drawing, Painting, Ceramics, Media, Photography or Art Appreciation. The goal is for students to create quality artwork that expresses an original voice of creativity. The elements and principles are a focus of instruction and exploration as the students work to produce a college-level art portfolio demonstrating informed and critical decision making to develop ideas. Students will address three components in their portfolios: Quality, Concentration and Breadth. Students will submit their work to the College Board for grading and possible college credit. **In addition to an approximate \$65 course fee, a sketchbook and some supplies are required. Please note that many of the required supplies from prerequisite classes may be reused for this course.**

**JSA298 JSA SENIOR INTERNSHIP/AP STUDIO ART: DRAWING**

**JSA299 JSA SENIOR INTERNSHIP/AP STUDIO ART: 2-D**

**JSA300 JSA SENIOR INTERNSHIP/AP STUDIO ART: 3-D**

Prerequisite:	Completion of required JSA course work requirements
Length:	Year course
Grade Level:	12
Credit:	1 credit

Senior Internship through AP Studio Art. The AP Studio Art Portfolio class is designed for students who are seriously interested in the advanced experience of making art and wish to develop mastery in the concept, composition, and execution of their ideas. Students have taken previous art classes that may include; Visual Art, Drawing, Painting, Ceramics, Media, Photography or Art Appreciation. The goal is for students to create quality artwork that expresses an original voice of creativity. The elements and principles are a focus of instruction and exploration as the students work to produce a college-level art portfolio demonstrating informed and critical decision making to develop ideas. Students will address three components in their portfolios: Quality, Concentration and Breadth. Students will submit their work to the College Board for grading and possible college credit. In addition, students are required to attend the weekly senior seminar, participate in the Art Extravaganza and JSA Showcase as well as all other art shows throughout the year. **In addition to an approximate \$65 course fee, a sketchbook and some supplies will be required. Please note that many of the required supplies from prerequisite classes may be reused for this course.**

**250 FRESHMAN BAND  
251 BAND**

Prerequisite:	Prior membership in Band or by audition
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

Band is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of the band is to play independently and in an ensemble while demonstrating technical and stylistic accuracy and musical expressiveness. Performance is a key component of this class. Students must meet rehearsal and performance requirements of this course. **All IB Diploma students taking Band must also enroll in IB Music.**

**JSA250 JSA FRESHMAN BAND**

Prerequisite:	Prior membership in Band or by audition
Length:	Year course
Grade Level:	9
Credit:	1 credit

Band is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of the band is to play independently and in an ensemble while demonstrating technical and stylistic accuracy and musical expressiveness. Performance is a key component of this class. Students must meet rehearsal and performance requirements of this course. **Note: If you are interested in taking both JSA Band and JSA Choir you need to contact your high school counselor. Since both groups meet at the same time, a schedule will be developed between the Freshman Band and the Freshman Choir directors and the counselor.**

## 252 FRESHMAN CHORUS

Prerequisite:	Prior membership in Choir or by audition
Length:	Year course
Grade Level:	9
Credit:	1 credit

Freshman Chorus is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of Freshman Chorus is to sing independently and in an ensemble while demonstrating technical and stylistic accuracy and musical expressiveness. Performance is a key component of this class. Students must meet rehearsal and performance requirements of this course.

Freshman Chorus will perform a fall concert, winter concert, and a spring concert, as well as performing at the large group adjudicated events and other requested engagements for which attendance is mandatory. Those who are interested may choose to participate in the solo and ensemble adjudicated events.

**Note: At the high school, students may opt to be in both choir and band all four years.**

## JSA252 JSA FRESHMAN CHORUS

Prerequisite:	Prior membership in Choir or by audition
Length:	Year course
Grade Level:	9
Credit:	1 credit

Freshman Chorus is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of Freshman Chorus is to sing independently and in an ensemble while demonstrating technical and stylistic accuracy and musical expressiveness. Performance is a key component of this class. Students must meet rehearsal and performance requirements of this course.

Freshman Chorus will perform a fall concert, winter concert, and a spring concert, as well as performing at the large group adjudicated events and other requested engagements for which attendance is mandatory. Those interested may choose to participate in the solo and ensemble adjudicated event. Freshman Chorus is a prerequisite for continuation in the high school choral program.

**Note: If you are interested in taking both JSA Band and JSA Choir you need to contact your high school counselor. Since both groups meet at the same time, a schedule will be developed between the Freshman Band and the Freshman Choir directors and the counselor.**

## 253 CHORALIERS

Prerequisite:	Freshman Chorus and/or by audition
Length:	Year course
Grade Level:	10, 11, 12
Credit:	1 credit

Choraliers is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of Choraliers is to sing independently and in an ensemble, while demonstrating technical and stylistic accuracy and musical expressiveness. Performance is a key component of this class. Students must meet rehearsal and performance requirements of this

course. Choraliers will perform a fall concert, a winter concert, and a spring concert, as well as perform at the large group adjudicated events and other requested engagements for which attendance is mandatory. Those interested may choose to participate in the solo and ensemble adjudicated events.

## **254 CHORALE**

Prerequisite: By Audition  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

Chorale is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of Chorale is to sing independently and in an ensemble, while demonstrating technical and stylistic accuracy and musical expressiveness. Performance is a key component of this class. Students must meet rehearsal and performance requirements of this course.

Chorale will perform a fall concert, winter concert, and a spring concert, as well as perform at the large group adjudicated events and other requested engagements for which attendance is mandatory. Those interested may choose to participate in the solo and ensemble adjudicated event.

## **255 INTRODUCTION TO MUSIC THEORY**

### **DC255 INTRODUCTION TO MUSIC THEORY - COLLEGE CREDIT PLUS\***

Prerequisite: Approval of Instructor  
Length: Semester course - *Select one*  
Grade Level: 11, 12  
Credit: 1/2 credit  
\*3 OTM (Ohio Transfer Module)  
college credits possible

This course consists of basic notation, scales, key signatures, meter and rhythm, basic keyboard, and an introduction to ear training and sight-singing. This course is available for dual credit\* through The University of Akron, as well as high school credit. **Offered first semester only.**

## **256 THEORY AND MUSICIANSHIP I**

### **DC256 THEORY AND MUSICIANSHIP I - COLLEGE CREDIT PLUS\***

Prerequisite: Intro to Music Theory  
Length: Semester course – *Select one*  
Grade Level: 11, 12  
Credit: 1/2 credit  
\*3 OTM (Ohio Transfer Module)  
college credits possible

This course is the second course in Music Theory through The University of Akron. This course consists of a continuation of notation, scales, key signatures, meter and rhythm, and keyboard. In addition, the primary focus of this course, in addition to theory, is ear training and sign-singing. This course is available for dual credit\* through The University of Akron, as well as high school credit. **Offered second semester only.**

**\*To receive dual credit, students must qualify for College Credit Plus (PSO) through The University of Akron. ACT or SAT test scores are needed to apply. Please contact the Student Services Office for more information.**

**IB0250 IB MUSIC SL or  
IB0255 IB MUSIC HL (Junior year)  
IB0260 IB MUSIC SL or  
IB0265 IB MUSIC HL (Senior year)**

Prerequisite: Band or Choir or permission  
of instructor  
Prerequisite: IB0254 IB Music SL or HL  
Length: 2 Year course  
Grade Level: 11, 12  
Credit: 1 credit each year

This is a comprehensive course which will unite music history, world music, perceptual skills, theory and performance and compositions into integrated study. The main objectives are an enhanced enjoyment and understanding of both Western hemisphere and Non-Western hemisphere music.

Students will earn one credit (per year). Students will be enrolled in the course both junior and senior years. Students will sit for the IB exam at the completion of their senior year. All students enrolled must be a member in good standing of their school band, choir, or orchestra and/or have permission of the instructor.

All Standard Level students will select from one of the following options:

- Standard Level Solo (SLS)
- Standard Level Group (SLG)
- Standard Level Composition (SLC)

Only selected students will be given permission to select Higher Level (HL).

**All IB Diploma students taking Band must also enroll in IB Music.**

## **259 INTRODUCTION TO PERFORMING ARTS**

Prerequisite: None  
Length: Year course  
Grade Level: 9, 10, 11, 12  
Credit: 1 credit

Creativity is encouraged as students participate in a wide variety of activities. Exciting speaking and acting projects will include: persuasive and informative speeches, interviews, music videos, improvisation, acting, debate and much more. Students will also study elements of mass media. The use of technical theater elements will be explored. This course will benefit all students by developing self-confidence, life-long communication skills and an appreciation for the performing arts.



**IB0270 IB THEATRE ARTS SL**

Prerequisite: None  
 Length: Year course  
**Grade Level: 11**  
 Credit: 1 credit

**IB0280 IB THEATRE ARTS SL**

**or IB0285 IB THEATRE ARTS HL** (current IB Theatre Arts students only)

Prerequisite: Theatre II  
 Length: Year course  
**Grade Level: 12**  
 Credit: 1 credit

IB Theatre provides a vehicle through which its participants can critically process thought. In the medium of movement, students have an additional dimension of analytical processing of subject material – a process that will enhance their ability to think critically in other venues.

In IB Theatre, students read and critically respond to dramatic texts. Additionally, they are challenged to investigate context as they develop perspectives on the relationship between society and the arts. They will incorporate the philosophical perspectives of critics, playwrights, directors, designers, and actors in the development of their own dramatic aesthetic. The focus of the course challenges students to address self-directed questions in several areas of theatre production. Extensive study of theatre styles, theory, and history will be incorporated into the course. Continued development of a resume and portfolio of student performance and technical work will be included. Students must participate in the Theatre showcase, as well as document experiences in chosen areas of theatrical production throughout the year. The course will culminate with a presentation of the student’s year-long immersion in a focused area of theatre. Students must understand that after-school rehearsals are required to complete the requirements of the course. A critical component of IB Theatre is the ongoing research and creation of independent projects. **Students may be required to purchase several texts for the course based on their research and performance choices. Students will be required to attend and critique live performances.**

**JSA280 JSA THEATRE- PERFORMANCE WORKSHOP****JSA281 JSA THEATRE- PERFORMANCE WORKSHOP**

Prerequisite: Application required  
 Length: Semester course  
 Grade Level: 9  
 Credit: 1/2 credit

This course is designed for active theatre performance. Students will study acting with an emphasis on the use of voice and movement. The year-long course will begin with exposure to performance skills. Throughout the course, students are responsible for preparing and performing partner scenes, staged readings, monologues, auditions, and other dramatic episodes. Technical theatre, theatrical history and theory will be introduced. All students should be aware that they will be required to participate in after-school rehearsals to prepare for mandatory evening performances. **Students will be required to attend and critique live performances.**

## **JSA282 JSA THEATRE II – THEATRICAL PRODUCTION & ACTING**

Prerequisite:	JSA Theatre I
Length:	Year course
Grade:	10
Credit:	1 credit

The focus of this course is upon the design, directorial and artistic elements of theatre. The course will be organized as a production company for which students develop various skills in acting and technical theatre. Students will be challenged to work on various scripts as an actor, while developing an area of technical theatre as a focus. Acting will examine the style of movement and vocal performance (theatrical) needed to perform in musical theatre. In addition, students will be expected to participate in a technical capacity for one of the main stage or black box productions for a minimum 25 hours. Students will apply for positions and then be chosen by the JSA staff. Students will also assist with the construction and technical preparations of the main stage and black box productions. Students will participate in the JSA Arts Extravaganza, Dance Showcase and several black box performances as a crew member. Study of theatrical history and theory will be continued from Theatre/Dance I. Exploration and application of various areas of technical theatre will be applied to the theatrical literature being performed during the school year. Creating a resume and portfolio of student performances and technical work will be started at this level. **Students will be required to attend and critique live performances.**

## **JSA283 JSA THEATRE III - THEATRICAL RESEARCH & PRODUCTION**

Prerequisite:	JSA Theatre II
Length:	Semester course - 1 <sup>st</sup> semester
Grade Level:	11, 12
Credit:	1/2 credit

Theatre III is an advanced acting course.

In Theatre III, students read and critically respond to dramatic texts. Additionally, they are challenged to investigate context as they develop perspectives on the relationship between society and the arts. They will incorporate the philosophical perspectives of critics, playwrights, directors, designers and actors in the development of their own dramatic aesthetic. Study of theatre styles, theory, and history will be incorporated into the course. Continued development of a resume and portfolio of student performance and technical work will be included. Students must document theatrical experiences. The course will culminate with a presentation of the student's work in the performing arts. All students must understand that after-school rehearsals are required to complete the requirements of the course. **Students may be required to purchase several texts for the course based on their research and performance choices. Students will be required to attend and critique live performances.**

## **JSA284 JSA THEATRE IV – ADVANCED THEATRICAL RESEARCH AND PRODUCTION**

Prerequisite:	Theatre II
Length:	Semester course - 2 <sup>nd</sup> semester
Grade Level:	12
Credit:	1/2 credit

Theatre IV is an advanced course in directing and theatrical production.

In Theatre IV, students will continue to immerse themselves in the research and production of theatre. Students read and critically respond to dramatic texts. Additionally, they are challenged to investigate

context as they develop perspectives on the relationship between society and the arts. They will incorporate the philosophical perspectives of critics, playwrights, directors, designers and actors in the development of their own dramatic aesthetic. The focus of the course challenges students to address self-directed questions in several areas of theatre production. Extensive study of theatre styles, theory, and history will be incorporated into the course. Continued development of a resume and portfolio of student performance and technical work will be included. Students will be required to participate in a minimum of two areas of theatre performance or production and function in a leadership capacity for school productions. Students may use other theatrical productions to meet their course requirements for one component of the course. The course will culminate with a presentation of the student's immersion in a focused area of theatre. All students must understand that after-school/outside of school rehearsals are required to complete the requirements of the course. **Students may be required to purchase several texts for the course based on their research and performance choices. Students will be required to attend and critique live performances.**

**JSA286 JSA DANCE I  
JSA287 JSA DANCE I**

Prerequisite: Application required  
Length: Semester course  
Grade Level: 9  
Credit: 1/2 credit

This course is designed for serious dancers. JSA Dance I, an optional freshman course, will survey and explore the genres of modern, ballet, jazz, and tap. The year-long course will begin with exposure to performance skills. This is a performance laboratory with exercises designed to stretch the body and the imagination. The study of dance history and theory will be analyzed through projects, performance and written assessments. All students will be required to participate in several after-school rehearsals to prepare for class performances, the All District Extravaganza and Dance Showcase. The final project for the course involves the execution of dance pieces in a public performance in dance. **Students will be required to purchase specific dance attire and shoes for all dance classes prior to the start of school.**

**After completing Dance I, students are placed in a dance class based on audition.**

**JSA288 JSA DANCE II**

Prerequisite: JSA Dance I or dance placement  
Length: Year course  
Grade Level: 10, 11  
Credit: 1 credit

In JSA Dance II students will study ballet, jazz, tap, and modern dance. Students will also learn the fundamentals of choreography. The study of dance history and theory will be analyzed through projects, performance and written assessments. Dancers are required to attend and critique both orally and in writing live performances. Students will be evaluated by jury in each dance form at the end of every nine weeks. Dance II students are required to participate in the Arts Extravaganza and JSA Showcase. **Students will be required to purchase specific dance attire and shoes for all dance classes prior to the start of school.**

**JSA289 JSA DANCE III**

Prerequisite: JSA Dance II  
and/or dance placement  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

JSA Dance III is designed to provide JSA students a more dance focused curriculum. Students will study ballet, tap, and modern technique at a more advanced level and learn the art of choreography. Dancers are required to attend and critique live performances. Students will be evaluated by jury in each dance form at the end of each nine weeks. Dance III students are required to participate in the Arts Extravaganza and JSA Showcase. **Students will be required to purchase specific dance attire and shoes for all dance classes prior to the start of school.**

**JSA290 JSA ADVANCED DANCE**  
**JSA291 JSA ADVANCED DANCE**  
**JSA292 JSA ADVANCED DANCE**

Prerequisite: JSA Dance II and/or placement  
Length: Year Course  
Grade Level: JSA290 – 10  
JSA291 – 11  
JSA292 – 12  
Credit: 1 credit

JSA Advanced Dance is designed to provide students an intense dance curriculum. Daily, students will study ballet, jazz, and modern dance at an advanced level, learn the art of choreography and practice the technique of auditioning. Students will also act as rehearsal directors and teacher assistants. A Choreographers Workshop, the student run choreography show, will be the major project. Students will be evaluated by jury in each dance form at the end of every nine weeks. Advanced Dance students are required to participate in the Arts Extravaganza, JSA Showcase, and community performances, as well as attend live performances and write critiques for each. **Students will be required to purchase specific dance attire and shoes for all dance classes prior to the start of school.**

**JSA296 JSA JUNIOR SEMINAR**

Prerequisite: JSA Program  
Length: Year course  
Grade Level: 11  
Credit: No credit

Junior Seminar is required of all juniors in the JSA program. The seminar meets twice a month. During these junior class meetings, students will meet with professionals from all areas of the arts as well as JSA staff to discuss career plans and college opportunities to formulate internships for the senior year. In addition, students are expected to participate as a member of the cast, crew or production staff in the musical and the one act plays. All juniors are required to participate in the Arts Extravaganza and JSA Showcase.

**JSA297 JSA SENIOR INTERNSHIP/3rd or 4th LEVEL ARTS COURSES**

Prerequisite:	Completion of required JSA course work
Length:	Year course
Grade Level:	12
Credit:	1 credit internship 1 credit upper level arts courses

JSA Senior Internship is designed to place serious, motivated students in their area of arts concentration to gain valuable, on-the-job experience. The internship must be verified by the director, and take place at a designated institution in the community as a shadowing experience. Weekly, the senior student must account for internship hours with the director. Students may also account for hours as camp counselors in any of the JSA summer camps. Students are responsible for their own transportation. In addition, students are required to attend senior seminar twice a month and participate in the Arts Extravaganza and JSA Showcase. Participation in Senior Internship and an upper level course in the student's area of focus are required to complete the senior level JSA curriculum.

# HEALTH AND PHYSICAL EDUCATION

## PHYSICAL EDUCATION WAIVER

Students at Jackson High School will have the opportunity to have their required Physical Education classes waived by participating in any of the following extracurricular activities at Jackson High School:

- Any JLSD Board approved athletic program offered at Jackson High School
- Jackson High School Marching Band
- Jackson High School Cheerleading Squad

Students who choose to take part in an athletic program, Cheerleading, or marching band will have their hours verified by the staff member responsible for that activity. These students must also be involved from the beginning of the season until the very end of the season. Any student who is removed or quits a program during the season will not receive credit.

A student must participate for two full seasons to earn the Physical Education waiver.

The two season requirement to meet the waiver may be made up of any combination of athletics, marching band or Cheerleading.

All Jackson High School students must take 1/2 credit of Physical Education and 1/2 credit of Health to fulfill the graduation requirement. Most students fulfill half of the physical education requirement by taking the Physical Education-Lifelong Fitness course in their freshman or sophomore year; however any of the Physical Education credits can be taken any time during the four years of high school. The remaining half of the physical education requirement can be completed by taking one of the three Physical Education elective classes.

**Note:** The summer school Physical Education elective may only be used to fulfill .25 of the physical education credit.

**350 HEALTH**

Prerequisite: None

**351 HEALTH**

Length: Semester course

Grade Level: 9 or as needed

Credit: 1/2 credit

Health education is recommended for all students during their freshman year of high school and they are encouraged to complete the course prior to completing their sophomore year. Instruction and discussion is provided in this course to promote personal health. Individual units of instruction include: Body Systems, Nutrition & Physical Activity, Communicable & Non-communicable Diseases, Illegal Drugs, Reproduction & Childbirth, and Relationships. First aid and CPR may also be covered. Students will learn about the controllable and uncontrollable aspects of health and how to go through the decision making process to improve current health status and health in the future. Students will be asked to keep a notebook as well as complete individual and group projects.

### **357 HEALTH**

Prerequisite:	Placement by referral only
Length:	Year course
Grade Level:	9 or as needed
Credit:	1/2 credit

This course will expose students to materials, learning opportunities and efforts to improve their personal health. Students will learn how to handle feelings, solve problems, and set goals. They will learn how to take care of their bodies and how to avoid harmful behaviors.

### **360 PHYSICAL EDUCATION FITNESS FOR LIFE (Required for graduation)**

### **361 PHYSICAL EDUCATION FITNESS FOR LIFE (Required for graduation)**

Prerequisite:	None
Length:	Semester course
Grade Level:	9, 10 or as needed
Credit:	1/4 credit

Fitness for Life is the recommended prerequisite for all other physical education courses. In this physical education class, students will acquire the knowledge and skills that are necessary to engage in and enjoy a physically active, healthy lifestyle throughout life. This course will provide opportunities for the student to become proficient in several movement forms through net games, target games, team sports, individual and dual activities, leisure activities, adventure education and dance. Students will be exposed to the health related components of fitness such as muscular strength and endurance, aerobic capacity and flexibility. Students will be asked to keep a portfolio that includes physical activity logs, physical fitness assessments, individual fitness plans and methods available for monitoring physical activity and intensity levels. Students will be required to wear appropriate clothing and shoes for physical activity both inside and outdoors.

**This course DOES NOT count towards the academic requirement for Athletic eligibility.**

### **362 LIFETIME ACTIVITIES AND FITNESS**

### **363 LIFETIME ACTIVITIES AND FITNESS**

Prerequisite:	Fitness for Life
Length:	Semester course
Grade Level:	10, 11, 12
Credit:	1/4 credit

This physical education course is designed to engage the student in activities that can be pursued beyond high school and for a lifetime. Students will be exposed to leisure-time activities, individual and dual sports, outdoor and adventure activities, and dance. Students will be asked to keep a portfolio which will include strategies and tactics of the activities, physical activity logs, physical fitness assessments, and individual fitness plans for muscular strength and endurance, aerobic activities and flexibility. Students will also be further exposed to technology used to measure the intensity and amount of physical activity such as pedometers and heart rate monitors. Free weights, weight machines, stretch bands and functional fitness equipment will be used to pursue goals for personal fitness. The class may also require some out of class participation in activities as participants or organizers. Students will be required to wear appropriate clothing and shoes for physical activity both inside and outdoors.

**This course DOES NOT count towards the academic requirement for Athletic eligibility.**

**364 TEAM SPORTS AND FITNESS**  
**365 TEAM SPORTS AND FITNESS**

Prerequisite: Fitness for Life  
Length: Semester course  
Grade level: 10, 11, 12  
Credit: 1/4 credit

This physical education course is designed to engage the student in team sports and related activities that can be incorporated into a healthy lifestyle beyond high school. This course will expand the student's knowledge of strategies and techniques, as well as provide increased opportunity to improve skill proficiency in net/wall games, invasion games, fielding and striking games, and adventure/outdoor activities. Emphasis will be placed on skill acquisition, team work and fair play. Students will be exposed to technology used to measure intensity and amount of physical activity and they will be exposed to strength training, agility and flexibility training specific to team sports. Students will keep a portfolio which will include specific sport strategies and tactics, rules and skills. The portfolio will also include physical activity logs, physical fitness assessments, individual fitness plans for muscular strength and endurance, aerobic training and flexibility. This class may also require some out of class participation in activities or officiating. Students will be required to wear appropriate clothing and shoes for physical activity both inside and outdoors.

**This course DOES NOT count towards the academic requirement for Athletic eligibility.**

**368 STUDENT ATHLETIC TRAINING**  
**369 STUDENT ATHLETIC TRAINING**

Prerequisite: None  
Length: Semester course  
Grade level: 11, 12 (unless Biology is completed in grade 9)  
Credit: 1/2 credit

Students will be instructed in basic anatomy of muscles, bone, circulatory, and nervous systems. In addition they will learn information on the physiological response to injuries (specifically athletic injury), and how to evaluate, administer first aid, manage the prevention of injury, and how to rehabilitate the injury. Students will also be taught basic CPRA and taping methods. This course will require some after school practice and/or game coverage along with a school athletic trainer.

**Required supplies total approximately \$15.**

**This course does NOT fulfill the Physical Education requirement for graduation.**

**370 BEGINNING STRENGTH AND CONDITIONING**  
**371 BEGINNING STRENGTH AND CONDITIONING**

Prerequisite: Fitness for Life or referral by a Coach  
Length: Semester Course  
Grade Level: Freshman year for athletes, any year for non-athletes with referral  
Credit: 1/4 Credit

Introduction to all facets in strength training and conditioning with an emphasis on core lifting, basic gymnastics, and flexibility. Students will gain a better understanding of the techniques used in a beginning strength and conditioning program. Students will also improve flexibility and muscle



strength to aid in the prevention of injuries. The class will be designed to increase general physical preparedness to aid in sport performance.

**This course does not count towards the academic requirement for Athletic eligibility.**

### **372 ADVANCED STRENGTH AND CONDITIONING 1**

Prerequisite: Referral by Coach or P.E.  
Instructor  
Length: 1st Semester  
Grade Level: 10, 11, 12  
Credit: 1/4 Credit

Strength training and conditioning with an emphasis on core lifting, basic gymnastics, and flexibility. Students will become advanced in the techniques used in a strength and conditioning program. Students will improve flexibility and muscle strength to aid in the prevention of injuries. The class will be designed to increase general physical preparedness to aid in sport performance.

**This course does not count towards the academic requirement for Athletic eligibility.**

**This course does NOT fulfill the Physical Education requirement for graduation.**

### **373 ADVANCED STRENGTH AND CONDITIONING 2**

Prerequisite: Referral by Coach or P.E.  
Instructor  
Length: 2nd Semester  
Grade Level: 10, 11, 12  
Credit: 1/4 Credit

Strength training and conditioning with an emphasis on core lifting, basic gymnastics, and flexibility. Students will become advanced in the techniques used in a strength and conditioning program. Students will improve flexibility and muscle strength to aid in the prevention of injuries. The class will be designed to increase general physical preparedness to aid in sport performance.

**This course does not count towards the academic requirement for Athletic eligibility.**

**This course does NOT fulfill the Physical Education requirement for graduation.**

## MATHEMATICS COURSE CHART

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Geometry	Accl Algebra 2 Algebra 2	Accl PreCalc DC PreCalc Pre-Calculus	AP Calculus AP Statistics	AP Calculus AP Statistics
Algebra 1	Geometry	Algebra 2	IB Mathematics SL 1 Year 1 of 2	IB Mathematics SL 2 Year 2 of 2
			PreCalc DC PreCalc College Math Prep IB Mathematical Studies Math Studies	PreCalc DC PreCalc Math Studies IB Mathematical Studies AP Statistics AP Calculus
			IB Mathematics SL 1 Year 1 of 2	IB Mathematics SL 2 Year 2 of 2
		Algebra II A* Year 1 of 2	Algebra II B* Year 2 of 2	College Math Prep
PreAlgebra	Algebra 1	Geometry	Algebra 2	PreCalc DC PreCalc College Math Prep IB Mathematical Studies Math Studies
			Algebra II A* Year 1 of 2	Algebra II B* Year 2 of 2

\* = by placement only

# MATHEMATICS

**Jackson High School math programs use a 90 – 80 – 70 – 60 grading scale. Dual credit math courses will use the grading scale of the local college/university partner providing credit.**

## **610 ALGEBRA 1**

Prerequisite:	Pre-Algebra
Length:	Year course
Grade Level:	9, 10
Credit:	1 credit

Algebra 1 is organized around families of functions, with special emphasis on linear and quadratic functions. Students will learn to model real-world situations using functions in order to solve problems arising from those situations. Algebra 1 also includes problems from probability, data analysis, and geometry. Standardized test practice is incorporated to help prepare students for Ohio's new learning standards. *A minimum of a TI-30X scientific calculator is required for this course costing approximately \$16.*

## **620 GEOMETRY**

Prerequisite:	Algebra 1
Length:	Year course
Grade Level:	9, 10
Credit:	1 credit

In Geometry you will study topics such as congruence and similarity, and apply properties of lines, triangles, quadrilaterals and circles. You will develop problem solving skills by using length, perimeter, area, circumference, surface area and volume to solve real-world problems. In addition, you will solve problems utilizing algebra, data analysis and probability. Standardized test practice is incorporated to help prepare students for Ohio's new learning standards. *A minimum of a TI-30X scientific calculator is required for this course costing approximately \$16.*

## **630 ALGEBRA 2**

Prerequisite:	Geometry
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

The content of Algebra 2 is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical and rational. In addition, Algebra 2 includes lessons on probability, data analysis, geometry and trigonometry. Standardized test practice is incorporated to help prepare students for Ohio's new learning standards. *A TI-84 Plus graphing calculator is required for this course costing approximately \$115.*

**633 ACCELERATED ALGEBRA 2**

Prerequisite: Geometry  
 Length: Year course  
 Grade Level: 9  
 Credit: 1 credit

This course is intended for accelerated students who complete the Geometry course by the 8th grade. The content of Algebra 2 is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical and rational. In addition, Algebra 2 includes lessons on probability, data analysis, geometry and trigonometry. Standardized test practice is incorporated to help prepare students for Ohio's new learning standards. This course moves at a faster pace, more in-depth, and with greater demands than 630 Algebra 2. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

**635 ALGEBRA 2 A- Year 1 of 2**

Prerequisite: Geometry and placement by referral only  
 Grade Level: 10, 11, 12  
 Length: Year courses  
 Credit: 1 credit each

**636 ALGEBRA 2 B- Year 2 of 2**

This course sequence is available by teacher/counselor placement only. The first year of this course will reinforce Algebra and other foundational math skills while addressing Algebra 2 content. The second year of this course will address Algebra 2 topics in preparation for the Common Core assessment. The content of Algebra 2 is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical and rational. In addition, Algebra 2 includes lessons on probability, data analysis, geometry and trigonometry. Standardized test practice is incorporated to help prepare students for Ohio's new learning standards. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

**648 AP STATISTICS**

Prerequisite: Pre-Calculus (Gr.10) or taking Pre-Calc concurrently (Gr. 11, 12)  
 Length: Year course  
 Grade Level: 10, 11, 12  
 Credit: 1 credit

This course will include exploring data by describing patterns and departures from patterns, planning and conducting studies to include statistical inferences, exploring random phenomena using probability and simulation, and estimating population parameters and testing hypotheses. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

**650 PRE-CALCULUS**

Prerequisite: Algebra 2 with a final grade of B or better; or College Math Prep  
 Length: Year course  
 Grade Level: 10, 11, 12  
 Credit: 1 credit

This course provides the opportunity for students to informally investigate the traditional concepts of calculus, such as maxima, minima, infinite sequences, limits, derivatives, and integrals. In addition, students work with the algebraic manipulation they will need in future courses. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115. There will be a fee for an online software subscription.***

**\*DC650 PRE-CALCULUS PART A – COLLEGE CREDIT PLUS (DC650 1<sup>st</sup> Sem)**

**(Group) PRE-CALCULUS PART B – COLLEGE CREDIT PLUS (DC651 2<sup>nd</sup> Sem)**

Prerequisite:	Algebra 2, Minimum 22 on Math section of ACT or 54 on COMPASS Test (Algebra section), Teacher recommendation
Length:	Year course
Grade Level:	10, 11, 12
Credit:	1 credit 5 OTM (Ohio Transfer Module) Credits

This course will include operations with polynomial, exponential, logarithmic, rational, radical, absolute value, trigonometric functions and inequalities. Additional topics will include: right triangle trigonometry, trigonometric ratios, trigonometric identities and formulas, matrices, sequences, series, and conic sections. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

**653 ACCELERATED PRE-CALCULUS**

Prerequisite:	Accelerated Algebra 2 with a final grade of B or better
Length:	Year course
Grade Level:	9, 10, 11
Credit:	1 credit

This course is intended for accelerated students who complete the Accelerated Algebra 2 course by the 10th grade. This course is the final year of a six-year core mathematics curriculum. The content of this course provides the opportunity for students to informally investigate the traditional concepts of calculus, such as maxima, minima, infinite sequences, limits, derivatives, and integrals. In addition, students work with the algebraic manipulation they will need in future courses. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115. There will be a fee for an online software subscription.***

**658 MATH STUDIES**

Prerequisite:	Algebra 2 with a final grade of C or better
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

This course is recommended for any college bound student needing a course beyond Algebra 2. The student does not have to be in the IB Programme; however, this course is co-seated with the IB Mathematics Studies course.

Math Studies follows a modified International Baccalaureate Standard Level curriculum at an advanced level. Topics studied will include numbers and algebra; sets, logic, and probability; functions, geometry and trigonometry; statistics; introductory differential calculus; and financial mathematics. These topics will be studied at advanced levels to provide students with a sound mathematical background for their future. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

***Students opting to take this course for IB credit should enroll in IB0658 IB Mathematics Studies.***

<b>IB0658 IB MATHEMATICAL STUDIES</b>	Prerequisite:	Algebra 2
	Length:	Year course
	Grade Level:	11, 12
	Credit:	1 credit

IB Mathematical Studies follows a modified International Baccalaureate Standard Level curriculum. Topics studied will include numbers and algebra; sets, logic, and probability; functions, geometry and trigonometry; statistics; introductory differential calculus; and financial mathematics. These will be studied at advanced levels to provide students with a sound mathematical background for their future. The Internal Assessment project (20% of IB exam grade) will involve the collection of information or generation of measurements and their analysis and evaluation. The external Assessment (80% of IB exam grade) will be two papers written during May's IB exam schedule. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

This course is recommended for any college bound non-math major needing a senior year math course. The student does not have to be in the IB Programme.

<b>659 COLLEGE MATH PREP</b>	Prerequisite:	Algebra 2 with a final grade of C or lower and teacher recommendation
	Length:	Year course
	Grade Level:	11, 12
	Credit:	1 credit

College Math Prep follows a modified International Baccalaureate Standard Level curriculum at a basic level. Topics studied will include numbers and algebra; sets, and probability; functions, geometry and trigonometry; statistics; and financial mathematics. These topics will be studied at basic levels to provide students with a sound mathematical background for their future. ***A TI-84 Plus graphing calculator is required for this course costing approximately \$115.***

<b>IB0632 IB MATHEMATICS SL 1 (Junior year)</b>	Prerequisite:	Algebra 2 and teacher recommendation
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<b>IB0634 IB MATHEMATICS SL 2 (Senior year)</b>	Prerequisite:	IB0630 IB Mathematics SL 1
	Length:	2 Year course
	Grade Level:	11, 12
	Credit:	1 credit each year

IB Mathematics SL 1 follows the International Baccalaureate Standard Level curriculum. Topics studied will include algebra, trigonometry, circular functions, functions, differentiation, integration, sequences, series, exponentials and logarithms. These will be studied at advanced levels to provide students with a sound mathematical background for their future. During junior year students will begin a mathematical investigation paper.

IB Mathematics SL 2 follows the International Baccalaureate Standard Level curriculum. Topics studied will include those in IB Mathematics SL 1 in addition to Calculus with trigonometry, Calculus with exponents and logarithms, vectors, probability, and statistics. During senior year students will complete a mathematical investigation paper. ***A TI-84 Plus graphing calculator is required for this two-year course costing approximately \$115.***

**660 AP CALCULUS AB**

Prerequisite:	Pre-Calculus or College Credit Plus (Dual Credit)
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

This course will follow the Calculus AB syllabus provided by the College Board. This course will include the differentiation of functions and the practical application thereof. A lesser amount of time will be spent on integration and its applications. Per AP guidelines, a student may not take AP Calculus AB after completing AP Calculus BC. *A TI-84 Plus graphing calculator is required for this course costing approximately \$115. There will be a fee for an online software subscription.*

**663 AP CALCULUS BC**

Prerequisite:	Pre-Calculus
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

This course will follow the Calculus BC syllabus provided by the College Board. This course will include the same objectives as the AB level course, but will include such additional topics as differential equations, sequences and series, Taylor polynomials, and analysis of polar and parametric functions. Per AP guidelines, a student may not take AP Calculus AB after completing AP Calculus BC. *A TI-84 Plus graphing calculator is required for this course costing approximately \$115. There will be a fee for an online software subscription.*

**675 ALGEBRA 1**

Prerequisite:	Placement by referral only
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

This is an adjusted curriculum to help pace those students experiencing difficulty with mathematical concepts. Topics covered may include: algebraic expressions, linear functions, polynomial operations, and quadratic functions; however, these topics may change to meet the needs of the student. Basic math and problem-solving skills will also be emphasized.

**680 GEOMETRY**

Prerequisite:	Placement by referral only
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

This is an adjusted curriculum to help pace those students experiencing difficulty with mathematical concepts. This course integrates synthetic, coordinate and transforming approaches, reinforces and extends knowledge of algebra, and develops an understanding of proof. Real-world applications are throughout.

<b>682 MATH 1</b>	Prerequisite:	Placement by referral only
<b>684 MATH 2</b>	Length:	Year course
<b>686 MATH 3</b>	Grade Level:	9, 10, 11, 12
<b>688 MATH 4</b>	Credit:	1 credit

This course is designed to develop skills in the four basic math functions and improve number sense and thinking skills. These skills are then applied to real life problem solving dealing with fractions, decimals, money skills, and percentages. Consumer applications and geometry will also be explored.

<b>690 MATH APPLICATIONS 1</b>	Prerequisite:	Placement by referral only
<b>691 MATH APPLICATIONS 2</b>	Length:	Year course
<b>692 MATH APPLICATIONS 3</b>	Grade Level:	9, 10, 11, 12
<b>693 MATH APPLICATIONS 4</b>	Credit:	1 credit

This course is designed to introduce and develop mastery skills in the areas of basic computational and practical math skills. Time concepts, measurements, banking, budgeting, money handling, and comparative shopping will be areas taught and practiced. Through community based experiences, students will be expected to apply skills across settings. Students will learn how to use appropriate tools to aid in math computations (calculators, visual cues, tip charts, etc.)

<b>0128 MATH INTERVENTION</b>	Prerequisite:	Placement by referral only
<b>0129 MATH INTERVENTION</b>	Length:	Semester course
	Grade Level:	9, 10
	Credit:	1/4 credit

This course is designed for students that are having difficulty with Math problem solving skills. Students will work towards increased skill competency in the Common Core State Standards. Units in the course will practice skills that are being used in the student's corresponding Math course. Selected teaching methods and materials will vary based upon individual student need. Placement in this course is determined based upon test scores and teacher recommendation.



## MISCELLANEOUS

### 900 YEARBOOK

Prerequisite:	Application required
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1/2 credit

The purpose of this class is to produce a yearbook that captures the spirit of the student body and accurately documents the year's activities. Staff members hold the responsibility of selling ads, taking pictures, writing captions, and becoming familiar with software to complete page designs and layouts. Students must be available at least one period to be on the annual staff. Even though class time is allotted for work on the annual, some after-school work will be expected to meet deadlines. Students must submit an application and interview with the yearbook advisor for acceptance.

**This course DOES NOT count towards the requirement for Athletic eligibility.**

### 904 NEWSPAPER

Prerequisite:	None
Length:	Year course
Grade Level:	10, 11, 12
Credit:	1 credit

Newspaper is the synthesizing stage of any Journalism program. In this course, students will design and create the *Bear Facts*. Responsibilities include generating story ideas, assigning and writing stories, layout, advertising sales, copy-editing, and proofreading. Students taking Newspaper in successive years will have a chance to acquire larger leadership roles within the *Bear Facts*. The objective of the course is not only to create a well-written and journalistically-sound newspaper, but also to foster an interest in the process of news gathering and critical thinking.

**This course DOES NOT count towards the requirement for Athletic eligibility.**

### 920 ENGLISH AS A SECOND LANGUAGE

### 921 ENGLISH AS A SECOND LANGUAGE

Prerequisite:	Placement by referral only
Length:	As needed
Grade Level:	9, 10, 11, 12
Credit:	To be assigned

English as a Second Language (ESL) is provided for students who are Limited English Proficient (LEP). These are students who were not born in the United States or whose native language is a language other than English.

The ESL program provides instructional assistance in the area of language development. Reading, writing, speaking, and listening skills constitute the core components of the ESL program. Students are instructed in the skills at a level consistent with their English language proficiency, which is determined prior to beginning ESL instruction.

<b>940 WORK STUDY LAB I</b>	Prerequisite:	Placement by referral only
<b>941 WORK STUDY LAB II</b>	Length:	Year course
<b>942 WORK STUDY LAB III</b>	Grade Level:	9, 10, 11, 12
<b>943 WORK STUDY LAB IV</b>	Credit:	1/2 credit for each 80 hours
<b>944 WORK STUDY LAB V</b>		work

This lab course is designed to enhance the students' skills for becoming a productive employee. Students may be employed in the school or community setting. This will be in addition to completing his or her academic responsibilities. This course is intended to provide the students with skills necessary for success in the work force. Students will be evaluated regularly. Areas evaluated are attendance, job responsibilities, and attitudes.

<b>961 VOCATIONAL EXPERIENCE I</b>	Prerequisite:	Placement by referral only
<b>962 VOCATIONAL EXPERIENCE II</b>	Length:	Year course
<b>963 VOCATIONAL EXPERIENCE III</b>	Grade Level:	9, 10, 11, 12
<b>964 VOCATIONAL EXPERIENCE IV</b>	Credit:	1 credit

This course is intended to provide the students with job readiness skills and practical work experience. Students will also gain information on various types of career opportunities. They will be expected to participate in paid and unpaid on-the-job training within the school and community.

<b>971 LIFE SKILLS I</b>	Prerequisite:	Placement by referral only
<b>972 LIFE SKILLS II</b>	Length:	Year course
<b>973 LIFE SKILLS III</b>	Grade Level:	9, 10, 11, 12
<b>974 LIFE SKILLS IV</b>	Credit:	1 credit
<b>975 LIFE SKILLS V</b>		

This course develops the critical life skills necessary for success at school, at home, and on the job. Content areas include: personal information skills, constructive leisure-time activities, reading for information, following directions, effective peer relationships, grocery shopping, cooking, banking, health and wellness, self-help skills, and money management. Through community based experiences, students will be expected to apply skills across settings.

## SCIENCE COURSE CHART

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11th Grade	12 <sup>th</sup> Grade																		
Biology	Physical Science	Forensics		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Physics</td></tr> <tr><td style="text-align: center;">Chemistry</td></tr> <tr><td style="text-align: center;">Marine Biology</td></tr> <tr><td style="text-align: center;">IB Env. Sys. &amp; Soc.</td></tr> </table>	Physics	Chemistry	Marine Biology	IB Env. Sys. & Soc.														
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## SCIENCE

### 706 BIOLOGY

Prerequisite:	None
Length:	Year course
Grade Level:	9
Credit:	1 credit

This course is a graduation requirement for all students. Biology is also a college pre-requisite regardless of career path.

Ohio Content Standards are covered which include biochemistry, cell structures and functions, basic and human genetics, biotechnology, environmental science basics, and cell processes such as cellular respiration, photosynthesis, cell transport, cell division, and protein synthesis, lab work will include some dissections.

### JAG706 JAGS BIOLOGY

Prerequisite:	Application required
Length:	Year course
Grade Level:	9
Credit:	1 credit

In this freshman class, Ohio Content Standards are covered which include biochemistry, cell structures and functions, basic and human genetics, biotechnology, environmental science basics, and cell processes such as cellular respiration, photosynthesis, cell transport, cell division, and protein synthesis, lab work will include some dissections. Project based learning for Global competence will be implemented through the incorporation of investigating the world, communicating ideas, recognizing perspectives and taking action.

### 708 PHYSICAL SCIENCE

Prerequisite:	Biology
Length:	Year course
Grade Level:	10
Credit:	1 credit

In this course, the Ohio Content Standards are covered for the following topics: Life Science, Earth and Space Science, Chemistry, Physics and Astronomy. Students will grow and develop their skills in using scientific models, problem solving, and critical thinking. Students will also be able to apply their knowledge of these scientific topics to current events. This course will include lab work, teacher demonstrations, lectures, out of class assignments, and special projects.

### 712 AP BIOLOGY

Prerequisite:	A or B in Biology and Chemistry
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit (1 1/2 periods)

AP Biology is designed to be equivalent to a two-semester college introductory Biology course. This second-year Biology course is aimed at developing a deeper understanding of concepts such as: organic molecules and cells, heredity and DNA, evolution by natural selection, and ecological

systems. The main goals of AP Biology are to help students develop a conceptual framework for modern biology, an appreciation of science as a process, and the ability to design and carry-out scientific investigations. This course is recommended for any student planning on majoring in Biology or a related field.

### **713 FORENSIC SCIENCE**

Prerequisite: Biology  
Length: Year course  
Grade Level: 11, 12  
Credit: 1 credit

This course will build on concepts from physics, chemistry and biology, and apply them to forensic science. The course will deal with the application of other sciences to solve crimes and includes many hands-on labs and activities, readings, and projects that encourage students to look at a single issue or problem in great detail. Scientific process and analysis skills will be used to derive conclusions from data presented, to solve a particular problem.

### **IB0715 IB ENVIRONMENTAL SYSTEMS & SOCIETIES**

Prerequisite: None  
Length: Year course  
Grade Level: 11, 12  
Credit: 1 credit

Environmental Systems & Societies (ES&S) is an interdisciplinary group 3 and 4 IB course that is offered at standard level (SL). The prime intent for the course is to provide students with a coherent perspective of interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that will they will inevitably come to face. The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

Major topics covered: the ecosystem; human population, carrying capacity and resource use; conservation and biodiversity; and pollution management; global warming; environmental value systems.

Because it is an internationally focused interdisciplinary course, students can study this course and have it count as either a group 3 course or a group 4 course or as both a group 3 and group 4 course. This leaves students the opportunity to study subject(s) from any group of the hexagon including subject(s) from groups 3 or 4.

### **720 MARINE BIOLOGY**

Prerequisite: 708 Physical Science with at least a C  
Length: Semester course – 2<sup>nd</sup> semester  
Grade Level: 11, 12  
Credit: 1 credit

This course is offered to juniors and seniors who are interested in learning more about marine life. It is designed around a week-long field experience to the Bahamas in the spring semester. Emphasis is placed on the various ecosystems of subtropical coral reefs, as well as classification and visual identification of its inhabitants. Students are required to be able to swim one hundred meters nonstop. Snorkeling and free-diving instruction will be given prior to the field experience. Classes will be held one evening per week for approximately three hours each session, beginning in December and

concluding in early May (day and time to be arranged). A fee of approximately \$2100 will be charged to cover costs of transportation, food, and lodging. In addition, students will have to provide their own mask, snorkel, wetsuit and fins for water activities. Due to limited class size, admission will be based on applications. Questions should be directed to the instructors of the course.

### **730 CHEMISTRY**

Prerequisite: Biology and Algebra I  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

Practical chemical principles and theories are developed in this course. These principles are built around topics such as the structure of matter, structure and use of the Periodic Table, chemical bonding, writing and balancing chemical equations, stoichiometry and properties of gases, solutions and acids and bases. Experimental data from labs and activities is used to visualize and reinforce concepts discussed in this course. A firm foundation in the application of algebraic math principles is critical for this course.

### **JAG730 JAGS CHEMISTRY**

Prerequisite: JAGS Biology and Algebra I  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

Practical chemical principles and theories are developed in this course. These principles are built around topics such as the structure of matter, structure and use of the Periodic Table, chemical bonding, writing and balancing chemical equations, stoichiometry and properties of gases, solutions and acids and bases. Experimental data from labs and activities is used to visualize and reinforce concepts discussed in this course. A firm foundation in the application of algebraic math principles is critical for this course. In addition to course work, students will discover connections between course content by investigating the world, recognizing perspectives, communicating ideas and taking action which will in turn develop a globally competent individual.

### **735 AP CHEMISTRY**

Prerequisite: A or B in Chemistry  
Length: Year course  
Grade Level: 11, 12  
Credit: 1 credit (1 1/2 periods)

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. The content expands upon that which was learned in general chemistry and includes new topics such as thermodynamics, electrochemistry, reaction kinetics and equilibrium through classroom and numerous laboratory practices. This course is demanding and only those students who are willing to devote at least one hour of study time each day outside the classroom should consider taking this course. This course is 1.5 periods each day. Strong math background/interest is recommended. This course is beneficial for students planning to study any science or medicine field in college.

**There is a summer assignment, please see the instructor before summer break begins.**

**740 ANATOMY & PHYSIOLOGY**

Prerequisite: Biology and Chemistry  
Length: Year course  
Grade Level: 11, 12  
Credit: 1 credit

This upper-level, college-prep science course allows students to develop an understanding of the anatomy of the human body and the major physiological and chemical processes. Course goals include: identification of cells, tissues, and organs, identification of structure, function, and location of muscles and bones, in-depth studies of major human systems (cardiovascular, nervous, digestive, endocrine, lymphatic, respiratory, sensory, integumentary, urinary, etc.) which include several dissections. Anatomy and Physiology is recommended for students seeking a future in nursing, medical, health, science or related fields.

**746 MATERIALS CHEMISTRY**

Prerequisite: AP Chemistry  
Length: 2nd Semester course  
Grade Level: 12  
Credit: 1/2 credit

To study the chemical structure and properties of solids, metals, ceramics, polymers, and composites, this course will use a combination of discussion, questioning, observing, creating, experimenting and projects.

**747 ORGANIC CHEMISTRY**

Prerequisite: AP Chemistry  
Length: 1st Semester course  
Grade Level: 12  
Credit: 1/2 credit

This semester course will study the naming, reactions, mechanisms, and properties of organic compounds. This course is recommended only to those students who plan to enter chemistry-related fields such as medical, engineering or pharmacy.

**750 PHYSICS**

Prerequisite: Geometry  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

This course addresses the concepts of classical physics. Knowledge of algebra and basic trigonometry are highly recommended for the course. This first year Physics course is aimed at developing a thorough understanding of important physical principles such as dimensional motion, forces, work, energy, power, torque, waves, sound, electricity and magnetism. Knowledge of these principles allows students to explore through labs and student generated projects. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems and projects are major goals of the course.

**751 AP PHYSICS C: MECHANICS**

Prerequisite: Physics, Pre-Calculus or Calculus  
 Length: Year course  
 Grade Level: 11, 12  
 Credit: 1 credit (1 1/2 periods)

This demanding course includes topics in both classical and modern physics. Knowledge of calculus is recommended for the course. This second year Physics course is aimed at developing a deeper understanding of important basic physical principles and requires that students design experiments to explore these concepts in greater depth in the laboratory. Understanding of the calculus-based mathematics involved and the ability to apply these principles in the solution of mathematical problems are major goals of the course. This course is recommended for any student planning on majoring in a physics related field in college. Content in this course is consistent with the content of the AP Physics Exam and preparation for this exam is a vital focus of the course. ***There will be a fee for an online software subscription***

**IB0752 IB PHYSICS SL**

Prerequisite: None, recommend basic Physics  
 Length: Year course  
 Grade Level: 11, 12  
 Credit: 1 credit

Standard Level IB Physics is a one-year course of study which emphasizes the study of Newtonian mechanics, waves, electricity, magnetism, and thermal and nuclear physics. In addition, students will conduct a more in-depth knowledge of two mandatory options: Sight and wave phenomena and Quantum physics and nuclear physics. An interdisciplinary group project helps students realize that all scientific disciplines share the common goal of understanding how the world works and that scientists can work together on problems to discover solutions to a common goal. This in turn also promotes international mindedness for each student. Laboratory work is emphasized and requires structured labs, research papers and experimental projects. Instruction is student-centered with cooperative learning as well as teacher direction, thus offering the student a college-level physics experience with personal attention. Students will take the SL/IB Physics exam in May. Students entering the program may be given a summer assignment, which will review basic mathematical skills and an overview of topics covered in a previous physics course, as well as an introduction to concepts of analytical reasoning/lab formats. Students would benefit from having a competent knowledge of basic algebra and trigonometry.

**755-756 AULTMAN CAREER ACADEMY (Elective)**

Prerequisite: G.P.A. – 3.0 or higher, own transportation, Biology, Chemistry  
 Application required  
 Length: Year course  
 Grade Level: 11, 12  
 Credit: 2 credits (*this course does not meet a science graduation requirement*)

This course provides an overview for students to learn about medical careers. Students will report to Aultman Hospital, Monday-Thursday from 7:45-9:15 am. At the hospital, students shadow health care professionals in classroom and clinical rotations Monday through Thursday. Rotations change every four weeks and include surgery, labor and delivery, emergency room, cardiac services, family practice,



pediatrics, nursing, pharmacy, radiology, and support services. In addition to the commitment at the hospital, students participate in a 8:36 AM class on Friday at the high school. The program counts for two elective credits. Students must follow an application process which includes an interview. Applications are available in the Student Services Office.

**Note:** There are a limited number of seats available for this program. Students must apply and then be selected into the program.

**775 BIOLOGY**

Prerequisite: Placement by referral only  
Length: Year course  
Grade Level: 9, 10, 11, 12  
Credit 1 credit

This is a general biology course that is adjusted to accommodate individual student's needs. The topics covered include basic organic chemistry, cell structures and functions, genetics and cell processes. Students will prepare for statewide, standardized assessments through the Common Core standards or the Ohio Academic Content Standards-Extended. Course will include lab work and some dissections.

**790 SCIENCE I**

Prerequisite: Placement by referral only

**791 SCIENCE II**

Length: Year course

**792 SCIENCE III**

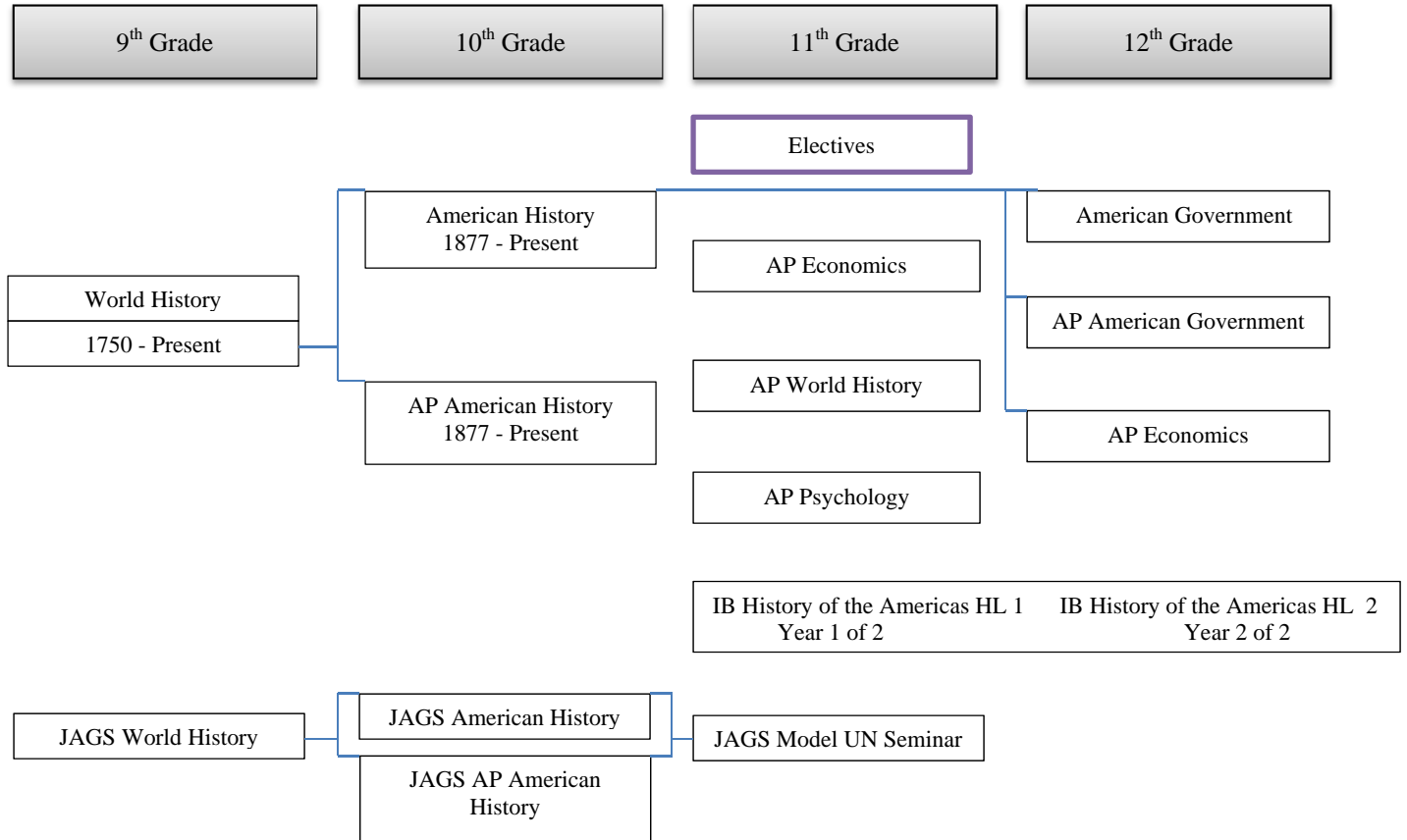
Grade Level: 9, 10, 11, 12

**793 SCIENCE IV**

Credit: 1 credit

This course is designed to expose students to various earth, physical, and life science topics. Students will participate in hands-on experiments and link science concepts to real life situations.

## SOCIAL STUDIES COURSE CHART



## SOCIAL STUDIES

### **805 WORLD HISTORY**

Prerequisite:	None
Length:	Year course
Grade Level:	9
Credit:	1 credit

The major themes of world history are studied in a chronological sequence beginning with the Enlightenment Period to Modern Times. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government.

### **JSA805 JSA WORLD HISTORY**

Prerequisite:	Application required
Length:	Year course
Grade Level:	9
Credit:	1 credit

JSA Art Foundation World History – is an arts enriched world history course. The year begins with the study of the Renaissance and continues through the modern age. The arts are discussed and woven throughout the days’ lessons, adding depth and critical analysis to the course. In conjunction with a challenging course of study, guest speakers, artists in residence, field trips to local and national galleries and studios, film studies, concerts and more help students gain a better appreciation of the world and the arts.

### **JAG806 JAGS WORLD HISTORY**

Prerequisite:	Application required
Length:	Year course
Grade Level:	9
Credit:	1 credit

The major themes of world history are studied in a chronological sequence beginning with the Enlightenment Period to Modern Times. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government.

### **810 AMERICAN HISTORY**

Prerequisite:	World History
Length:	Year course
Grade Level:	10
Credit:	1 credit

Students will begin with an overview of America’s Industrial Age, focusing on social, political, and economic impacts. Next, students will trace the development of the United States as a world power, concentrating on territorial gains in the early 20<sup>th</sup> century, the decision to enter two world conflicts, and world policy during the Cold War. Additionally, students will analyze major domestic events including the “Roaring Twenties,” Great Depression, and Civil Rights Movement. Classes will also explore themes such as People in Societies, Geography, Economics, Rights and Responsibilities of Citizens, and Social Studies Skills. This required course is tailored to meet the standards assessed on Ohio’s Graduation Test.

## **JAG810 JAGS AMERICAN HISTORY**

Prerequisite:	JAGS World Geography
Length:	Year course
Grade Level:	10
Credit:	1 credit

Students will begin with an overview of America's Industrial Age, focusing on social, political, and economic impacts. Next, students will trace the development of the United States as a world power, concentrating on territorial gains in the early 20<sup>th</sup> century, the decision to enter two world conflicts, and world policy during the Cold War. Additionally, students will analyze major domestic events including the "Roaring Twenties," Great Depression, and Civil Rights Movement. Classes will also explore themes such as People in Societies, Geography, Economics, Rights and Responsibilities of Citizens, and Social Studies Skills. This required course is tailored to meet the standards assessed on Ohio's Graduation Test.

### **IB0812 IB HISTORY HL (Junior year)**

Prerequisite:	None
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### **IB0813 IB HISTORY HL (Senior year)**

Prerequisite:	IB0812 IB History HL
Length:	2 Year course
Grade Level:	11, 12
Credit:	1 credit each year

Students will develop an internationally-minded perspective from their two years of IB History HL. The major purpose of this course is to provide students with an intensive study of the political, economic, social, intellectual, diplomatic, and cultural development of 20<sup>th</sup> Century world history. The course emphasizes a variety of themes and approaches to history and encourages an awareness of the nature of history in its broadest definition and a sense of the alternatives to any given explanation. The course develops the ability to read advanced-level historical work analytically and evaluate historical evidence and interpretations in arriving at conclusions. Students develop college-level skills through essay and multiple-choice examinations, notes from both printed materials, lectures, and collaborative projects.

History of the Americas in Grade 11 and 20<sup>th</sup> Century World History in Grade 12 will strive to enhance intercultural understanding and empathy for differing points of view in an engaging, rigorous academic setting. Frequent collaboration with the TOK teacher will enhance the opportunity for students to make connections and extend what they study in History HL, allowing them to better understand why history is relevant and how historical questions and methods relate to the students' own lives and those of people around the world.

<b>IB0814 IB THEORY OF KNOWLEDGE 11</b>	Prerequisite:	None
<b>IB0815 IB THEORY OF KNOWLEDGE 12</b>	Prerequisite:	IB0814 IB Theory of Knowledge
	Length:	Year course
	Grade Level:	11, 12
	Credit:	1/2 credit each year
		Diploma program students only

Theory of Knowledge is a two semester hour course (1 credit) taken over the junior and senior years. Sometimes called “the jewel in the crown” the purpose of Theory of Knowledge is to engage the learner in ways of knowing while exploring areas of knowledge. By equipping the student with the tools of inquiry, discernment, analysis, and insight; this course aims to lead the student to processes and activities that stimulate independent thinking. The objective of including six areas of knowledge (natural science, human science, history, the arts, ethics, and mathematics), as well as four ways of knowing (emotion, reason, language, and perception), guides a student to a balanced understanding of his/her world. This course is taught seminar style and leads to both a formal presentation and a formal paper. During the summer between a student’s junior and senior year, the student should continue to reflect in his/her personal journals and complete any required reading.

**This course is regularly scheduled zero period.**

<b>825 AP AMERICAN HISTORY</b>	Prerequisite:	Accelerated English courses
	Length:	Year course
	Grade Level:	10
	Credit:	1 credit

The Advanced Placement program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement American History course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

In addition to exposing students to the historical content of the textbook, an AP course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

AP American History is a college level study of American history from discovery to the present time. College credit can be obtained by scoring high on the national AP exam in May. The student must be serious about studying American history in detail. Coursework is rather extensive. Students should expect nightly reading or writing assignments.

## JAG825 JAGS AP AMERICAN HISTORY

Prerequisite:	JAGS World Geography
Length:	Year course
Grade Level:	10
Credit:	1 credit

The Advanced Placement program in American History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement American History course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

In addition to exposing students to the historical content of the textbook, an AP course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

AP American History is a college level study of American history from discovery to the present time. College credit can be obtained by scoring high on the national AP exam in May. The student must be serious about studying American history in detail. Coursework is rather extensive. Students should expect nightly reading or writing assignments.

## 826 AP WORLD HISTORY

Prerequisite:	None
Length:	Year course
Grade Level:	<b><u>11, 12</u></b>
Credit:	1 credit

Advanced Placement World History is a challenging, year-long class that covers over 10,000+ years of history on Earth. The course revolves around five themes: 1. How people interact with the environment, 2. The development and interactions of cultures, 3. State-Building, its growth and eventual conflict, 4. The development and connections between economies, 5. The development and changes within social structures. This class is not about memorizing facts and dates, rather it's about learning HOW to think critically about historical events and discovering how people, cultures, governments, geography and society connect together throughout time. This course is for the student who enjoys history/social studies and who is interested in global current events; it is a rigorous course. For more information, please check the AP College Board's site: <https://apstudent.collegeboard.org/apcourse/ap-european-history>

## **828 AP ECONOMICS – MACRO/MICRO**

Prerequisite:	Teacher recommendation
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit
Fees:	Two Advanced Placement tests

This course is designed for students who are interested in preparing for the Advanced Placement exam in Microeconomics and Macroeconomics. The purpose of this AP course is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy.

## **JAG829 JAGS MODEL UNITED NATIONS SEMINAR**

Prerequisite:	JAGS Program
Length:	Year course
Grade Level:	11
Credit:	1 credit

The JAGS Model United Nations Seminar Course is a unique blend of student led inquiry and teacher/leader led discussions. Through independent research, team debate and compelling seminar topics, our JAGS students (Juniors) become the primary decision-makers and leaders for the organization of our class. This course will focus on the issues, goals, and procedures of the United Nations and will prepare students for their participation in the Model United Nations conferences and simulations. Students will develop plausible solutions to contemporary global problems and will gain valuable knowledge and skills through the engagement of committed and highly motivated peers, educators and business leaders.

## **838 AP PSYCHOLOGY**

Prerequisite:	None
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavioral and mental processes of human beings and other animals. Students are exposed to psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Topics for the course include social psychology, the history and approaches of psychology, research methods, biological considerations, perception and sensation, states of consciousness, cognition, developmental psychology, mental disorders, and their treatments.

## 854 AMERICAN GOVERNMENT

Prerequisite:	None
Length:	Year course
Grade Level:	12
Credit:	1 credit

The purpose of this course is to encourage young adults to become effective, participating citizens in a democratic society and the world community. Students will gain a practical knowledge of the political ideologies of the world and knowledge of the institutions and political activities of the United States government at the national, state, and local levels. The knowledge gained throughout the course will also assist in preparing students for the State of Ohio Performance Based and End of Course Tests in government.

## 860 AP AMERICAN GOVERNMENT AND POLITICS

Prerequisite:	None
Length:	Year course
Grade Level:	12
Credit:	1 credit

The course in AP American Government and Politics is offered in preparation for the AP Exam in administered in May and has two objectives. First, the course is a study of the institutions and policies of the United States government both from a historical perspective as well as on-going contemporary influences. Students will examine the Constitution, political beliefs and behavior, political parties, interest groups, mass media, the three branches of government, public policy, and civil rights and civil liberties. Students will be able to analyze data such as tables and figures related to American Government and politics. Secondly, citizenship training will be attained through daily discussions, attendance at local government meetings, and participation in community service. Students are encouraged to stay abreast of current events that relate to United States government and politics. Students must be self-motivated enough to complete assignments on their own through preparation manuals and by visiting the AP Central website.

**There is a summer assignment, please see the instructor before summer break begins.**

## 0862 AP ART HISTORY

Prerequisite:	None
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

This course is designed to introduce students to the history of art through specific art movements and artists. The major themes of art history are studied in a chronological sequence beginning with prehistoric art up to contemporary art. Along with learning the content, students will be required to do independent research, present information, critique artwork, visit museums and galleries, and may expect nightly reading and/or writing assignments.

AP Art History is a college level study of art history from discovery to the present time. College credit can be obtained by scoring high on the national AP exam in May. The student must be serious about studying art history in detail. Coursework is rather extensive. It is recommended that students have taken an AP History or AP English course prior to this course. **Summer homework will be required.**



## 864 DEBATE I & II

Prerequisite:	Teacher recommendation, Parent Review of Course Packet including Application
Length:	Year course
Grade Level:	9, 10, 11
Credit:	1 credit

This debate course is open to all students with a **3.25 GPA** or higher, and who are interested in interscholastic debate/forensic competition. Debate tournaments take place on Saturdays and some Fridays throughout the school year. Students will be introduced to the fundamentals of Policy, Lincoln-Douglas, Congressional and Public Forum Debate. Topics include structured argumentation, critical analysis of debate resolutions, affirmative and negative case construction, research skill development and formal speaking techniques. This is not simply a course that teaches you how to argue. Emphasis on critical thinking and formally structured, competition-based debate is the focus. This course is required for all first-year debaters and is recommended for hard-working, high-achieving students who meet the prerequisites and have a history of academic success in the classroom.

All students enrolled in this course are considered members of the competitive debate team and will be required to practice after school, research and write arguments and must compete in a minimum of five tournaments which are held on the weekends during the months of November, December, and January. There may be schedule conflicts with winter sports.

Students interested in **866 Debate III**, enrolled by instructor permission only.

**Note:** Students enrolled in these courses must understand that they will be expected to be active members of the Jackson Speech and Debate Team. Speech and Debate is an activity that has a Pay to Participate fee. Students should be aware of this fee, the after school practices, and the Saturday commitments prior to enrolling in the course.

## TECHNOLOGY/COMPUTER SCIENCE

### 060 BUSINESS AND TECHNOLOGY FOUNDATIONS

### 061 BUSINESS AND TECHNOLOGY FOUNDATIONS

Prerequisite:	None
Length:	Semester course
Grade Level:	9, 10, 11, 12
Credit:	1/2 credit

This course is designed to introduce students to computer software applications and various business concepts. Students will explore marketing, entrepreneurship and international business concepts. Students will also research emerging technologies, collaborate on group projects, utilize document and presentation software and will examine ethical issues surrounding present and emerging technologies.

### 064 COMPUTER GRAPHIC AND PRINT DESIGN

### 065 COMPUTER GRAPHIC AND PRINT DESIGN

Prerequisite:	None
Length:	Semester course
Grade Level:	9, 10, 11, 12
Credit:	1/2 credit

This course is designed to introduce students to graphic design using Adobe Photoshop, InDesign, Illustrator, and Flash. This course is recommended for students who are planning to study graphic design in college or gain knowledge of the Adobe CS6 software for personal use. In this course students will experience image editing, and creating graphic documents for print or the web.

### IB0050 IB ITGS HL (Junior year)

### IB0052 IB ITGS HL (Senior year)

Prerequisite:	None
Prerequisite:	IB0082 IB ITGS HL
Length:	2 Year course
Grade Level:	11, 12
Credit:	1 credit each year

Information Technology in a Global Society (ITGS) is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local, national and global level. ITGS will provide a framework for the student to make informed judgments and decisions about the use of IT within social contexts. ITGS will offer students a course of study in the implications of global technology use and in the current technological advancements. Instruction will be aimed at giving students exposure to a variety of software and hardware applications. Students will be asked to explore social and ethical issues that plague our society in relation to current technology practices.

**070 COMPUTER PROGRAMMING I**  
**071 COMPUTER PROGRAMMING I**

Prerequisite: None  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

Computer Programming is a challenging course that will teach the fundamentals of the Microsoft Visual Basic programming language. Students will learn to create the graphical user interface, enter Visual Basic code, correct errors, and run completed programs. Students will declare and use variables to gather input for an application, differentiate data types, and perform mathematical calculations. Students will also use decision structures such as If...Then ...Else using logical operators and Case statements. Finally, students will program repetition structures including Do Loops and For... Next Loops.

**072 COMPUTER PROGRAMMING II**  
**073 COMPUTER PROGRAMMING II**

Prerequisite: Minimum grade of C in Programming I  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course will include advanced programming topics such as creating web applications, using procedures and exception handling, multi-dimensional arrays, and incorporating databases using Visual Basic.

**096 WEB DESIGN I**  
**097 WEB DESIGN I**

Prerequisite: None  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

This course will include instruction on HTML, web-authoring software, and graphic editing. Students will learn the fundamentals of web site design and construction and will gain hands-on experience in implementing design strategies including planning, creating, testing and maintaining websites. Students will learn to effectively use graphics, typography, color and navigation by designing for the variety of browser and computing platforms of the end user.

## TECHNOLOGY/INDUSTRIAL ARTS

**Note:** Freshmen can select Freshman Industrial Arts from among the course offerings. Sophomores through seniors can select from among the other course offerings in both Technology and Industrial Arts. Industrial Arts exploratory courses provide an excellent basis for obtaining information about the various career skills areas for 11<sup>th</sup> and 12<sup>th</sup> grades. Technology provides a way of studying and understanding an extremely powerful and pervasive influence on our society.

<b>516 MANUFACTURING TECHNOLOGY</b>	Prerequisite:	Woodworking I
<b>517 MANUFACTURING TECHNOLOGY</b>	Length:	Semester course
	Grade Level:	9, 10, 11, 12
	Credit:	1/2 credit

In this course, students will be assigned a certain manufacturing job or position such as president, finance manager, production manager, plant engineer, and many others. Each student will be responsible for his or her own job. Students will learn how a manufacturing company conducts business. Students will be expected to design a product, develop a market survey, manufacture the product using woodworking machines, and try to sell the product to relatives, students, friends, teachers and co-workers. The goal is for students to understand the different positions within a company and to realize how a company makes a profit. Safety glasses are mandatory.

<b>528 HOME/CAR MAINTENANCE</b>	Prerequisite:	None
<b>529 HOME/CAR MAINTENANCE</b>	Length:	Semester course
	Grade Level:	10, 11, 12
	Credit:	1/2 credit

Students will learn routine home and car maintenance (9 weeks each). Hands-on opportunities will be provided in the woodworking lab. In home maintenance (9 weeks), students will be exposed to basic plumbing, electrical, drywall repair, simple hand tool use, and safety. In car maintenance (9 weeks), students will be exposed to routine maintenance of an automobile. Procedures such as lube, oil, and filter, tire changing and rotation, bulb replacement, and maintenance schedules will be explored. This course is recommended for all students. Students must purchase safety glasses for the class.

<b>530 WOODWORKING I</b>	Prerequisite:	None
<b>531 WOODWORKING I</b>	Length:	Semester course
	Grade Level:	9, 10, 11, 12
	Credit:	1/2 credit

This course will introduce students to woodworking with instruction on safety, the use and care of the table saw, mortising machine, router, miter box, planer, lathe and other portable power tools. This course is designed for students who want to develop their skills in woodworking. Students furnish safety glasses and pay a fee for the class.

**532 WOODWORKING II**

Prerequisite: Woodworking I  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

This course builds upon prior woodworking courses with instruction on safety, the use and care of the table saw, mortising machine, router, miter box, planer, lathe and other portable power tools. This course is designed for students who want to advance their skills in woodworking. Students will use more complex equipment and learn advanced woodworking techniques. Students must purchase safety glasses for the class.

**535 MECHANICAL DRAWING I**

Prerequisite: None  
Length: Year course  
Grade Level: 9, 10, 11, 12  
Credit: 1 credit

This course is an introduction to the technology of industry. Topics covered are: sketching, instrument drawing, and CAD (computer assisted drawing). Typical subjects include orthographic projection, isometric drawing, and sectioning of objects. Architectural drawing will be studied in the second semester. Students who take this course can take Mechanical Drawing II in the next year for more in-depth coursework.

**540 MECHANICAL DRAWING II**

Prerequisite: Mechanical Drawing I  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

This course is a continuation of Mechanical Drawing I. The course is largely architectural in content. Each student will design a house and produce a scale model of their residential design to be entered in various home model competitions. During the fourth nine weeks, an in-depth study of Auto Desk Suite will be completed.

## WORLD LANGUAGES

### 301 FRENCH I

Prerequisite:	None
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

Learning a foreign language involves the development of the four communication skills: listening, speaking, reading, and writing. Each unit of study contains activities intended to increase the students' ability to communicate and to provide the students with an introduction to French-speaking cultures around the world.

### 302 FRENCH II

Prerequisite:	French I
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

The four skills of French communication are continued and expanded in this level. Students are encouraged to utilize their growing language skills as tools for communication. Oral and written activities are provided to reinforce the structures presented. Students also learn to view language and culture as two aspects of the same process through continued discussion of the French-speaking people of the world. Cultural awareness is gained through an examination of authentic texts and other realia and, in particular, a basic introduction to French literature, history, and art.

### 303 FRENCH III

Prerequisite:	French II
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

This course develops each of the four language skills so that students will achieve an integrated and applicable control of the target language. Cultural awareness is gained through an examination of authentic texts and other realia and through further exploration of French literature, history, and art.

*Students are required to purchase a dictionary selected by their teacher at the beginning of the school year.*

### 304 FRENCH IV/IB FRENCH SL

Prerequisite:	None
Length:	Year course
Grade Level:	11, 12 for French IV 11 for IB French SL
Credit:	1 credit each year

This is the first year of a two year process for IB students and a prerequisite course for AP; otherwise, this may serve as a final high school course. Students will be able to continue on in a second year of IB SL French or take AP French.

This course stresses the practical application of language skills and is designed to give students the opportunity to show awareness and sensitivity towards other cultures, specifically French cultures. French is the primary language of instruction.

In this course, students will continue to build and strengthen the language skills that they have acquired in previous years of French. Students will improve their listening, speaking, reading and writing skills in French while using a wide range of authentic resources and higher level thinking. They will understand and use accurate oral and written forms of language that are commonly encountered in varied authentic situations. The students will express themselves and communicate with clarity and fluency. The students will broaden their vocabulary knowledge and be able to use it and interact with it in a variety of settings.

Class time will involve guided discussions, writing, presentations, communicative activities, guided independent study, and lecture. In this course, the individual student's motivation and dedication become essential in achieving success in making the transition to a college level language course.

### **305 AP FRENCH LANGUAGE AND CULTURE**

Prerequisite:	French IV
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

AP French Language and Culture develops listening, speaking, reading, and writing skills for proficient communication in all three modes (interpersonal, interpretive, and presentational) while constantly examining the cultural foundations of the French language inherent in its products, practices, and perspectives. The six themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics interlace throughout the course.

The AP French Language course should help prepare students to demonstrate their level of French proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level.

**Note: There will be summer reading and writing activities required for completion by the start of the course.**

### **IB0305 IB FRENCH SL**

Prerequisite:	French IV/IB French SL
Length:	Year course
Grade Level:	12
Credit:	1 credit each year

The IB French Standard Level course is a two year college-level course that covers 150 hours of coursework. This course stresses the practical application of language skills and is designed to give students the opportunity to show awareness and sensitivity towards other cultures, specifically French cultures. French is the primary language of instruction.

In this course, students will continue to build and strengthen the language skills that they have acquired in previous years of French. Students will improve their listening, speaking, reading and

writing skills in French while using a wide range of authentic resources and higher level thinking. They will understand and use accurate oral and written forms of language that are commonly encountered in varied authentic situations. The students will express themselves and communicate with clarity and fluency. The students will broaden their vocabulary knowledge and be able to use it and interact with it in a variety of settings.

Class time will involve guided discussions, writing, presentations, communicative activities, guided independent study, and lecture. In this course, the individual student's motivation and dedication become essential in achieving success in making the transition to a college level language course.

### **320 SPANISH I**

Prerequisite:	None
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

Learning a world language involves the development of the four communication skills: listening, speaking, reading, and writing. Each unit of study contains activities intended to increase the students' ability to communicate and to provide the students with an introduction to Hispanic cultures.

### **321 SPANISH II**

Prerequisite:	Spanish I
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

The four skills of Spanish communication are continued and expanded in this level. Students are encouraged to utilize their growing language skills as tools for communication. Oral and written activities are provided to reinforce the structures presented. Students also learn to view language and culture as two aspects of the same process through continued discussion of the Spanish-speaking people of the world. Cultural awareness is gained through an examination of authentic texts and other realia and, in particular, a basic introduction to Spanish literature, history, and art.

### **322 ACCELERATED SPANISH II**

Prerequisite:	Spanish I
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

This Spanish II course is intended for those students who demonstrated excellence in Spanish I with listening, speaking, reading, and writing the language. Material will be covered at an accelerated pace. Students use a variety of media resources to explore Hispanic culture and topics of interest. There is more emphasis on student-created language in written and oral communication tasks and projects. The decision to place students in this accelerated course will be based on the following: at least a B in Spanish I, the year-end exam results, and teacher recommendation.



### **323 SPANISH III**

Prerequisite:	Spanish II
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

The skills learned and practiced in the following areas: grammar, writing, speaking, listening, and reading comprehension is an extension of the Spanish I and II programs. The class is designed to further develop and refine the students' understanding of the language. Cultural, social, national, and economic awareness and understanding of the people of Latin America and Spain are gained using Spanish in real life contexts through a simulated living abroad project. Students may use such tools as authentic texts, e-mail, teleconferencing, and other technologies to communicate and explore issues and themes of the Spanish-speaking world. Utilizing the skills acquired in the first two years, students will communicate in Spanish with minimal use of English for interpersonal, interpretive, and presentational communication.

### **325 SPANISH IV/IB SPANISH SL**

Prerequisite:	None
Length:	Year course
Grade Level:	9, 10, 11, 12 for Spanish IV 11 for IB Spanish SL
Credit:	1 credit each year

This is the next step in the progression of study after Spanish III. Spanish IV is either the first year of a two year process for IB students or the prerequisite course for AP; otherwise, this may serve as a final high school course. Students will be able to continue on in a second year of IB SL Spanish or take AP Spanish.

This course stresses the practical application of language skills and is designed to give students the opportunity to show awareness and sensitivity towards other cultures, specifically Spanish cultures. Spanish is the primary language of instruction.

In this course, students will continue to build and strengthen the language skills that they have acquired in previous years of Spanish. Students will improve their listening, speaking, reading and writing skills in Spanish while using a wide range of authentic resources and higher level thinking. They will understand and use accurate oral and written forms of language that are commonly encountered in varied authentic situations. The students will express themselves and communicate with clarity and fluency. The students will broaden their vocabulary knowledge and be able to use it and interact with it in a variety of settings.

Class time will involve guided discussions, writing, presentations, communicative activities, guided independent study, and lecture. In this course, the individual student's motivation and dedication become essential in achieving success in making the transition to a college level language course.

**Note: There will be summer grammar review and reading activities required for completion by the start of the course.**

## 326 AP SPANISH LANGUAGE AND CULTURE

Prerequisite:	Spanish IV
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit

AP Spanish Language and Culture is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Students explore the various themes and contexts of the AP Spanish curriculum while also considering essential questions that are addressed in the global community. Products, practices, and perspectives of Spanish-speaking cultures of the world are enriched while also comparing them to the students' home community and culture.

The AP Spanish Language and Culture course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester (or the equivalent) college and university courses that focus on speaking and writing in the target language at an advanced level.

Students will have the opportunity to take the AP exam in Spanish Language and should be successful in any university placement test.

**Note: There will be summer grammar review and reading activities required for completion by the start of the course.**

## IB0326 IB SPANISH SL

Prerequisite:	Spanish IV/IB Spanish SL
Length:	Year course
Grade Level:	11, 12
Credit:	1 credit each year

The IB Spanish B Standard Level course is a two year college-level course that covers 150 hours of coursework. This course stresses the practical application of language skills and is designed to give students the opportunity to show awareness and sensitivity towards other cultures, specifically Hispanic cultures. Spanish is the primary language of instruction.

In this course, students will continue to build and strengthen the language skills that they have acquired in previous years of Spanish. Students will improve their listening, speaking, reading and writing skills in Spanish while using a wide range of authentic resources and higher level thinking. They will understand and use accurate oral and written forms of language that are commonly encountered in varied authentic situations. The students will express themselves and communicate with clarity and fluency. The students will broaden their vocabulary knowledge and be able to use it and interact with it in a variety of settings.

Class time will involve guided discussions, writing, presentations, communicative activities, guided independent study, and lecture. In this course, the individual student's motivation and dedication become essential in achieving success in making the transition to a college level language course.

### **331 CHINESE I**

Prerequisite:	None
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

Through immersion in the Chinese language, students will establish communication skills of listening and speaking. They will also begin learning to read, write, and type Chinese characters using Pinyin as a base. They will be introduced to Chinese history, geography, social customs, and travel sites.

**IB0331 IB CHINESE AB INITIO** (Junior year) Prerequisite: None

**IB0332 IB CHINESE AB INITIO** (Senior year) Prerequisite: Chinese AB Initio  
Length: 2 Year course  
Grade Level: 11, 12  
Credit: 1 credit each year

Chinese AB Initio is a two-year standard level course designed for students who have no previous experience in learning Chinese. This course stresses the acquisition of language required for social interaction in everyday situations. Students will work to build and strengthen the language skills of reading, writing, listening and speaking in Chinese. Throughout the two years students will acquire vocabulary pertaining to a wide range of topics and use accurate oral and written forms to communicate in a variety of authentic situations. In addition, students will develop an understanding of how culture influences the language.

By analyzing the products, practices and perspectives of Chinese culture, students will learn to understand and appreciate the cultural differences and similarities that exist between their own culture and the culture of China. As they learn to understand both perspectives, they will develop empathy and respect for differing viewpoints and acquire the skills necessary to compete in an increasingly global society.

**IB0332 There will be a summer vocabulary review assignment required for completion by the start of the course.**

### **332 CHINESE II**

Prerequisite:	Chinese I
Length:	Year course
Grade Level:	9, 10, 11, 12
Credit:	1 credit

Students will continue to develop their communicative skills of listening and speaking Chinese to discuss simple daily life activities. They will also continue to practice typing Chinese characters through Pinyin, with the goal of creating complete sentences. Students will begin to read simple terms. Chinese history, geography, social customs, and travel sites will be further explored through multimedia.

### **333 CHINESE III**

Prerequisite: Chinese II  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

Students will understand and learn language related to daily settings. They will use more complex grammatical structures and sentence patterns to communicate about familiar topics through interaction and description. They will compose brief passages and will demonstrate confidence and interest in learning the Chinese language. They will have some preliminary knowledge of learning, communicative, resource, and interdisciplinary strategies used in guided situations. Chinese III students will acquire further Chinese cultural knowledge, cross-cultural awareness, and international perspectives.

### **334 CHINESE IV**

Prerequisite: Chinese III  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

This course continues to develop language skills and explore Chinese history, literature, art and culture with a Pre-AP focus. While emphasis is placed on reading as well as self-expression in the target language, both orally and written, they also will continue to explore and communicate about themes and issues that are important to both the target language and home cultures. Utilizing the skills acquired in the first three years, students are expected to communicate in Chinese with minimal use of English for interpersonal, interpretive, and presentational communication. Dictionaries are highly recommended.

### **335 AP CHINESE LANGUAGE AND CULTURE**

Prerequisite: Chinese IV  
Length: Year course  
Grade Level: 11, 12  
Credit: 1 credit

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese, deepening students' immersion into the language and culture of the Chinese-speaking world. The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (interpersonal, interpretive, and presentational), while focusing on world language standards within a cultural frame of reference reflective of the richness of Chinese language and culture. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

**Note: There will be summer grammar review and reading activities required for completion by the start of the course.**

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## NCAA Division I Initial-Eligibility Requirements

### Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### Core Grade-Point Average:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I Core-Course Requirement (16)	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016 Qualifier Requirements	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses
◦	Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

DIVISION I – 2016 Academic Redshirt Requirements	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses <ul style="list-style-type: none"> <li>◦ No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
Use for Division I beginning August 1, 2016		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.290	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).



# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## Division II Initial-Eligibility Requirements

### Core Courses

- Division II currently requires 16 core courses. See the chart below.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

<b>DIVISION II COMPETITION SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> <small>Verbal and Math ONLY</small>	<b>ACT Sum</b>
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

<b>DIVISION II PARTIAL QUALIFIER SLIDING SCALE</b>		
<i>Use for Division II beginning August 1, 2018</i>		
<b>Core GPA</b>	<b>SAT</b> <small>Verbal and Math ONLY</small>	<b>ACT Sum</b>
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).



## Division I Worksheet

*This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's List of NCAA Courses for the classes you have taken. Use the following scale:*

*A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.*

### English (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		$(.5 \times 4) = 2$
<b>Total English Units</b>					<b>Total Quality Points</b>

### Mathematics (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		$(1.0 \times 3) = 3$
<b>Total Mathematics Units</b>					<b>Total Quality Points</b>

### Natural/physical science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Natural/Physical Science Units</b>					<b>Total Quality Points</b>

### Additional year in English, mathematics or natural/physical science (1 year required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Units</b>					<b>Total Quality Points</b>

### Social science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Social Science Units</b>					<b>Total Quality Points</b>

### Additional academic courses (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Academic Units</b>					<b>Total Quality Points</b>

**Core-Course GPA (16 required)** Beginning August 1, 2016, 10 core courses to be completed prior to the seventh semester and seven of the 10 must be a combination of English, math or natural or physical science.

<b>Total Quality Points</b>	<b>Total Number of Credits</b>	<b>Core-Course GPA (Total Quality Points/Total Credits)</b>
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## Division II Worksheet

This worksheet is provided to assist you in monitoring your progress in meeting NCAA initial-eligibility standards. The NCAA Eligibility Center will determine your academic status after you graduate. Remember to check your high school's List of NCAA Courses for the classes you have taken. Use the following scale:

A = 4 quality points; B = 3 quality points; C = 2 quality points; D = 1 quality point.

### English (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: English 9	.5		A		(.5 x 4) = 2
<b>Total English Units</b>					<b>Total Quality Points</b>

### Mathematics (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
Example: Algebra 1	1.0		B		(1.0 x 3) = 3
<b>Total Mathematics Units</b>					<b>Total Quality Points</b>

### Natural/physical science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Natural/Physical Science Units</b>					<b>Total Quality Points</b>

### Additional years in English, math or natural/physical science (3 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Units</b>					<b>Total Quality Points</b>

### Social science (2 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Social Science Units</b>					<b>Total Quality Points</b>

### Additional academic courses (4 years required)

Course Title	Credit	X	Grade	=	Quality Points (multiply credit by grade)
<b>Total Additional Academic Units</b>					<b>Total Quality Points</b>

### Core-Course GPA (16 required)

<b>Total Quality Points</b>	<b>Total Number of Credits</b>	<b>Core-Course GPA (Total Quality Points/Total Credits)</b>
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## Registration Checklist

Below is a list of items that you may want to have prepared prior to beginning your registration with the NCAA Eligibility Center.

Allow at least **15 minutes to one hour** to register completely. If you need to exit and come back at a later time, you can save and exit once your account has been created.

- Valid Email Address.** You need a valid email address that you check regularly for any possible updates that the NCAA Eligibility Center might send. If you do not currently have one, there are several providers who provide free accounts (e.g., AOL, Gmail, Hotmail, Yahoo, etc.).
- Basic Personal Information.** This includes information such as your name, gender, date of birth, contact information and a list of any other countries in which you have lived.
- Basic Education History.** This includes a list of all high schools or secondary schools you have attended and the dates during which you attended them.
- Additional Coursework.** This includes details pertaining to any coursework you may have taken in addition to your normal high school or secondary school education (e.g., courses taken to improve a grade, summer school courses taken at a location other than your high school or secondary school, courses taken at a college or junior college, or any type of correspondence or internet courses).
- Sports Participation History.** This includes details for any teams with which you have practiced or played or certain events in which you may have participated, as well as information about any individuals that have advised you or marketed your skills in a particular sport.
- Payment.** The registration fee is \$75 for U.S., U.S. Territories and Canadian students (U.S. Territories include American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands); and \$130 for all other international students. The NCAA Eligibility Center accepts Visa, MasterCard, Discover and American Express. If you are a U.S. resident, you can choose to pay by electronic check. Some individuals *may* qualify to apply for a fee waiver.





## Students with Education-Impacting Disabilities Frequently Asked Questions

### *What is an Education-Impacting Disability?*

For academic eligibility purposes, the NCAA defines a disability as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation.

Some of the most common education-impacting disabilities (EIDs) include:

- Learning Disabilities/Disorder (LD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Mental Health Disorders;
- Medical Conditions;
- Deaf/Hard of Hearing; and
- Autism Spectrum Disorder.

### *Where should I send my EID documentation?*

**EID documentation should be sent with the EID Cover Sheet and Buckley Statement (links below) by mail, fax or email.**

NCAA EID Services  
P.O. Box 7110  
Indianapolis, IN 46207-7110  
[EID Cover Sheet](#)  
[Buckley Statement](#)

Fax: 317/968-5100  
Email: [ec-processing@ncaa.org](mailto:ec-processing@ncaa.org)

### *Do the standards for initial eligibility change for students with EIDs?*

No. All students must satisfy the same standards in order to compete in NCAA Divisions I and II athletics.

### *Will colleges or universities have access to my child's records?*

No. Information submitted to NCAA Education-Impacting Disability Services is not released to NCAA colleges or universities unless the student makes a specific written request to do so.

*What are the accommodations provided to students with EIDs?*

**For Division I only**, a student with an EID must graduate "on time" [a student must graduate from high school with his or her class within four consecutive academic years (eight semesters) from the start of grade nine] in order to access the following accommodation:

- Use up to three (3) additional approved core courses taken after high school graduation and before initial full-time collegiate enrollment.

**For Division II only**, a student with an EID may access the following accommodation:

- Use any approved core courses taken before full-time collegiate enrollment.

**For Divisions I and II**, a student with an EID may access the following accommodations:

- Use approved courses for students with EIDs that are designated on the high school's List of NCAA Courses.
- May take a nonstandard ACT or SAT examination to satisfy test-score requirements.

*Why would a student choose to file his or her EID documentation with the NCAA?*

In order to access the accommodations listed above, the prospective student-athlete must submit his or her EID documentation for review.

*When should a student submit his or her EID documentation with the NCAA?*

Disability documentation needs to be submitted to the NCAA only if a student with an EID would like to use additional core courses taken after on-time high school graduation to satisfy Division I initial-eligibility requirements. The student should submit his or her disability documentation to NCAA EID services and include the following information:

1. Current, signed documentation of the diagnosis (including test data) and/or recommendations from the treating professional (e.g., medical doctor, clinical psychologist or other qualified individual);
2. Current copy of the student's Individualized Education Program (IEP) or Section 504 Plan. If the high school did not provide an IEP or 504 Plan, the high school must submit documentation describing the accommodations that were available to the student or an explanation as to why accommodations were not provided;
3. The student's NCAA Identification Number (NCAA ID), high school graduation year, permanent address and phone number should be included with the aforementioned documentation; and
4. An individual (e.g., parent or guardian) who wishes to discuss a student-athlete's EID services request must be listed on the Buckley Statement, a form which is signed by the student. This form should be included with the submission of the aforementioned documentation (can be downloaded from the link at the top of the page).

*Is a course designated for students with EIDs ever acceptable for NCAA initial eligibility purposes?*

In order for courses designated for students with EIDs to be approved, the course must be substantially comparable, qualitatively and quantitatively, as a regular core course offered in that academic area.

*Can a student with a diagnosed disability use courses that are designated for students with EIDs to meet NCAA core-course requirements?*

Students who have submitted their disability documentation for review and who have been identified as having an EID may use courses for students with EIDs for the purpose of meeting NCAA core-course requirements. Courses for students with EIDs must appear on the high school's approved List of NCAA Courses in order for the course to be included in the student's final academic certification.

*What if a student with an EID receives a final initial-eligibility decision that indicates the student is **NOT CERTIFIED** after he or she has received all of the EID accommodations?*

The college or university where the student-athlete has been admitted may choose to file an initial-eligibility waiver on behalf of the student-athlete. All required waiver information must be submitted to the NCAA Eligibility Center. In considering a waiver of the initial-eligibility standards, the following may be considered:

1. Extent to which the student's failure to meet the initial-eligibility standards is attributable to an EID;
2. Whether courses taken by the student that did not meet the legislated definition of a core course were specified in the student's IEP or Section 504 Plan, satisfied graduation requirements and/or prepared the student to successfully complete a planned course of study at a college or university;
3. Student's overall academic record, including performance on standardized ACT or SAT examinations;
4. Assessments of high school personnel attesting to the likelihood of the student's academic success in college;
5. Accommodations for students with EIDs available to and used by the student during high school;
6. Other factors useful in assessing the student's preparedness to succeed in college; and
7. Academic support plan.



*Are accommodations available for students with EIDs once they enroll in a college or university?*

Many colleges or universities provide accommodations to students with education-impacting disabilities. However, it is the student's responsibility to approach the college and disclose his or her disability documentation to the college/university's office of disability services.

*What is the purpose of the Buckley Statement?*

This form allows the student to identify and grant access for individuals to review the college-bound student-athlete's EID information and/or speak on his or her behalf with the NCAA staff. *(This form can be downloaded by clicking the link at the top of this page.)*

*Are there additional resources available to assist with the transition process from high school to college?*

The U.S. Department of Education website ([www.ed.gov](http://www.ed.gov)) has some excellent resources available.

**\*It is important to note that NCAA academic requirements are the same for all students, including students with an EID. Additionally, the information outlined above is for students who intend to enroll in an NCAA Division I or II college or university. Because NCAA regulations are subject to change, the NCAA encourages you to consider how delaying your enrollment may impact your eligibility.**



## Academic Eligibility Frequently Asked Questions

### *When should a student register with the NCAA Eligibility Center?*

Students should register with the NCAA Eligibility Center at the beginning of their sophomore year in high school. At the end of the student's junior year, a transcript, including six semesters of grades, should be sent to the NCAA Eligibility Center from the high school. Additionally, students should have their SAT or ACT scores forwarded directly to the NCAA Eligibility Center (by using code "9999") whenever they take the exam.

### *What is the fee to register?*

Beginning October 1, 2014, the registration fee is \$75 for U.S., U.S. Territories and Canadian students (U.S. Territories include American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands); and \$130 for all other international students.

### *Is this fee refundable?*

All fees are nonrefundable after successful registration. No refunds will be given due to nonparticipation or disinterest at an NCAA Division I or II college or university. In the event a duplicate registration was completed and duplicate payment was processed, you may be eligible for a refund of the duplicate registration fee(s). A completed refund request form must be sent to the NCAA Eligibility Center for consideration. You can find the form by going to [www.eligibilitycenter.org](http://www.eligibilitycenter.org), clicking the link to enter for "NCAA College-Bound Student-Athletes." You will then click "Resources" at the top of the page and then "Forms."

### *What requirements do I need to be able to practice, play and get a scholarship at an NCAA Division I or II college or university?*

You need to complete the following:

1. Graduate from high school;
2. Complete a minimum of 16 core courses (*Note: there will be new academic requirements for students enrolling on or after August 1, 2016, for NCAA Division I*);
3. Present the required grade-point average (GPA) (for complete details, see the [Division I Quick Reference Guide](#) for the Division I GPA requirements; and currently, a minimum 2.0 GPA for [Division II](#), which will be changing in 2018);
4. Present a qualifying test score on either the ACT or SAT (for complete details, see the [Initial Eligibility Quick Reference Guide](#)); and
5. Request final amateurism certification (beginning April 1 for fall enrollees or beginning October 1 for spring enrollees).



*How do I know if the courses I am taking will count as core courses?*

You need to look at your high school's List of NCAA Courses. Follow these steps:

1. Go to the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org);
2. Click on the "NCAA College-Bound Student-Athletes" link to enter;
3. Click on "Resources";
4. Click on "U.S. Students";
5. Click on "List of NCAA Courses";
6. Input your high school's six-digit code (if you know it) or search by your high school's name and state; and
7. Review the list.

\***Very important:** If a core course you took is not on the list, it will not be used in your eligibility determination. Courses that appear on your transcript must exactly match what is on the list.

*What do I do if a core course I took is not on the list?*

See your high school counselor immediately. Someone at your high school is responsible for keeping your high school's list updated. It is important your high school does this each year to make sure the core courses you are taking appear on the list.

*What is the lowest grade that will be used for a course to count as a core course?*

Follow your high school's policy regarding its lowest passing grade. If the NCAA Eligibility Center does not have this policy, the lowest passing grade that will be used is D.

*Will credit-by-exam courses meet core-course requirements?*

No. Courses completed through credit-by-exam will not be used.

*Are vocational courses acceptable?*

No. Traditional vocational courses (e.g., typing, auto mechanics, driver's education and health) are not acceptable.

*Do pass/fail grades count?*

Maybe, these grades may satisfy your core-course requirements. The NCAA Eligibility Center will assign your high school's lowest passing grade for a pass/fail class so long as the course receives credit toward graduation.

*May courses taken in the eighth grade that are high school core courses (e.g., Algebra I, Spanish 1, Freshman Composition) be used to meet the core-course requirement?*

A high school course taken in the eighth grade may be used if the course is on the high school transcript with a grade and credit and if the course is on the high school's List of NCAA Courses.

*May independent-study, Internet and correspondence courses count as core courses?*

Yes, if the following conditions are met:

1. Courses that are taught through distance learning, online, credit recovery, etc. need to be comparable in length, content and rigor to courses taught in a traditional classroom setting. Students may not skip lessons or test out of modules. The course must be four-year college preparatory.
2. All courses must include ongoing access between the instructor and student, as well as regular interaction for purposes of teaching, evaluating and providing assistance. This may include, for example, exchanging of e-mails between the student and teacher, feedback on assignments, and the opportunity for the teacher to engage the student in individual instruction. Any course taken must have a defined time period for completion. For example, it should be clear whether the course is meant to be taken for an entire semester or during a more condensed time frame, such as six weeks, etc.
3. Nontraditional courses should be clearly identified as such on the high school transcript.

Nontraditional courses completed prior to August 1, 2010, will be reviewed under NCAA standards in place prior to August 1, 2010.

It is important to remember that all courses need to be rigorous and four-year college preparatory in nature. Students should be encouraged to take courses that are quantitatively and qualitatively the same as courses offered through traditional means, and to take courses that will prepare them for the academic rigors they will face at a four-year college or university.

To read more about this new rule, go to [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and click the "High School Administrators Enter Here" link, then the "Resources" page and read the documents related to online/virtual/credit recovery courses.

*May college courses count as core courses?*

College courses may be used to satisfy core-curriculum requirements if the courses are accepted and awarded credit by the high school for any student and meet all other requirements for core courses. For NCAA Division I only, such courses must be placed on the student's high school transcript. Courses taken at a college will NOT appear on the high school's list of NCAA courses. The high school's List of NCAA Courses will include only those courses taught/offered by the high school.

*How are courses taken over two years counted?*

A one-year course that is spread over a longer period of time is considered one course and will receive a maximum of one core-course credit. (Example: Algebra 1, spread over two years, would receive one unit of credit.)

*May my study in a foreign country help me meet core-course requirements?*

If you attended a secondary school outside the United States for all or part of grades nine through 12, different evaluation procedures will be applied to your international education documents. You must submit original-language documents with certified translations for NCAA Eligibility Center evaluation.

*How is my core-course GPA calculated?*

Your core-course GPA is the average of your best grades achieved for all required core courses. If you have taken extra core courses, those courses will be used in your GPA, only if they improve your GPA.

*Can weighted grades for honors or advanced-placement courses be factored into the calculation of the student's core GPA?*

A school's normal practice of weighting honors or advanced courses may be used, as long as the weighting is used for computing GPAs. Weighting cannot be used if the high school weights grades for the purpose of determining class rank. Additionally, in no instance may the student receive greater than 1.000 additional quality point for purposes of calculating the GPA for initial eligibility.

*How is the NCAA core GPA different from a student's overall GPA?*

The NCAA core-course GPA is calculated using only NCAA-approved core courses in the required number of core units. High school GPAs generally include the grades from most or all courses attempted in grades nine through 12.



*Will courses taken after my senior year meet core-course requirements?*

**For Division I, maybe.** Only courses completed in grades nine through 12 will qualify as core courses for Division I. If you graduate from high school on time (in eight semesters) with your incoming ninth grade class, you may use one core course completed in the year after graduation (summer or academic year) prior to full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated and may initially enroll full time at a collegiate institution at any time after completion of the core course.

**For Division II, yes.** All core courses completed before your full-time enrollment at any college may be used by the NCAA Eligibility Center.

**For students with diagnosed disabilities.**

- **For Division I only,** beginning August 1, 2010, a student must graduate "on time" in order to use up to three (3) additional approved core courses taken before full-time enrollment in college.
- **For Division II only,** students may use any approved core courses taken before full-time enrollment in college.
- **For Divisions I and II,** students may use courses for students with education-impacting disabilities that are designated on the high school's list of NCAA courses.

For more information regarding education-impacting disabilities, see the [Frequently Asked Questions on Students with Disabilities](#) document.

*How does the NCAA treat courses similar in content?*

Some approved core courses might be considered duplicates. That is, the content of one course is the same as that of another, even though the classes might have different titles. If you have taken two classes considered to be duplicates, you will receive only one core-course credit (typically for the course with the higher grade). Please ask your high school counselor if you have questions about duplicate courses.

*May courses taken at high school "A" be accepted if they appear on high school "B's" transcript?*

No. High school "A" may provide the NCAA Eligibility Center with an official copy of high school "B's" transcript, but grades from one high school cannot be accepted on another high school's transcript.

*May a nonstandard ACT/SAT exam be used for initial eligibility?*

Yes. Students with diagnosed education-impacting disabilities may take a nonstandard ACT or SAT exam. The test score must be provided to the NCAA Eligibility Center from the testing agency, just as any other test score.

***How are students prioritized for processing at the NCAA Eligibility Center?***

Students who have their status requested by an NCAA college or university are prioritized by the NCAA Eligibility Center for processing. If a student's eligibility status is never requested by a college or university, the NCAA Eligibility Center may not process such a student's certification.

\*If you have additional questions or need further assistance, please contact the NCAA Customer Service Center at 877/262-1492.