

Jackson High School Programs of Study 2019-2020





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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 page one.
- Elective** Any credit that is not required for graduation is called an elective.
- Semester Course** The course is offered for two grading quarters.
- Prerequisites** These are conditions which must be successfully completed before a student can take a particular course.
- Non Academic Courses** Physical Education courses (including Strength & Conditioning) and Yearbook.

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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 - Class of 2019 and beyond

| <u>REQUIRED COURSES</u> | <u>CREDITS</u> |
|---|----------------|
| English | 4.0 |
| Social Studies Must include World History, American History, and American Government | 3.0 |
| Math Must include one unit of Algebra 2 or equivalent | 4.0 |
| Science 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. | 3.0 |
| Health | 0.5 |
| Physical Education Students must take 2 semesters, each worth 0.25 credits. Students earning PE waivers would be exempt from earning the PE credit. | 0.5 |
| Personal Finance Students who complete a Junior year Career and Technical program or AP Economics are exempt from this course requirement. | 0.5 |
| Electives 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. | 4.5 |
| Fine Arts Must include one credit of a performing art, visual art or Debate. Students may have met this graduation requirement at JMMS through Choir, Art, Band and/or General Music. Students following a career-technical pathway are exempt from the fine arts requirement. Please see your counselor for further information. | 1.0 |
| TOTAL | 21.0 |

- All students must earn a minimum of 21.0 credits to graduate from Jackson Local Schools.
- Students must also meet one of the three testing requirements described on the Testing and Graduation Pathways page.

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. The student should consult with parents, teachers, and counselors before making final course decisions. The student and parents 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. During the scheduling process, February through June, ample opportunities are provided for 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.

Schedule Change 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 2nd 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 student.

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 they have failed with the same teacher during a previous school year.

COURSE RECOMMENDED

Students will be seeking recommendations for selected courses from their present teachers or from the last teacher who taught the student in the subject area.

Recommendations must be obtained in these areas:

- Fine Art - all classes beyond Visual Art I (choir & band may require an audition)
- World Language - all levels
- Mathematics - all levels
- Science - all levels beyond Biology
- English - Accelerated and Advanced Placement
- Social Studies - all Advanced Placement
- Career Education - by application only
- JAGS and JSA - by application only

Parents are encouraged to thoroughly examine Home Access Center (HAC) 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 the present subject matter teacher feels the student does not have a strong foundation for 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/colleges should elect the following curriculum to gain admission *without conditions*:

- 4 credits of English
- 4 credits of math (it is also highly recommended that math be taken during the senior year)
- 3 credits of social studies
- 3 credits of lab science (Chemistry and Physics are highly recommended)
- 2 credits of the same world language (many universities/colleges recommend three years)
- 1 credit of a visual or performing art

Private and out of state universities and colleges 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 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.

Ohio Board of Regents

EARLY GRADUATION

If a student wishes to pursue *Early Graduation*, he/she must submit a letter of intent to graduate early 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:

- Students must declare intent for *Early Graduation* prior to the completion of their **sophomore** year.
- Students must possess a 3.0 cumulative GPA or better at the end of their sophomore year.
- Students must have their credits reviewed and verified by their school counselor.
- Students must attach a letter addressed to the principal explaining the purpose for pursuing *Early Graduation*.
- Students must schedule a student-parent conference with their school counselor to review the reasons for their early graduation request and their future plans.
- 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.

This chart will help students assess their schedule for next year (this does not include all options):

- 7 classes – both semesters - no study halls
- 6 classes – both semesters - one study hall all year
- 7 classes – one semester; 6 classes – second semester – no study hall first semester; one study hall second semester
- 5 classes – both semesters - two study halls all year

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

Physical Education classes and Yearbook are not counted as academic subjects.

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 grade will be required to take the AP exam costing *approximately \$95 and \$142 for AP Seminar and AP Research (subject to change based on College Board policies)*. The weighted grade and exam fee is applicable to all AP courses listed throughout this program.

Jackson High School:

| | |
|-------------------------------------|--|
| AP Art History | AP Physics C Mechanics |
| AP Biology | AP Psychology |
| AP Calculus AB | AP Research |
| AP Calculus BC | AP Seminar |
| AP Chemistry | AP Spanish Language |
| AP Chinese | AP Spanish Literature |
| AP Computer Science A | AP Statistics |
| AP Economics (Micro & Macro) | AP Studio Art I: 2D-Design |
| AP English Language Composition | AP Studio Art I: Drawing |
| AP English Literature & Composition | AP Studio Art I: 3D-Design |
| AP Environmental Science | AP United States History |
| AP French Language | AP United States Government & Politics |
| AP Physics 1 | AP World History: Modern |

AP Capstone Program

The [College Board's AP Capstone](#) is an innovative college-level program based on two new courses, AP Seminar and AP Research, which complement and enhance discipline-specific AP courses. The program immerses high school students in the challenging practice of the critical skills students need today. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college and beyond. AP Capstone was developed in response to feedback from higher education and is easily implemented, affordable, and flexible. It has the potential to differentiate and transform high schools

and their students by elevating the learning environment through a rigorous, college-level program with high standards of assessment.

AP Capstone Diploma

Students who earn scores of 3 or higher in AP Seminar and AP Research and on **four** additional AP Exams of their choosing will receive the AP Capstone Diploma. This option allows students taking multiple AP courses to distinguish themselves to colleges and universities. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate.

AP Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are required to take the AP exam in May. AP Seminar exams cost approximately \$142 each which is more than other AP exams.

What Students Will Do:

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students will consider one topic or issue through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues.

Teachers have the flexibility to choose one or more appropriate themes that allow for deep interdisciplinary exploration. Teachers should encourage students to explore a topic through several of the following lenses:

- Artistic and philosophical
- Cultural and social
- Economic
- Environmental
- Ethical
- Futuristic
- Political and historical
- Scientific

How Students Are Assessed:

Students are assessed with two through-course performance assessment tasks and one end-of-course exam. All three assessments are summative and will be used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

- Team Project and Presentation — 25% of AP Seminar Score
 - Individual Research and Reflection
 - Written Team Report
 - Team Multimedia Presentation and Defense
- Individual Research-Based Essay and Presentation — 35% of AP Seminar Score
 - Individual Multimedia Presentation
 - Oral Defense
- End-of-Course Exam (3 hours) – 40% of AP Seminar Score
 - Understanding and analyzing an argument (three short-answer questions)
 - Evaluating and comparing the effectiveness of arguments (essay)

- Synthesizing information to develop an evidence-based argument (essay)

AP Research

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to:

- understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000-5000 word paper (accompanied by an additional piece of scholarly work – where applicable – to be performed or exhibited).
- present (using appropriate media) and defend the research design, approach, and findings to a panel.
- document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is approximately 4,000-5,000 words, and the presentation and defense take approximately 15-20 minutes. The Academic Paper is 75% of the score and the Presentation and Oral Defense is the remaining 25% of the score, which constitutes the AP exam grade. The AP Research exams cost approximately \$142 each which is more than other AP exams.

Academic Paper:

- Introduces and contextualizes the research question and initial student assumptions and/or hypotheses.
- Reviews previous work in the field to synthesize information and a range of perspectives related to the research question (e.g., Literature Review).
- Identifies the gap in the current field of knowledge to be addressed.
- Explains and provides justification for the chosen method, process, or approach.
- Presents the findings, evidence, results, or product.
- Interprets the significance of the findings, results, or product; explores connections to original research question.
- Discusses the implications and limitations of the research or creative work.
- Reflects on the process and how this project could impact the field.
- Discusses possible next steps and/or future directions.
- Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

Presentation and Oral Defense:

- All students will develop a 15-20 minute presentation (using appropriate media) and deliver it to an oral defense panel. Students may choose any appropriate format for their presentation, as long as the presentation reflects the depth of their research. Prior to the presentation, students whose academic paper was accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) will arrange for the teacher and panelists to view the scholarly work.
- The defense will include three to four questions from a panel consisting of the AP Research teacher and two additional panel members (chosen at the discretion of the AP Research teacher).

COLLEGE CREDIT PLUS COURSES AT JACKSON HIGH SCHOOL

College Credit Plus (CCP) classes at Jackson High School are courses in which students may earn both high school credit and college credit. CCP 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 should talk with their school counselor for more information.

Students may qualify by meeting entrance guidelines of the selected university or college which includes:

- filling out the university's or college's online application.
- meeting the university's or college's GPA requirement.
- taking and meeting the scoring standard set by the university or college on the ACT or Accuplacer (dependent on which standardized test is accepted by the university or college).

There is a deadline to submit CCP applications and test scores. Please reference the Student Services website <https://www.jackson.stark.k12.oh.us/Page/760> or the Ohio Department of Education website <http://education.ohio.gov/Topics/Ohio-Education-Options/College-Credit-Plus> for more information.

Note: If a student receives a failing grade at the end of the college course or if the student withdraws from or drops the college course after the drop deadline set by the university or college, the student/parent is financially obligated to pay for the course and textbook.

COLLEGE CREDIT PLUS AT A COLLEGE CAMPUS*

This program makes available to students 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; however the student/parent would be responsible for paying for the cost of textbooks, materials, fees, and tuition. Students must complete an application and be accepted by the college. Grades become part of the high school grade point average.

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. Individual Counseling/ CCP Enrollment Options Intent Form must be signed at this meeting.
2. Obtain and complete the necessary CCP institution (college) application. **It's the student's responsibility to apply to the university/college.** 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/college 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 they have the required credits. There is a maximum of 30 credit hours paid for by the district each year.**

If a student receives a failing grade at the end of the college course or if the student withdraws from or drops the college course after the deadline, the student/parent is financially obligated to pay for the course and the textbook(s). It is the student's responsibility to turn CCP textbooks in to the Jackson High School Library/TLC by the last day of CCP exams. CCP Textbooks are the property of Jackson Local Schools. If books are not turned in by this due date, the student will be charged.

*subject to change based on state legislation

ATHLETIC ELIGIBILITY FOR COLLEGE CREDIT PLUS

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 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 three or more semester hours of credit are earned shall be awarded one Carnegie unit. Fractional Carnegie units will be awarded proportionately.**

Example 1: 1st Nine-Week Grading Period

| <u>Subject</u> | <u>School</u> | <u>Credit & 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 semester hours | $1 \times 2 = 2.00$ |
| Calculus | CCP | 5 semester hours | $1 \times 2 = 2.00$ |
| Biology | CCP | 3 semester hours | $1 \times 2 = 2.00$ |
| Total Credits | | | 7 = eligible for 2nd grading period provided five credits passed |

The factor of 2 is used for CCP institutions that are on the semester system.

Example 2: 4th Nine-Week Grading Period

| <u>Subject</u> | <u>School</u> | <u>Credit & 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 | $1 \times 2 = 2.00$ |
| Computers | CCP | 2 semester hours | $.67 \times 2 = 1.34$ |
| Geology | CCP | 3 semester hours | $1 \times 2 = 2.00$ |
| Total Credits | | | 7.34 = eligible for 1st grading period of next school year provided five credits passed |

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.

This information can be found at www.ohiohighered.org/ccp.

Reprinted from the Ohio High School Athletic Association.

https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/CCP/OHSAAEligibilityGuidelinesGuidanceCounselors_jun2017.pdf



15- Credit Hour Pathway (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 | CCP Computer App for Professionals | CCP0096 or CCP0097 | 3 | 4 | Stark State |
| Effective Speaking | COM121 | Offered at Stark State | | 3 | 7 | Stark State |
| College Algebra | MTH125 | CCP College Algebra | CCP0610 CCP0611 | 4 | 11 | Stark State |
| College Composition | ENG124 | CCP English | CCP0118 | 3 | 14 | Stark State |
| Sociology | SOC121 | CCP Sociology | CCP840 or CCP841 | 3 | 17 | Stark State |

This chart is an example of how a student *could* earn 15 college credit hours through the College Credit Plus Program. It is subject to change.

The highlighted courses are being offered at Jackson High School.



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 | CCP Computer App for Professionals | CCP096 or CCP097 | 3 | 4 | Stark State |
| Effective Speaking | COM121 | Offered at Stark State | | 3 | 7 | Stark State |
| College Algebra | MTH125 | CCP College Algebra | CCP0610 or CCP0611 | 4 | 11 | Stark State |
| Trigonometry | MTH130 | CCP Trigonometry | CCP658 or CCP659 | 3 | 14 | Stark State |
| College Composition I (required) | ENG124 | CCP English | CCP0118 | 3 | 17 | Stark State |
| Sociology | SOC121 | CCP Sociology | CCP840 or CCP841 | 3 | 20 | Stark State |
| General Psychology | PSY121 | CCP General Psychologist | CCP838 or CCP839 | 3 | 23 | Stark State |
| College Composition II | ENG231 | CCP English | CCP0119 | 3 | 26 | Stark State |
| Political Science | PSC121 | CCP Political Science | CCP866 or CCP867 | 3 | 29 | Stark State |
| Cultural Diversity | SOC225 | CCP Cultural Diversity | CCP864 or CCP865 | 3 | 32 | Stark State |

This chart is an example of how a student *could* earn 30 college credit hours through the College Credit Plus Program. It is subject to change.

The highlighted courses are being offered at Jackson High School.

COLLEGE CREDIT PLUS AT JACKSON HIGH SCHOOL IN PARTNERSHIP WITH STARK STATE COLLEGE

Jackson High School is pleased to be partnering with Stark State College in order to offer a greater number of CCP courses on our campus facilitated by our teachers. As part of this partnership, Jackson High School will also be able to offer students the option of earning an Associate of Arts - General Degree or Associate of Science - General Degree through Stark State College. Stark State's associate of arts and associate of science degrees are the first step to a bachelor's degree, providing a foundation in general education with special emphasis on the baccalaureate degree students may plan to pursue at a public four year university or college. Students should talk with their school counselor for more information.

The next two pages will demonstrate possible pathways that students could follow in order to obtain either associates degrees from Stark State College. Students may take any of the CCP courses listed in the associates pathway, as long as they qualify for CCP, even if they can not or do not intend to complete a degree pathway.

Below are the Stark State CCP classes offered at Jackson High School this year. Descriptions of these courses are found within this book under the department the course falls. The department is listed in the parentheses next to the course. The courses are one semester courses unless otherwise noted. These courses will only be offered during one semester during the school year unless demand dictates otherwise.

- College Success Skills (Miscellaneous)
- Computer Applications (Technology)
- US History I to 1877 (Social Studies) - Online Facilitation
- US History II from 1877 (Social Studies) - Online Facilitation
- Cultural Diversity (Social Studies) - Online Facilitation
- College Composition I (English)
- College Composition II (English)
- College Algebra (Mathematics)
- Trigonometry (Mathematics)
- Statistics (Mathematics)
- Analytic Geometry -Calculus I (Mathematics)- Full year course
- Political Science (Social Studies) - Online Facilitation
- Ethics (Social Studies) - Online Facilitation
- General Psychology (Social Studies) - Online Facilitation
- Sociology (Social Studies) - Online Facilitation



**Possible Pathway for Associate of Arts - General
offered at Jackson High School
63 Total Credit Hours**



| Period | Grade 9 | |
|--------|---|---|
| | Fall | Spring |
| 1 | IDS115 College Success Skills 3 cr. | ITD122 Comp. Apps. for Professionals 3 cr. (TAG) |
| 2 | English I | English I |
| 3 | Algebra I or Accelerated Geometry | Algebra I or Accelerated Geometry |
| 4 | World History | World History |
| 5 | World Language I, II, or III | World Language I, II, or III |
| 6 | Phys. Ed. | Health |
| 7 | Biology | Biology |
| 8 | Lunch | Lunch |
| | Grade 10 | |
| | Fall | Spring |
| 1 | English II | English II |
| 2 | Algebra II | Algebra II |
| 3 | HIS121 U.S. History I to 1877 3 cr. (TAG) - online | HIS122 U.S. History II from 1877 3 cr. (TAG) - online |
| 4 | World Language II, III or IV | World Language II, III or IV |
| 5 | Phys. Ed. | SOC225 Cultural Diversity 3 cr. (OTM) - online |
| 6 | Chemistry | Chemistry |
| 7 | Art | Art |
| 8 | Lunch | Lunch |
| | Grade 11 | |
| | Fall | Spring |
| 1 | ENG124 College Composition 3 cr. (OTM) | ENG231 College Composition II 3 cr. (OTM) |
| 2 | MTH125 College Algebra 4 cr. (OTM) | MTH130 Trigonometry 3 cr. or MTH124 Statistics 3 cr. (OTM) |
| 3 | BIO141 General Biology I 4 cr. (TAG) | BIO126 Science, Energy & Environment 4 cr. (OTM) |
| 4 | World Language III, IV | World Language III, IV |
| 5 | Physics | Physics |
| 6 | PSY121 General Psychology 3 cr. (TAG) - online | Study Hall |
| 7 | Study Hall | Study Hall |
| 8 | Lunch | Lunch |
| | Grade 12 | |
| | Fall | Spring |
| 1 | ENG237 American Lit: 1865 to Present 3 cr. (TAG) or HIS221 World Civilization since 17th Century 3 cr. (TAG) - online | ENG234 British Lit: 1785 to Present 3 cr. (TAG) or HIS222 World Civilization from 17th Century 3 cr. (TAG) - online |
| 2 | BUS221 Microeconomics 3 cr. (TAG) or MTH124 Statistics 3 cr. (OTM) | SOC121 Sociology 3 cr. (TAG) - online |
| 3 | COM121 Effective Speaking 3 cr. (TAG) - SSC faculty | COM122 Interpersonal Comm. 3 cr. (TAG) - SSC faculty |
| 4 | PSC121 Political Science 3 cr. (TAG) - online | PHL122 Ethics 3 cr. (TAG) - online |
| 5 | Study Hall / HS Elective | Study Hall / HS Elective |
| 6 | Study Hall / HS Elective | Study Hall / HS Elective |
| 7 | Study Hall | Study Hall |
| 8 | Lunch | Lunch |



**Possible Pathway for Associate of Science - General
offered at Jackson High School
65 Total Credit Hours**



| Period | Grade 9 | |
|--------|---|--|
| | Fall | Spring |
| 1 | IDS115 College Success Skills 3 cr. | ITD122 Comp. Apps. for Professionals 3 cr. (TAG) |
| 2 | English I | English I |
| 3 | Geometry | Geometry |
| 4 | World History | World History |
| 5 | World Language I, II, or III | World Language I, II, or III |
| 6 | Phys. Ed. | Health |
| 7 | Biology | Biology |
| 8 | Lunch | Lunch |
| | Grade 10 | |
| | Fall | Spring |
| 1 | English II | English II |
| 2 | Algebra II | Algebra II |
| 3 | HIS121 U.S. History I to 1877 3 cr. (TAG) - online | HIS122 U.S. History II from 1877 3 cr. (TAG) - online |
| 4 | World Language II, III or IV | World Language II, III or IV |
| 5 | Phys. Ed. | SOC225 Cultural Diversity 3 cr. (OTM) - online |
| 6 | Chemistry | Chemistry |
| 7 | Art | Art |
| 8 | Lunch | Lunch |
| | Grade 11 | |
| | Fall | Spring |
| 1 | ENG124 College Composition 3 cr. (OTM) | ENG231 College Composition II 3 cr. (OTM) |
| 2 | MTH125 College Algebra 4 cr. (OTM) | MTH130 Trigonometry 3 cr. (OTM) |
| 3 | BIO141 General Biology I 4 cr. (TAG) | BIO142 General Biology II 4 cr. (TAG) |
| 4 | World Language III, IV | World Language III, IV |
| 5 | Physics | Physics |
| 6 | PSY121 General Psychology 3 cr. (TAG) - online | Study Hall |
| 7 | Study Hall | Study Hall |
| 8 | Lunch | Lunch |
| | Grade 12 | |
| | Fall | Spring |
| 1 | BUS221 Microeconomics 3 cr. (TAG) or COM121 Effective Speaking 3 cr. (TAG) - SSC faculty | MTH124 Statistics 3 cr. (OTM) |
| 2 | MTH223A Analytic Geometry - Calc I 2 cr. (OTM) | MTH223B Analytic Geometry - Calc I 2 cr. (OTM) |
| 3 | BIO101 Intro to A&P 3 cr. (OTM) | BIO126 Science, Energy & Environment 4 cr. (OTM) |
| 4 | PSC121 Political Science 3 cr. (TAG) - online | PHI122 Ethics 3 cr. (TAG) - online |
| 5 | Study Hall | SOCI21 Sociology 3 cr. (TAG) - online |
| 6 | Study Hall/ HS Elective | Study Hall/ HS Elective |
| 7 | Study Hall | Study Hall |
| 8 | Lunch | Lunch |

TESTING AND GRADUATION PATHWAYS



Earning an Ohio High School Diploma



Class of 2020

As a student who entered grade 9 between July 1, 2016, and June 30, 2017, you have multiple pathways to earn a high school diploma so that you can move on to your next steps in education or a career.

- You must complete and earn a state minimum of 20 credits in specific subjects. Additionally, you must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may have more graduation requirements. Your school counselor has this information.
- You must demonstrate what you have learned. There are three pathways in Ohio law.
 - 1. Ohio's State Tests**

Earn 18 out of 35 points on seven end-of-course state tests. You can earn up to five points on each test. You need a minimum of four points in math, four points in English language arts and six points across science and social studies.
 - 2. Industry-recognized credential and score on workforce readiness test**

Earn an industry-recognized credential or a group of credentials totaling 12 points and earn the required score on the WorkKeys test. Ohio pays for you to take the test one time. Some districts offer the Senior Only program through which you can earn credentials in one school year.
 - 3. College and career readiness tests**

Earn remediation-free scores* in math and English language arts on the ACT or SAT. Your district chooses either the ACT or SAT. You will take a one-time statewide spring test in grade 11 for free.

*Ohio's university presidents set these scores, which are subject to change.
- If you do not meet any of the above three pathways, Ohio law provides you two additional options to earn a high school diploma. The reverse side of this fact sheet explains them.

Find more details about graduation at education.ohio.gov/graduation and locate the section for your graduating class.



Talk to your school counselor early in the school year about your path to graduation and your future success.

Additional Graduation Options Available for the Class of 2020

Students who entered grade 9 after July 1, 2014, are the first to earn diplomas under the new graduation requirements. In addition to satisfying the high school curriculum requirements, students in Ohio must meet one of [three existing pathways](#) to earn a high school diploma.

To support the transition to new requirements, the General Assembly approved temporary graduation options for students in the class of 2018. **Recent legislation extended additional graduation options to the classes of 2019 and 2020, as provided below.**

Please note, state law modified the criteria available for the class of 2020 and not all of the original criteria are available to students in the class of 2020.

The Department expects most students will meet one of the three existing pathways, and districts should continue to work with students, as appropriate, to meet these requirements. These options provide an opportunity for students who do not otherwise meet one of the three existing pathways to graduation to earn a diploma.

The two additional graduation options for the class of 2020 are:

Option 1

Students entering grade 9 between July 1, 2016, and June 30, 2017, are eligible to utilize the modified graduation options below.

Students must take and pass courses that constitute the curriculum requirements and take all seven end-of-course exams. If the student receives a score of "1" or "2" on any math or English language arts test, the student must retake the test at least once.

Additionally, you must meet **at least two** of the below requirements:

- Earn a GPA of 2.5 on a 4.0 scale in all courses completed **during the 11th and 12th grades** (must complete at least four full-year – or equivalent – courses in each year);
- Complete a capstone project during 12th grade that meets criteria defined by Ohio Department of Education guidance and evaluation processes (**guidance available by May 31, 2019**);
- During 12th grade, complete a work or community service experience totaling 120 hours, as defined by the Ohio Department of Education and Governor's Office for Workforce Transformation (**guidance available by May 31, 2019**);
- Earn three or more [College Credit Plus](#) credits at any time during high school;
- Earn credit for an Advanced Placement (AP) or International Baccalaureate (IB) course and earn an AP exam score of 3 or higher or IB exam score of 4 or higher at any time during high school;
- Earn a WorkKeys exam score of 3 on each of three test sections;
- Earn a State Board-approved [industry-recognized credential](#) or credentials that equal at least three points;
- [Meet OhioMeansJobs Readiness Seal requirements](#).

Option 2

Students must take and pass courses that constitute the curriculum requirements and take all seven end-of-course exams. Students must finish a career-technical program that includes at least four courses in a single career pathway and complete **at least one** of the options below:

- Earn a total score of Proficient or better based on all career-technical exams or test modules;
- Earn an industry-recognized credential or credentials that equal 12 points;
- Complete a workplace experience totaling 250 hours with evidence of positive evaluations.

QUESTIONS?

If you have questions about graduation requirements, call (614) 466-1317 or send an email to gradrequirements@education.ohio.gov.



December 2018



Earning an Ohio High School Diploma Graduation Requirements for 2021 and Beyond

There is no one-size-fits-all way to graduate. Ohio gives you several pathways to qualify for a high school diploma. Choose the way that works best for you!

To earn a high school diploma in Ohio, you must complete the courses shown below and then choose a pathway on the right to show that you are ready for college or a job. Here's what you need to do to graduate. Your school counselor will give you more details.

Complete Courses

Take and earn a state minimum of 20 credits in specific subjects.

| | |
|-----------------------|-----------|
| English language arts | 4 credits |
| Health | ½ credit |
| Mathematics | 4 credits |
| Physical education | ½ credit |
| Science | 3 credits |
| Social studies | 3 credits |
| Electives | 5 credits |

Other Requirements

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

and

Show That You Are Ready

Use at least one pathway to show that you are ready for college or a job.

Ohio's State Tests

Earn at least 18 points on seven end-of-course state tests. End-of-course tests are:

| | |
|---------------------------------------|-------------------|
| Algebra I or Integrated Math I | English I |
| Geometry or Integrated Math II | English II |
| American Government | Biology |
| American History | |

Each test score earns you up to five graduation points. You must have a minimum of four points in math, four points in English and six points across science and social studies. Your school and district receive grades on the Ohio School Report Cards for all students' scores and participation on state tests.

OR

Industry credential and workforce readiness

Earn a minimum of 12 points by receiving a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and earn the required score on WorkKeys, a work-readiness test. The state of Ohio will pay one time for you to take the WorkKeys test.

OR

College and career readiness tests

Earn remediation-free scores in mathematics and English language arts on either the ACT or SAT.

The Ohio Department of Higher Education works with Ohio's universities to set the remediation-free scores for the ACT and SAT tests. Periodically, for a variety of reasons, these scores may be adjusted. For all high school juniors, the remediation-free scores set by Feb. 1 of their junior year will be used to meet their graduation requirement. The most up-to-date information regarding remediation-free scores can be found on the Department's graduation requirements webpage.

More information about graduation pathways is at education.ohio.gov, search *graduation requirements*. Then, talk to your school counselor.

December 2018



The following table is to be used to convert Advanced Placement test scores to graduation points for valid courses.

| AP CROSSWALK TO GRADUATION POINTS | |
|--|--------------------------|
| ADVANCED PLACEMENT | GRADUATION POINTS |
| 4 or 5 | 5 |
| 3 | 4 |
| 2 | 3 |
| Not applicable | 2 |
| 1 | 1 |

The following table is to be used to convert College Credit Plus grades to graduation points for valid courses.

| COLLEGE CREDIT PLUS COURSE GRADE (SOCIAL STUDIES AND SCIENCE SUBSTITUTE COURSES) | OHIO GRADUATION POINTS |
|---|-------------------------------|
| A or B | 5 |
| C | 4 |
| D | 3 |
| Not applicable | 2 |
| Not applicable | 1 |
| F – Fail or drop the course | 0 |

COLLEGE ENTRANCE TESTING RECOMMENDATIONS

College entrance exams are generally taken during students' junior and senior years in high school. You may take them more than once to improve their results. A huge number of test-prep guides are available online and at libraries and bookstores, as well as from private companies.

The Preliminary Scholastic Assessment Test (PSAT)

PSAT/NMSQT (National Merit Scholarship Qualifying Test) – Grade 10 and/or 11

PSAT 10 – Grade 10

PSAT 8/9 – Grade 9

- PSAT/NMSQT will be administered to all interested 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. Juniors must take this test to be eligible to compete for scholastic recognition and scholarships through the National Merit Scholarship Corporation. This can also be used as practice for the SAT.
- The PSAT 10 and PSAT 8/9 will be administered to all interested freshmen and sophomores in the months of February/March. This is practice for the PSAT/NMSQT and the SAT.

Students register for these tests in September and/or January 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 plan.

It is recommended that juniors start taking the ACT in December, February, or April and seniors take/retake the ACT in September or October. State law requires districts to administer a state-funded ACT or SAT to all grade 11 students in the spring of each school year. Jackson High School offers the ACT.

Strong academic students in Grade 10 may want to take the ACT for practice. The Writing Test is optional. Many universities and colleges are recommending it, you should check with the interested institution to see if they are requiring the writing portion. Registration packets are available in the Student Services office or register on-line at 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.

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 several 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. Register on line at www.collegeboard.org.

CREDIT FLEXIBILITY

Credit flex is an education option that gives students a way to be in charge of their learning. The key to this option is that the student drives the request to learn differently as well as the plan to earn the credit. Credit Flex is an **independent** study of your chosen high school course and the rigor for completing a course **on your own** should not be taken lightly.

You may earn a grade for the course, which is reflected in the high school GPA and on the high school transcript. A credit flex grade will not be recorded on report cards. For courses that have a State End of Course exam, students are required to take that exam during state designated testing windows.

Some cautions of Credit Flex:

- May require the student to teach themselves with little to no support. This option does not involve JHS instructors or provide for JHS student interaction.
- May not adequately prepare a student for maximizing their score on the ODE end-of-course exam (when applicable), which the student must still take as a graduation requirement.
- May put the student at a disadvantage for performance in subsequent or sequential courses or may not match the academic standards for Jackson High School.
- Please understand that all credit flex proposals must be approved by the team. Teams may make recommendations regarding resources for courses or require mastery of prerequisite skills in order to encourage student success.

Steps:

1. Review and print the application. This can be found on the student services website, under credit flex. The online application is a fillable form; you and your child are encouraged to complete as much of the form as you can prior to your meeting with the school counselor.
2. Set a meeting with the appropriate school counselor

Deadlines for Credit Flex Application:

- **Third week of March** for students wishing to credit flex a course over the summer or for the next school year.
- **December 1** for students wishing to credit flex a semester course for the second semester.
- Please go to the Student Services website <https://www.jackson.stark.k12.oh.us/Page/784> for details and the application.

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 on a 4.0 scale
- One of the following: 28 on ACT Reading, 26 on ACT Math, 630 on SAT Verbal, or 650 on SAT Math

OHIO HIGH SCHOOL HONORS DIPLOMAS

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:

1. Academic Honors Diploma
2. International Baccalaureate Honors Diploma
3. Career Tech Honors Diploma
4. STEM Honors Diploma
5. Arts Honors Diploma*
6. Social Science and Civic Engagement Honors Diploma

*includes dance, drama/theatre, music and visual art.

The following two pages will explain the Honors Diplomas currently offered by the Ohio Department of Education. You may also want to view the online information at <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Honors-Diplomas>.

| Criterion | Ohio Diploma | Academic Honors Diploma | International Baccalaureate Honors Diploma | Career Tech Honors Diploma | STEM Honors Diploma | Arts Honors Diploma (Includes dance, drama/theatre, music, and visual art) | Social Science & Civic Engagement Honors Diploma |
|-------------------------------------|--|---|---|---|---|---|---|
| Math | 4 units, must include one unit of algebra II or equivalent | 4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content | 4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content | 4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content | 5 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content ⁴ | 4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content | 4 units, Algebra I, Geometry, Algebra II (or equivalent), and one other higher level course or 4 course sequence that contains equivalent or higher content |
| Science | 3 units | 4 units, including two units of advanced science ² | 4 units, biology, chemistry, and at least one additional advance science ² | 4 units, including two units of advanced science ² | 5 units, including two units of advanced science ² | 3 units, including one unit of advanced science ² | 3 units, including one unit of advanced science ² |
| Social Studies | 3 units | 4 units | 4 units | 4 units | 3 units | 3 units | 5 units |
| World Languages | N/A | 3 units of one world language, or no less than 2 units of each of two world languages studied | 4 units minimum, with at least 2 units in each language studied | 2 units of one world language studied | 3 units of one world language, or no less than 2 units of each of two world languages studied | 3 units of one world language, or no less than 2 units of each of two world languages studied | 3 units of one world language, or no less than 2 units of each of two world languages studied |
| Fine Arts | 2 Semesters | 1 unit | 1 unit | N/A | 1 unit | 4 units | 1 unit |
| Electives | 5 units | N/A | N/A | 4 units of Career-Technical minimum ³ | 2 units with a focus in STEM courses | 2 units with a focus in fine arts course work | 3 units with a focus in social sciences and/or civics |
| GPA | N/A | 3.5 on a 4.0 scale | 3.5 on a 4.0 scale | 3.5 on 4.0 scale | 3.5 on a 4.0 scale | 3.5 on a 4.0 scale | 3.5 on a 4.0 scale |
| ACT/SAT/WorkKeys¹ | N/A | 27 ACT/1280 SAT ⁸ | 27 ACT/1280 SAT ⁸ | 27 ACT/1280 SAT ⁸ /WorkKeys (6 Reading for Information & 6 Applied Mathematics) ⁷ | 27 ACT/1280 SAT ⁸ | 27 ACT/1280 SAT ⁸ | 27 ACT/1280 SAT ⁸ |
| Field Experience | N/A | N/A | Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵ | Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵ | Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵ | Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵ | Complete a field experience and document the experience in a portfolio specific to the student's area of focus ⁵ |
| Portfolio | N/A | N/A | Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ⁶ | Develop a comprehensive portfolio of work based on the student's field experience or a topic related to the student's area of focus that is reviewed and validated by external experts ⁶ | Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁶ | Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁶ | Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus that is reviewed and validated by external experts ⁶ |
| Additional Assessments | N/A | N/A | N/A | Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent | N/A | N/A | N/A |

NOTE: Items shaded in blue are changes that were made to the honors diploma system, including the entire STEM, Arts, and Social Science and Civic Engagement Honors Diplomas

NOTES:

For the Academic, International Baccalaureate, and Career Tech Honors Diplomas, students who entered the ninth grade between July 1, 2013 and June 30, 2017 may choose to pursue the diploma by meeting the requirements of these criteria or the previous criteria. Students entering the ninth grade on or after July 1, 2017 must meet these criteria.

Completion of any advanced standing program, which includes Advanced Placement, International Baccalaureate, College Credit Plus, and may include Credit Flexibility, can be counted toward the unit requirements of an Honors Diploma.

Students must meet all but one of the criteria to qualify for an Honors Diploma, and any one of the criteria may be the one that is not met.

Diploma with Honors requirements pre-suppose the completion of all [high school diploma requirements](#) in the Ohio Revised Code including:

unit physical education (unless exempted), unit health, unit in American history, unit in government, and 4 units in English. The class of 2021 and beyond will need to have ½ unit in world history and civilizations as well.

¹ Writing sections of either standardized test should not be included in the calculation of this score. The Locating Information test is not included in the calculation of the WorkKeys score.

² Advanced science refers to courses that are inquiry-based with laboratory experiences and align with the 11/12th grade standards (or above) or with an AP science course, or with an entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany, or astronomy).

³ Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post-secondary credit.

⁴ The fifth mathematics and science credit for the STEM honors diploma may be fulfilled with a single course.

⁵ Field Experience refers to experiential learning in either an internship or apprenticeship. Students will document their experiences by describing their understanding in a portfolio.

⁶ The student portfolio is a collection of experiential learning and competencies based on the student's field experiences. Students will engage with professionals or scholars in the field while developing their own portfolio or ePortfolio of original work that documents their technical, critical and creative skills representative of their honors focus; students' work must be reviewed and evaluated by scholars or professionals within the field/area of study in which the students' work is focused, and the scholars or professionals must be external to the district staff; students will give a presentation to showcase the work and provide an analysis of it to the school and local community. If the student does not complete a field experience, the portfolio can be based on a collection of work related to the student's honors diploma area of focus.

⁷ Students must score a minimum of a 6 on the Applied Mathematics WorkKeys Assessment and a minimum of 6 on the Reading for Information WorkKeys Assessment in order to meet the WorkKeys score requirement. The WorkKeys option applies only to the Career Tech Honors Diploma.

⁸ These scores are based on the 2016 ACT and SAT assessments. Concordance tables outlining equivalent scores for past and future tests that differ from the 2016 versions will be published on the ODE website. Tables to concord SAT assessments taken prior to March 2016 can be found [here](#). Further information on test concordance can be found [here](#).

SEAL OF BILITERACY

A Seal of Biliteracy recognizes graduating seniors who can demonstrate high levels of proficiency in English and at least one other World language. A school or district gives this award by following the state-established guidelines. Further information may be found online at <http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Ohio-Seal-of-Biliteracy>. To determine student eligibility to earn an Ohio Seal of Biliteracy, the answer must be an unqualified “Yes” to all the following questions:

1. Is the student eligible to earn a high school diploma?
 - a. Qualifiers:
 - i. Is the student currently a senior or a junior in good standing within 15 months of graduating?
 - ii. Does the student attend a school that is officially participating in the state’s Seal of Biliteracy program or is he or she an eligible home-schooled student?
2. Has the student met one of the English language arts proficiency requirements for earning a Seal of Biliteracy?
 - a. Qualifiers:
 - i. Earned a proficient level or higher on Ohio’s required state tests for high school English language arts I and II; or
 - ii. Earned a remediation-free score on the English and reading sections of the ACT or SAT; or
 - iii. Earned a proficient level or higher on an Ohio Department of Education-approved alternative assessment (TerraNova or Iowa Test); or
 - iv. Earned a score of proficient or higher on the 9-12 Ohio English Language Proficiency Assessment (OELPA).
3. Has the student satisfied one of the foreign language proficiency requirements for earning a Seal of Biliteracy?
 - a. Qualifiers:
 - i. Passed an Advanced Placement (AP) foreign language examination with a score of 4 or higher; or
 - ii. Passed an International Baccalaureate (IB) foreign language examination with a score of 5 or higher on the Higher Level exam or a score of 6 or higher on the Standard Level exam; or
 - iii. Attained a score of Intermediate High or higher in comprehension, speaking, reading and writing the foreign language based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines found at actfl.org/, using assessments approved by the Ohio Department of Education; or
 - iv. Qualified for proficiency-based credits through Ohio’s credit flexibility program and attained a score of Intermediate High or higher in comprehension, speaking, reading and writing based on the American Council on the Teaching of Foreign Languages Proficiency Guidelines using assessments approved by the Ohio Department of Education; or
 - v. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpersonal signing, presentational signing and demonstrating understanding of American Sign Language on an American Sign Language assessment approved by the Ohio Department of Education; or
 - vi. Attained a score equivalent to Intermediate High or higher on the American Council on the Teaching of Foreign Languages Proficiency Guidelines in interpretive reading and presentational writing on a classical language assessment approved by the Ohio Department of Education.

Students enrolled in a level 3, 4, or AP World language course should see their instructor for more details.

NCAA ELIGIBILITY CENTER/COLLEGE DIVISION I or II

In order to practice, compete, and receive scholarships at NCAA institutions, students must be certified by the NCAA Clearinghouse. *No later than the beginning of their junior year, interested students need to set up a meeting to discuss NCAA eligibility with their school counselor and complete the registration form at www.eligibilitycenter.org.* Applications should not be sent before the end of a student's **junior year**. At the end of the junior year, an official transcript should be sent to the Eligibility Center. The NCAA Clearinghouse will only evaluate a student's application two times:

1. When the application is initially sent
2. After the student graduates

Sending transcripts more than these two occasions will not help expedite the Clearinghouse process.

Any student interested in NCAA eligibility should be cautious in selecting core courses which have been approved by the NCAA. Credit Flex, digital, or other non-traditional coursework, must be submitted to the Clearinghouse for approval PRIOR to taking the coursework. To see the most up-to-date list of NCAA approved courses, check online at www.eligibilitycenter.org (school code 363-280).

To be certified as a full qualifier at a Division I school, a student must:

1. Graduate from high school
2. Earn a minimum GPA of 2.300 in 16 core courses (listed below)
 - a. 4 English
 - b. 3 Math (Algebra I and above)
 - c. 2 Sciences (natural or physical science, including 1 lab course)
 - d. 1 additional of English, Math, or Natural/Physical Science
 - e. 2 Social Studies
 - f. 4 additional from English, Math, Science, Social Studies, or Foreign Language
 - g. Earn a combined SAT or ACT sum score that matches your core course GPA and test score sliding scale

To be certified as a full qualifier at a Division II school, a student must:

1. Graduate from high school
2. Earn a minimum GPA of 2.200 in 16 core courses (listed below)
 - a. 3 English
 - b. 2 Math (Algebra I and above)
 - c. 2 Sciences (natural or physical science, including 1 lab course)
 - d. 3 additional of English, Math, Science, Social Studies or Foreign Language
 - e. 2 Social Studies
 - f. 4 additional from English, Math, or Life/Physical Science
 - g. Earn a combined SAT or ACT sum score that matches your core course GPA and test score sliding scale

*Senate Bill 55 allows eighth graders to take Algebra I (or any other high school course) and receive high school credits for graduation purposes. These courses **WILL NOT** count towards NCAA requirements.

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 (CTE) is for college and non-college bound students. Most students take a college prep course load while participating in a program. Career & Technical Education is also known as College Tech Prep, since the programs are aligned closely with college programming in the career field area and could lead to students earning college credit upon successful completion of program requirements. 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.

Jackson High School also participates in a Career and Technical Compact Program in partnership with Lake, Plain (GlenOak), and North Canton (Hoover) schools. In order to serve the students of all four school districts, these schools may provide access to CTE programs which are not offered at a student's home school. 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.

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. Counselors will provide guidance to students, helping them to fulfill their educational and career goals. Students who have failed required courses prior to their junior year must work closely with their counselor to ensure that graduation requirements are met.

PROGRAM APPLICATION AND ACCEPTANCE

Students must complete an application if interested in a Career & Technical program. These applications are 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 course 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 not offered at Jackson High School that are offered at our Stark County Compact partnership high schools may not be notified by those schools of acceptance until early April. Students should complete a Jackson High School schedule during the registration period that represents a full schedule in case they do not gain acceptance into a Compact program. If accepted, the student's counselor will adjust his/her schedule to remove electives and include the new courses.

OHIO CAREER-TECHNICAL EDUCATION ASSESSMENTS

Secondary career-technical education (CTE) programs in Ohio have required career field pathway end-of-course tests. All tests are administered electronically through a web-based application. All CTE tests are developed and administered by The Ohio State University, CETE through a proprietary system called [WebXam](#)©. 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.

JACKSON HIGH SCHOOL
Career and Technical Education
For more information, see <https://www.jackson.stark.k12.oh.us/Page/1911>

| Jackson Programs | Length of Program | Junior Class Time | Credits | Senior Class Time | Credits |
|--|-------------------|--|---------|--|---------|
| Automotive Technologies | 2 year | Transportation Maintenance | 1 | Engine Performance | 1.5 |
| | | Engine and Powertrain | 1 | Electrical/Electronics | 1.5 |
| | | Braking, Suspension, Steering | 1 | | |
| Computer Networking and Cyber Security | 2 year | Information Technology | 1 | Networking | 1 |
| | | Computer Hardware | 1 | Routing and Switching | 1 |
| | | Computer Software | 1 | Cybersecurity (Option) | 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 | Hospitality Fundamentals | 1 | Restaurant Management | 1 |
| | | Dining Room Service and Operations | 2 | Fundamentals of Food Production | 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 Hardscapes | 1 |
| | | Greenhouse and Nursery Management | 1 | Turf Science and Management | 1 |
| | | Landscape Systems Management | 1 | Agriculture and Environment Systems Capstone | 1 |

CAREER & TECHNICAL PROGRAMS

AUTOMOTIVE TECHNOLOGIES

550 GROUND TRANSPORTATION MAINTENANCE (JUNIOR)

551 GROUND TRANSPORTATION ENGINE AND POWERTRAIN (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 Automotive Service Excellence (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 the 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, drivetrain, 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 Powertrain 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.

Students are responsible for membership dues of approximately \$40 for SkillsUSA. 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. College credit may be available upon successful completion of program/testing requirements.

COMPUTER NETWORKING AND CYBER SECURITY

580 INFORMATION TECHNOLOGY (JUNIOR)

581 COMPUTER HARDWARE (JUNIOR)

582 COMPUTER SOFTWARE (JUNIOR)

583 NETWORKING (SENIOR)

584 ROUTING AND SWITCHING (SENIOR)

585 NETWORK SECURITY/CYBERSECURITY (SENIOR OPTION)

| | |
|---------------|--|
| Prerequisite: | Junior - Application required Senior – Completion of Junior program |
| Length: | 2 Year course |
| Grade Level: | 11&12 |
| Credit: | 3 credits Junior year 2-3 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. The Cisco Networking Academy® helps prepare students for entry-level career opportunities, continuing education, and the globally-recognized CompTia A+, Cisco CCNA®, CCNA Cybersecurity Operations and CCNA Security certification. In addition, the courses help provide learning pathways from secondary to post-secondary institutions.

Industry Recognized Certification- As a CompTIA Authorized Quality Curriculum learning institution, PC Hardware and Software will help prepare students for the CompTIA A+ Essentials and job-skills certification exams. After completing all four courses of CCNA Routing and Switching, students will be prepared to take the Cisco CCNA® certification exam. If students complete the optional Network/Cybersecurity coursework they will be prepared for the Security Fundamentals and Security Operations exams which align with the CCNA Cyber Ops and CCNA Security certification. Visit www.Cisco.com/web/learning/netacad/index.html for more information.

Junior Year Program (3 periods- 3 credits)

Information Technology 145005- The 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 (2 periods- 2 credits, Senior Option 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.

Cybersecurity 146005 - (Senior Option) Students will learn the components of cybersecurity and the role each plays in preventing, detecting, and mitigating vulnerabilities and attacks. Components include the security of the network infrastructure, security of the systems, and the prevention, detection, and mitigation of common vulnerabilities and attacks. Throughout this course, students will examine and implement security safeguards for desktop, network, and application security.

Network Security 145050- (Senior Option) Network Security will address securing networks and operating systems. Students will learn to secure network communications, computer hardware, and network software. Topics included are network security theory, cryptography, security architecture, firewalls, VPN, IP security, and methods of protection.

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.

CCNA Cybersecurity Operations (optional)- Helps students develop the skills needed for entry level network-security career opportunities covering knowledge and skills needed to successfully handle the tasks, duties, and responsibilities often required by an associate-level Security Analyst working in a Security Operations Center.

CCNA Security (optional) - This is a hands-on, career-oriented course with an emphasis on practical experience to help students develop specialized security skills to advance their careers.

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

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

Students are responsible for certification exam costs of approximately \$200-\$600.

Junior Year- students have the option to test for A+ Certification (approximate cost \$200).

Senior Year- students have the option to test for CCNA Certification (approximate cost \$400).

Because of our program affiliation, these certification tests are being offered to our students at half the traditional cost which could well exceed \$1000.

ENGINEERING AND ARCHITECTURE

XXX INTRODUCTION TO ENGINEERING DESIGN (JUNIOR) at Hoover HS

XXX PRINCIPLES OF ENGINEERING (JUNIOR) at Hoover HS

544 ARCHITECTURE DESIGN - STRUCTURAL AND MECHANICAL (SENIOR) at Jackson HS

545 ARCHITECTURE DESIGN - SITE AND FOUNDATION PLANS (SENIOR) at Jackson HS

| | |
|---------------|--|
| 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.

There is an approximate fee of \$20.00

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 nurse assisting, which includes full preparation and testing to become a State-Tested Nursing Assistant (STNA), as well as an introduction to basic pharmacology to prepare for the optional Exam for the Certification of Pharmacy Technicians (ExCPT) or Pharmacy Technician Certification Board (PTCB) exam, CPR training, and First Aid Training. Students will have an opportunity to observe and experience various clinical environments and volunteering opportunities, including: healthcare settings, blood drive organization and support, health screening support (hearing and vision), and other health related activities. We are partnering with area healthcare providers and post-secondary institutions to keep up-to-date with the most current and innovative

educational trends in the healthcare industry and are 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 Healthcare 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, OSHA-10, and STNA (State-Tested Nursing Assistant). Students will be prepared to sit for the national certification exam, the ExCPT or PTCB, to become a Certified Pharmacy Technician (CPhT) after they are 18 years old and graduate 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 collect data, 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 focus 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.

Optional: If senior students obtain an approved healthcare job and work 15 hours per week they will be allowed to participate in a work-study program second semester.

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.

Students are responsible for membership dues of approximately \$40 for SkillsUSA. College credit may be available upon successful completion of program/testing requirements.

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.

CULINARY ARTS/ RESTAURANT MANAGEMENT

460 HOSPITALITY FUNDAMENTALS (JUNIOR)

461 DINING ROOM SERVICE AND OPERATIONS (JUNIOR)

464 RESTAURANT MANAGEMENT (SENIOR)

465 FUNDAMENTALS OF FOOD PRODUCTION (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 foodservice 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 \$80* including the workbook and 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.

Junior Year Program (3 periods- 3 credits)

Hospitality Fundamentals 330000 - This first course in the career field will introduce students to culinary arts, food service operations, lodging, travel and tourism. Students will obtain knowledge of customer service principles and examine the impact of cultural, historical, social and technological developments on key segments of the industry. They will also apply safety and sanitation techniques to prevent and control injuries, illnesses and diseases in the workplace. Business law, employability skills, leadership and communications will be addressed.

Dining Room Service and Operations 330110 - Students will apply strategies and techniques to identify and meet dining guest needs. They will provide table and beverage service; maintain eating areas, meeting spaces and serving stations; manage online reservations and orders; and monitor table turns, wait lines and table assignments. Nutritional analysis, types of table service, safety and sanitation, cultural intelligence, employability skills and communications will also be addressed.

Senior Year Program (3 periods- 3 credits)

Restaurant Management 330120 - Students will apply management principles to plan, organize and direct restaurant staff toward goal achievement. They will hire, train, and supervise employees; establish processes to facilitate restaurant operations; and plan and design menus. Students will also forecast and schedule food

production, establish food specifications, select vendors, calculate costs, and purchase food and nonfood products. Other topics include food science, nutritional analysis, business law and ethics, economics, and marketing.

Fundamentals of Food Production 330100 - Students will prepare food products and beverages according to standardized recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills, and culinary math will be emphasized. Employability skills, leadership, and communications will also be incorporated.

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

Chef uniforms are required. The approximate cost for the ProStart test is \$20 per year. The approximate cost of the ServSafe workbook and exam is \$80. 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.

HORTICULTURE

590 HORTICULTURE- PLANT & HORTICULTURE SCIENCE (JUNIOR)

591 HORTICULTURE- GREENHOUSE & NURSERY MANAGEMENT (JUNIOR)

592 HORTICULTURE- LANDSCAPE SYSTEMS MANAGEMENT (JUNIOR)

593 HORTICULTURE- LANDSCAPE HARDSCAPES (SENIOR)

594 HORTICULTURE- TURF SCIENCE AND MANAGEMENT (SENIOR)

595 HORTICULTURE- AGRICULTURAL AND ENVIRONMENTAL SYSTEMS CAPSTONE (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.

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.

Senior Year Program (3 periods - 3 credits)

Landscape Hardscapes 010640 - Students will learn skills in constructing and installing hardscape features in a landscape. Topics include basic principles of building and implementing designs drawn and drafted from computer-aided designs and blueprints. Students will install artificial lighting, water systems, deck, and creative concrete features on job sites. Throughout the course, business management practices, employability skills, and safety procedures will also be emphasized.

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.

Agricultural and Environmental Systems Capstone 010190 - Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

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

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.

JACKSON SCHOOL FOR THE ARTS (JSA)

The Jackson School for the Arts, established in 2001, is designed for students who have interests in the areas of dance, drama, instrumental music, visual art, and vocal music. Within the JSA curriculum, students enroll in Advanced Placement, College Credit Plus, and Jackson High School’s rigorous course offerings while exploring many courses in the arts. Over a four year period, students are exposed to all art disciplines, eventually narrowing their focus in the arts to an area of concentration. Furthermore, 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, seminars, problem based learning experiences, university master classes and partnerships, field trips, guest speakers, travel, arts camps, and performances are built into the curriculum. Students may apply to enter the JSA program their freshman or sophomore year.

A prospective applicant must submit a completed application online and participate in an interview. Additional information may be found on the JSA website or by calling the JSA Coordinator at Jackson High School, 330-837-3501, extension 1462.

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

Requests to be enrolled in both JSA and JAGS will only be considered by administrative review. Please submit your request to both the JAGS Coordinator and JSA Coordinator via email in order to be considered for dual enrollment in JSA and JAGS.

Four Year Course Requirements for JSA*

General education options are fulfilled among these requirements

| Freshmen | Sophomore | Junior | Senior |
|---|---|---|---|
| Art of Theatre# JSA Visual Art 1 or JSA Accelerated Visual Art Band and/or Chorus JSA English 9 JSA World History JSA Optional Class: Dance 1 # #denotes semester course | JSA English 10 or JSA Accelerated English 10 JSA American History or Academy AP American History Two options from the Visual or Performing Arts | Junior Seminar Two options from the Visual or Performing Arts | Senior Internship One upper Level option from the Visual or Performing Arts |

All JSA students must take two units of Physical Education, Health and Personal Finance

*subject to change

JACKSON ACADEMY FOR GLOBAL STUDIES (JAGS)

The Jackson Academy for Global Studies (JAGS) is a four year academy at Jackson High School with a globally focused curriculum. Within the JAGS curriculum, students enroll in Advanced Placement, College Credit Plus, and Jackson High School’s rigorous course offerings while exploring courses with a globally focused curriculum. JAGS Students must successfully complete a JAGS four year course plan, 80 hours of community service, a digital portfolio of their high school work, and a capstone project to receive a Certificate of Global Studies from Jackson High School and the Asia Society’s International Studies School Network. We believe that preparing globally competent students begins with a rigorous curriculum including: interdisciplinary problem-based learning, cultural awareness, world language immersion, community collaboration, service learning, leadership opportunities, business partnerships, and educationally based travel opportunities. Upon completion of the program, JAGS students will possess the skills necessary to lead, cultivate and communicate their own ideas; excel in their chosen career paths, and work collaboratively to successfully navigate our global society. Students may apply to enter the JAGS program their freshman or sophomore year.

All JAGS Students must have **four years of high school credit in a World Language** (high school credits can be earned while in middle school - but the world language course MUST fulfill our high school requirements) for a JAGS graduation endorsement. All JAGS students must complete the course requirements below to earn the JAGS graduation endorsement

JAGS students may apply to enter JAGS their sophomore year but must have four years of a world language for the JAGS graduation endorsement.

A prospective applicant must submit a completed application online. Additional information may be found on the JAGS website or by calling the JAGS Coordinator at Jackson High School, 330-837-3501, extension 1570.

Requests to be enrolled in both JAGS and JSA programs will only be considered by administrative review. Please submit your request to both the JAGS Coordinator and JSA Coordinator via email in order to be considered for dual enrollment in both academies.

Four Year Course Requirements for JAGS*

General education options are fulfilled among these requirements

| Freshman | Sophomore | Junior | Senior |
|--|--|--|---|
| JAGS Biology JAGS English 9 JAGS World History World Language Options: <i>Chinese</i> <i>French</i> <i>Spanish</i> | JAGS Chemistry JAGS English 10 or JAGS Accelerated English 10 JAGS American History or ACADEMY AP American History World Language Options: <i>Chinese</i> <i>French</i> <i>Spanish</i> | Model UN Seminar World Language Options: <i>Chinese</i> <i>French</i> <i>Spanish</i> | JAGS Senior Capstone Course World Language Options: <i>Chinese</i> <i>French</i> <i>Spanish</i> |

*subject to change

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 students considering a career in 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 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 English 9 and progress through English 10, English 11, and English 12. In the following course descriptions, some skills are repeated throughout all levels. Repeated skills become more advanced with each level. An attempt to specify some skills of focus for each course 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, and grammar. The literature in this course includes the study of drama, short stories, nonfiction, and choice novels in a Reader's/Writer's workshop format that includes literature circles. 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.

JAG102 JAGS ENGLISH 9

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

This freshman-level course with a global perspective 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, 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 in all parts of the world 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. In addition, students will be asked to write a research paper that utilizes MLA format. Students in the JAGS program will be developing work 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.

JSA102 JSA ENGLISH 9

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

This freshman-level course 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 may be expected to purchase supplementary materials for this course.

| | | |
|----------------------------------|---------------|--|
| 112 ACCELERATED ENGLISH 9 | Prerequisite: | Successful completion of |
| | | <u>Accelerated</u> 8th-grade Language Arts |
| | 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, nonfiction, 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.

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, a variety of non-fiction selections, and choice novels in a Reader/Writer's workshop format that includes literature circles. 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 prepare students for the state assessments. The course will also include extended response, informative, and argumentative writing.

Students will purchase supplementary materials for this course.

| | | |
|-------------------------------|---------------|----------------|
| JAG103 JAGS ENGLISH 10 | Prerequisite: | JAGS English 9 |
| | Length: | Year course |
| | Grade Level: | 10 |
| | Credit: | 1 credit |

This sophomore-level course is fitting for students with global interests that encourage their success in English through the motivation to find solutions and greater meaning within the modern world. The content focuses on finding global connections in American literature that align with major historical concepts through the study of novels, short stories, poetry, drama, and non-fiction. Through the use of problem-based learning, students engage in cross-curricular projects that assist them in developing a broader understanding of the world while promoting improvement in critical thinking, presentation skills, and collaborative abilities. The course promotes the use of executive functioning skills that students are able to use while working with others in order to

complete major projects that result in presentations and documentaries shown to authentic audiences, demonstrating their leadership among their peers and community. Students will continue to refine their reading, speaking, and listening skills and will write various pieces of expository, analytical, and persuasive writing in order to prepare students for real-world and college-level demands related to research and analysis.

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 non-fiction selections, while also incorporating the study of various artistic forms, such as paintings, drawings, photography, sculpture, and video that apply to the study of literature for the Jackson School for the Arts program. 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, 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.

| | | |
|-----------------------------------|---------------|--|
| 113 ACCELERATED ENGLISH 10 | Prerequisite: | English 9 (Accelerated English 9 Highly Recommended) |
| | 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 Romantics to present day. Students will read a variety of novels and supplementary texts from the American literary canon to contemporary pieces. Students will write using a variety of modes 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 develop effective writing techniques, and to prepare students for the college-level demands of the AP 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. Students will explore various texts from the canon of American literature along with texts of a global nature and contemporary non-fiction. Students will be exposed to journals (submitted to turnitin.com) and AP-style tests and quizzes. Students will write a variety of modes 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 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 AP classroom. Students in the JAGS program will be developing work 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.

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 JSA students who excel in language arts and will explore the development of American literature from the Romantics to present day. Students will read a variety of novels and supplementary texts from the American literary canon to contemporary pieces. Students will write using a variety of modes 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 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 AP classroom. Students in the JSA program will be developing real-world skills of collaboration and communication through project-based learning activities.

Students will purchase supplementary materials for this course.

104 ENGLISH 11

| | |
|---------------|-------------|
| 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, non-fiction, 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 as preparation for ACT and SAT assessments.

Students will purchase supplementary materials for this course.

114 ACCELERATED ENGLISH 11

| | |
|---------------|--|
| Prerequisite: | English 10 (Accelerated English 10 Highly Recommended) |
| 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 through a reading workshop skills-based model and the works will include short stories, poetry, fiction, non-fiction, 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. Additionally, students will work on grammar and vocabulary skills as preparation and review for ACT and SAT assessments.

Students will purchase supplementary materials for this course.

115 AP ENGLISH LANGUAGE AND COMPOSITION

| | |
|---------------|---|
| Prerequisite: | Successful completion of Accelerated English 10, Accelerated English 11, or AP Literature and Composition |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

This course will allow students to analyze non-fiction texts 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 the 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.

A grade of *A* or *B* in *AP Literature and Composition* or *Accelerated English 10 or 11* constitutes successful completion of the course; however, students who have received a grade of *C* or lower in that course may struggle with AP English Language and Composition content and requirements.

106 ENGLISH 12

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

This senior-level course is designed to apply and master reading skills and strategies through the exploration of literature. In this course, the literature read and discussed focuses on the role that society has in the creation of its monsters. Focus is placed on how society is responsible for monsters and how fears and anxieties are embodied within the. Therefore, the texts will explore these themes present in society in order to help the students analyze his/her own culture's use of the word "monster." The literature that will be studied includes a variety of short stories, novels, fiction and nonfiction, and additional supplemental pieces. Students will write a minimum of one composition per quarter. Students will be expected to give presentations individually as well as collaboratively. Critical thinking skills will be reinforced through problem-based learning projects and close readings. Post-secondary preparation will be a focus during senior year, which will include but not be limited to college essay writing.

Students will purchase supplementary materials for this course.

CCP118 ACCEL. ENGLISH 12 COLLEGE COMP 1 (Semester 1)

CCP119 ACCEL. ENGLISH 12 COLLEGE COMP 2 (Semester 2)

| | |
|---------------|--|
| Prerequisite: | CCP Requirements |
| Length: | Year |
| Grade Level: | 12 |
| Credit: | 1 credit 3 OTM (Ohio Transfer Module) college credits possible |

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 (one is written and revised with a reflective writing for a portfolio); two to three reader responses; a five to seven page collaborative essay written with classmates with presentation component, plus a * five to seven page individual researched argument paper which acts as a capstone for the semester. *students must earn a D or better on the individual

researched argument paper to pass the course. Composition II will build on the skills and knowledge obtained in College Composition including research and inquiry.

Students will develop an understanding of rhetoric, argument, and language as they explore and write about complex topics in formal papers. Comp II requires reading, research and writing of two argumentative essays; a cooperative essay, a seven to nine page argumentative research paper using observation, primary sources and academic sources; 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 (OWC) and from the instructor. The courses are particularly beneficial to students entering sciences, engineering, or math fields, as both focus on research and non-fiction texts. In both CCP Writing Courses, students need to be coachable regardless of previous writing experience and be willing to put forth effort while working more independently than in any previous high school class. Students will engage with others in collaboration about ideas, take initiative, self-monitor, and reflect during the entire writing process to grow as a collegiate-level writer and as a collegiate thinker.

117 AP ENGLISH LITERATURE AND COMPOSITION

| | |
|---------------|---|
| Prerequisite: | Successful completion of Accelerated English 10, Accelerated English 11, or AP Language and Composition |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

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 out-of-class reading and writing and will feature a literature based, yearlong 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 some of the greatest writers in history.

A grade of *A* or *B* in *AP Language and Composition* or *Accelerated English 10 or 11* constitutes successful completion of the course; however, students who have received a grade of *C* or lower in these courses may struggle with AP English Literature and Composition content and requirements.

120 GRAMMAR REFRESHER/ACT Prep

121 GRAMMAR REFRESHER/ACT Prep

| | |
|---------------|-----------------|
| 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.

122 AP RESEARCH

| | |
|---------------|-------------|
| Prerequisite: | AP Seminar |
| Length: | Year course |
| Grade Level: | 12 |
| Credit: | 1 credit |

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. Although the topic of each research study will vary, the course requires students to plan and conduct a study or investigation. The course provides opportunities (activities/assignments) for students to:

- understand principles of discipline-specific research methods (e.g., qualitative, quantitative, mixed).
- employ appropriate disciplinary research methods to develop, manage, and conduct an in-depth study or investigation in an area of student's own interest, culminating in a 4000-5000 word paper (accompanied by an additional piece of scholarly work – where applicable – to be performed or exhibited).
- present (using appropriate media) and defend the research design, approach, and findings to a panel.
- document their processes and curate the artifacts of the development of their scholarly work in a portfolio.

Students are assessed on the academic paper and presentation and oral defense of research. The academic paper is approximately 4,000-5,000 words, and the presentation and defense take approximately 15-20 minutes. The Academic Paper is 75% of the score and the Presentation and Oral Defense is the remaining 25% of the score which constitutes the AP exam grade.

The AP Research exams cost approximately \$142 each, which is more than other AP exams.

130 ENGLISH 9 132 ENGLISH 10 134 ENGLISH 11 136 ENGLISH 12

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

Work-related and basic English skills are emphasized in this course through reading, writing, listening, vocabulary development, grammar, and study skills. Students will prepare for statewide, standardized assessments through the Ohio Learning Standards or the Ohio Learning Standards-Extended. Selected teaching methods and materials will be determined by individual needs.

Students will purchase supplementary materials for the course.

151 ENGLISH 9 152 ENGLISH 10 153 ENGLISH 11 154 ENGLISH 12

| | |
|---------------|----------------------------|
| Prerequisite: | Placement by referral only |
| Length: | Year course |
| Grade Level: | 9, 10, 11, 12 |
| 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.

FAMILY AND CONSUMER SCIENCES

410 CREATIVE LIVING SKILLS

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

411 CREATIVE LIVING SKILLS

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. Additional topics will focus on problem-solving, communication, nutritional and food selections, and personal health.

In addition to an approximate \$25 course fee, students furnish material costs for projects.

430 CHILD DEVELOPMENT 1

Prerequisite: None
Length: 1st semester
Grade Level: 11, 12
Credit: 1/2 credit

Students will analyze human growth and development throughout the lifespan. An emphasis will be placed on physical, cognitive, social and emotional growth and development. Additional topics will include human characteristics and traits, genetic defects, parenting styles and responsibilities and cultural differences within a family unit and community.

Students may choose to sign up for Child Development 2 second semester for a full year of study.

431 CHILD DEVELOPMENT 2

Prerequisite: Child Development 1
Length: 2nd semester
Grade Level: 11, 12
Credit: 1/2 credit

Students will study the principles of child growth, development and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services. Students will have opportunities to develop skills observing and working with children and use resource materials to develop lessons for young children.

440 FOODS 1

Prerequisite: None
Length: 1st semester
Grade Level: 11, 12
Credit: 1/2 credit

Students will gain knowledge in food selection criteria and apply preparation methods to promote a healthy lifestyle. Students will apply cooking methods, ingredient selection and nutritional information in the context of selected food dishes. Throughout the course, basic food safety and sanitation techniques will be emphasized.

There is an approximate \$30 course fee.

Students may choose to sign up for Foods 2 second semester for a full year of study.

441 FOODS 2

Prerequisite: Foods 1
 Length: 2nd semester
 Grade Level: 11, 12
 Credit: 1/2 credit

Students will compare cuisines, ingredients, and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

There is an approximate \$30 course fee.

442 CLOTHING CONSTRUCTION 1
443 CLOTHING CONSTRUCTION 1

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

Students will study the visual appearance of fabric and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products.

Students will purchase project supplies.

444 CLOTHING CONSTRUCTION 2
445 CLOTHING CONSTRUCTION 2

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

Students will build on skills learned in Clothing Construction 1. 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. Careers in fashion will be explored.

Students will purchase project supplies.

446 FOOD AND FITNESS
447 FOOD AND FITNESS

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

This course covers the essentials of human nutrition that improve and sustain optimal performance for sport and exercise. This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will use principles of nutrition to ensure a healthy body throughout the life cycle. An emphasis will be placed on planning and preparing meals with an understanding of nutrients and their benefits, portion control and dietary needs. This course will require students to engage in exercise and fitness related physical activity including: use of weight and exercise equipment, running, yoga and circuit training.

There is an approximate \$25 course fee.

FINE ARTS

200 VISUAL ART 1 201 VISUAL ART 1

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 a 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 1 is a prerequisite for all other studio art classes.

In addition to an approximate \$15 course fee, some supplies will be required.

JSA200 JSA VISUAL ART

Prerequisite: Acceptance to JSA
Length: Year course
Grade Level: 9
Credit: 1 credit

This course is designed to provide JSA students with an introduction to the study of visual art. The focus will be on learning to find design inspiration, formulating ideas using the art elements and principles of design, building skills in a variety of art media, creating original artwork, and reflecting on one's own artwork and the work of others. Students will have a variety of in-class projects as well as weekly out-of-class assignments, and will have cross-curricular projects utilizing all disciplines in the JSA Block.

In addition to an approximate \$30 course fee, some supplies will be required.

JSA204 JSA ACCELERATED VISUAL ART

Prerequisite: 8th Grade Adv. Art **and** Teacher Recommendation
Length: Year course
Grade Level: 9
Credit: 1 credit

This course offers JSA advanced level visual art students the opportunity to go beyond the basic skills of design, drawing, and painting at an accelerated pace. Emphasis will be placed on understanding the importance of and learning to recognize and use the art elements and design principles, building a working knowledge and skill set in a variety of drawing and painting media, formulating designs through critical thinking, and reflecting on one's own work and the work of others. Students will have both in-class projects as well as out-of-class assignments, and will have cross-curricular projects utilizing all disciplines in the JSA Block.

In addition to an approximate \$60 course fee, some supplies will be required.

204 DRAWING 1 205 DRAWING 1

Prerequisite: Visual Art 1 or 8th 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 studying in art.

In addition to an approximate \$30 course fee, a sketchbook and other supplies are required. Many of the required supplies from Visual Art 1 may be reused for this course.

| | | |
|----------------------|---------------|--------------------------------|
| 206 DRAWING 2 | Prerequisite: | Drawing 1 or JSA Adv. Vis. Art |
| 207 DRAWING 2 | Length: | Semester course |
| | Grade Level: | 9, 10, 11, 12 |
| | Credit: | 1/2 credit |

This course builds on concepts and skills taught in Drawing 1. 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. Many of the required supplies for Visual Art 1 and Drawing 1 may be reused for this course.

| | | |
|----------------------|---------------|-----------------|
| 208 DRAWING 3 | Prerequisite: | Drawing 2 |
| 209 DRAWING 3 | Length: | Semester course |
| | Grade Level: | 10, 11, 12 |
| | Credit: | 1/2 credit |

This course builds on concepts and skills taught in Drawing 1 and Drawing 2. 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. Many of the required supplies for prerequisite classes may be reused for this course.

| | | |
|----------------------|---------------|-----------------|
| 210 DRAWING 4 | Prerequisite: | Drawing 3 |
| 211 DRAWING 4 | 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 1, 2, and 3. 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. Many of the required supplies from Drawing 1, 2 & 3 may be reused for this course.

| | | |
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| 212 PAINTING 1 | Prerequisite: | Visual Art 1 or 8 th Grade Adv. Art |
| 213 PAINTING 1 | 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. 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 materials are required. Many of the required supplies from Visual Art 1 may be reused for this course.

214 PAINTING 2
215 PAINTING 2

Prerequisite: Painting 1 or JSA Adv. Vis. Art
Length: Semester course
Grade Level: 9, 10, 11, 12
Credit: 1/2 credit

This course builds on concepts and skills taught in Painting 1. 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. Many of the required supplies from Visual Art 1 may be reused for this course.

216 PAINTING 3
217 PAINTING 3

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

This course builds on concepts and skills taught in Painting 2. Students will continue learning advanced techniques for communicating through manipulation of various materials. Emphasis is on advanced work in a selected media and the development of a creative voice.

In addition to an approximate \$30 course fee, a sketchbook and other materials are required. Many of the required supplies from Painting 1 and 2 may be reused for this course.

218 PAINTING 4
219 PAINTING 4

Prerequisite: Painting 3
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 1, 2 and 3. 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. Many of the required supplies from Painting 1, 2 & 3 may be reused for this course.

220 CERAMICS 1
221 CERAMICS 1

Prerequisite: Visual Art 1 or 8th Grade Adv. Art
Length: Semester course
Grade Level: 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. Many of the required supplies from Visual Art 1 may be reused for this course.

222 CERAMICS 2
223 CERAMICS 2

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

Ceramics 2 builds on concepts and skills taught in Ceramics 1. 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. Many of the required supplies from prerequisite classes may be reused for this course.

224 CERAMICS 3
225 CERAMICS 3

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

This course builds on concepts and skills taught in Ceramics 1 and Ceramics 2. 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. Many of the required supplies from Visual Art 1 may be reused for this course.

226 CERAMICS 4
227 CERAMICS 4

Prerequisite: Ceramics 3
Length: Semester course
Grade Level: 11, 12
Credit: 1/2 credit

This course builds on the concepts and skills taught in Ceramics 1, 2 and 3; 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. Many of the required supplies from Visual Art 1 may be reused for this course.

228 THE ART OF METAL 1
229 THE ART OF METAL 1

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

This course is designed to introduce students to using metal in 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. Many of the required supplies from Visual Art 1 may be reused for this course.

230 THE ART OF METAL 2
231 THE ART OF METAL 2

Prerequisite: The Art of Metal 1
Length: Semester course
Grade Level: 9, 10, 11, 12
Credit: 1/2 credit

This course builds on two and three dimensional metal techniques studied in The Art of Metal 1. 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. Many of the required supplies from Visual Art 1 may be reused for this course.

232 THE ART OF METAL 3
233 THE ART OF METAL 3

Prerequisite: The Art of Metal 2
Length: Semester course
Grade Level: 10, 11, 12
Credit: 1/2 credit

This course builds on two and three dimensional metal techniques studied in The Art of Metal 1 and 2. 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. Many of the required supplies from Visual Art 1 may be reused for this course.

234 THE ART OF METAL 4
235 THE ART OF METAL 4

Prerequisite: The Art of Metal 3
Length: Semester course
Grade Level: 10, 11, 12
Credit: 1/2 credit

This course builds on 2-D and 3-D metal techniques studied in The Art of Metal 1, 2 and 3, 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. Many of the required supplies from Visual Art 1 may be reused for this course.

236 PHOTOGRAPHY 1
237 PHOTOGRAPHY 1

Prerequisite: Visual Art 1 or 8th 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. Students must have access to a 35mm manually controlled camera and tripod that are in working condition.

238 PHOTOGRAPHY 2
239 PHOTOGRAPHY 2

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

This course builds upon the basic techniques and processes learned in Photography 1. 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. Students must have access to a 35mm manually controlled camera, and a tripod that are in working condition.

240 PHOTOGRAPHY 3
241 PHOTOGRAPHY 3

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

This course builds upon the basic techniques and processes learned in Photography 1 and 2. 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. Students must have access to a 35mm manually controlled camera, and a tripod that are in working condition.

242 PHOTOGRAPHY 4
243 PHOTOGRAPHY 4

Prerequisite: Photography 3
Length: Semester course
Grade Level: 11, 12
Credit: 1/2 credit

This course builds on photography techniques studied in Photo 1, 2 and 3, 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 principle 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. Students must have access to a 35mm manually controlled camera, and a tripod that are in working condition.

248 PORTFOLIO DEVELOPMENT: STUDIO ART

Prerequisite: Visual Art I with Teacher Approval
Length: Semester (Second Semester Only)
Grade Level: 11
Credit: 1/2 credit

Portfolio Development is intended to be in preparation for the AP STUDIO ART course. This course provides students who have an interest in AP Visual Art with opportunities to continue the development of their art making skills in order to express their own ideas, thoughts, and concepts. This course focuses on developing an ongoing collection of quality artworks in a portfolio, that demonstrates the student's proficiency in using a variety of 2-D or 3-D art making materials, their understanding of composition, and also displays their knowledge and abilities using the elements and principles of design. A final portfolio review of all completed assignments will be part of the student's final grade.

In addition to an approximate \$30 course fee, a sketchbook and some additional supplies are required. Many of the required supplies from prerequisite classes may be reused for this course.

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| 244 AP STUDIO ART: 2-D ART AND DESIGN | Prerequisite: | Visual Art 1, art teacher approval |
| 245 AP STUDIO ART: DRAWING | Length: | Year course |
| 246 AP STUDIO ART: 3-D ART AND DESIGN | Grade Level: | 12 |
| | Credit: | 1 credit |

The AP Studio Art Portfolio class is designed for students who are seriously interested in the advanced experience of making visual art. Students should have taken previous art courses that may include: Visual Art, Drawing, Painting, Ceramics, Media, or Photography. Students in this course will focus on in-depth, inquiry-based art and design making; on skillful synthesis of materials, processes, and ideas; and on articulating information about their work. Students will submit their work to the College Board for grading and possible college credit. Students will be expected to complete a set of summer homework assignments prior to the start of the course.

In addition to an approximate \$65 course fee, a sketchbook and some supplies are required. Many of the required supplies from prerequisite classes may be reused for this course.

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| 250 FRESHMAN BAND/LUNCH | Prerequisite: | Prior membership in Band |
| 251 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.

| | | |
|----------------------------|---------------|---------------------------|
| 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:** 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 CONCERT CHOIR

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

Concert Choir is a full-year educational commitment that maintains a dual role of music education and musical performance. The prime objective of Concert Choir 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. Concert Choir 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 MUSIC THEORY

CCP255 MUSIC THEORY – COLLEGE CREDIT PLUS

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|---------------|---|
| Prerequisite: | Recommendation/CCP Requirements |
| Length: | Semester 1 (only) |
| Credit: | .667 credit 2 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.

256 THEORY AND MUSICIANSHIP 1

CCP256 THEORY AND MUSICIANSHIP 1 – COLLEGE CREDIT PLUS

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|---------------|--|
| Prerequisite: | Music Theory |
| Length: | Semester 2 (only) |
| Credit: | 1 credit 4 OTM (Ohio Transfer Module) college credits possible |

This course is the second course in Music Theory. 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.

260 ADVANCED MUSIC AND COMPOSITION

| | |
|---------------|----------------|
| Prerequisite: | Recommendation |
| Length: | One year |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

This year-long advanced course combines music theory, music history, composition and performance. Any student planning to major in music should consider this course as well as a student who has a strong musical background and wishes to improve their musical knowledge through composition.

262 MUSIC AS A WORLD PHENOMENON

CCP262 MUSIC AS A WORLD PHENOMENON - College Credit Plus

| | |
|---------------|--|
| Prerequisite: | Recommendation/CCP Requirements |
| Length: | One year |
| Credit: | 1 credit 3 OTM (Ohio Transfer Module) college credits possible |

Students are exposed to a variety of world music traditions and extra-musical associations. Students will be asked to identify and associate musical traditions and related cultural aspects of various regions through aural recognition and analysis. A sampling of music from around the world (ie. Oceania, India, the Middle East, Africa, Europe, the Caribbean, the Americas, Asia, etc.) will be provided. Written project includes a travel report researching an area of the student's choice.

259 INTRODUCTION TO PERFORMING ARTS

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

This course is an introduction to the performing arts using public speaking as an anchor. Students will gain an appreciation for the skill and performance of various art forms through learning the basics of public speaking skills that will carry over into future classes and potential careers. Creativity is encouraged as students participate in a wide variety of activities. Exciting speaking and acting projects will include: demonstrative, persuasive, and informative speeches; interviews, interview portfolios; 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 through theatre/film study. This course will benefit all students by developing self-confidence, lifelong communication skills, and an appreciation for the performing arts.

JSA280 THE ART OF THEATRE

JSA281 THE ART OF THEATRE

| | |
|---------------|--------------------------|
| Prerequisite: | JSA Application required |
| Length: | Semester course |
| Grade Level: | 9, 10, 11, 12 |
| Credit: | 1/2 credit |

This course is designed as a canvas course for theatre. This semester long course will begin with exposure to performance skills. Throughout the course, students will create, prepare and perform original and published works of theatre. Basic technical theatre, theatrical history and theory will also be introduced.

All students should be aware they may 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 DRAMATIC LITERATURE AND PERFORMANCE

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|---------------|----------------|
| Prerequisite: | Art of Theatre |
| Length: | Year course |
| Grade: | 10, 11, 12 |
| Credit: | 1 credit |

In this course, students will focus on reading, analyzing and performing a wide range of dramatic literature. Throughout the course, students will study various acting and directing techniques and theories in order to apply them in performance. Students will prepare performance pieces in comedic, dramatic and musical theatre. Students will study theatre history and dramaturgy as a method for understanding content and character development in a theatrical work. Creating an acting portfolio, an audition book and developing audition skills will be paramount in this course. The use of critique in all performance will be examined and practiced during the work developed in this course. Students will present an evening showcase of their work during the second semester.

Students will be expected to audition for a minimum of one school production each year (does not guarantee casting for the experience). Students will be expected to attend and critique the JHS musical and play during the school year.

JSA283 THEATRICAL PRODUCTION

| | |
|---------------|----------------|
| Prerequisite: | Art of Theatre |
| Length: | Year course |
| Grade Level: | 10, 11, 12 |
| Credit: | 1 credit |

Students will study all areas of theatrical production, including costuming, lighting, sound, set design, scenic painting, dramaturgy, directing and makeup. Students will be expected to work on one JHS theatrical production with a minimum of 30 hours of after school production time. All of technical week and dress rehearsal week of the production are required. Appointment to production areas will be at the director/instructor's discretion. Students will propose several design projects to develop for a JHS production. Students will pay a fee for the purchase of a theatrical makeup kit. The purchase of theatrical scripts may be required depending on student projects selected. The creation of a design and production portfolio will be developed during the course.

Students will be required to attend the Jackson High School musical and play, as well as write formal critiques of the productions.

JSA284 PERFORMANCE WORKSHOP 11

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|---------------|------------------------------------|
| Prerequisite: | Art of Theatre/Dramatic Literature |
| Length: | Year course |
| Grade Level: | 11 |
| Credit: | 1 credit |

In this course, which may be taken during junior year, students will create live theatre. Students will focus on devising theatre. This method of theatre creation focuses on developing a script through physical work formed through collaboration, improvisation and performing as an ensemble. In addition to collaborative work, students will complete other individual writing assignments including creating original monologues, scenes and characters. Each student will be required to complete an integral role in a JHS production to be determined by the instructor which may require an audition. Students will keep online production journals of their work and present a portfolio of work.

Students will be required to attend and critique two performances outside of Jackson High School.

JSA285 PERFORMANCE WORKSHOP 12

| | |
|---------------|------------------------------------|
| Prerequisite: | Art of Theatre/Dramatic Literature |
| Length: | Year course |
| Grade Level: | 12 |
| Credit: | 1 credit |

In this course, which may be taken during senior year, students will create live theatre. Students will focus on devising theatre. This method of theatre creation focuses on developing a script through physical work formed through collaboration, improvisation and performing as an ensemble. In addition to collaborative work, students will complete other individual writing assignments including creating original monologues, scenes and characters. Each student will be required to complete an integral role in a JHS production to be determined by the instructor which may require an audition. Students will keep online production journals of their work and present a portfolio of work.

Students will be required to attend and critique two performances outside of Jackson High School.

JSA286 JSA DANCE 1 JSA287 JSA DANCE 1

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

This course is designed for serious dancers and students interested in the development of dance. JSA Dance 1, 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 1, students are placed in a dance class based on audition.

JSA288 JSA DANCE 2

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|---------------|--------------------------------|
| Prerequisite: | JSA Dance 2 or dance placement |
| Length: | Year course |
| Grade Level: | 10, 11 |
| Credit: | 1 credit |

Students will study ballet, jazz, tap, and modern dance with an emphasis in ballet. 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 2 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 3

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|---------------|---------------------------------------|
| Prerequisite: | JSA Dance 2 and/or dance placement |
| Length: | Year course |
| Grade Level: | 10, 11, 12 |
| Credit: | 1 credit |

This course is designed to provide JSA students a more dance focused curriculum. Students will study ballet, tap, jazz and modern technique with an emphasis on jazz and, in addition, 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 3 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 | Prerequisite: | JSA Dance 2 and/or placement |
| JSA291 JSA ADVANCED DANCE | Length: | Year Course |
| JSA292 JSA ADVANCED DANCE | Grade Level: | JSA290 – 10 JSA291 – 11 JSA292 – 12 |
| | Credit: | 1 credit |

This course is designed to provide students an intense dance curriculum. Daily, students will study ballet, tap, jazz, contemporary 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, in which each student sets his or her own choreographed 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.

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| 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.

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.

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|-------------------------------------|---------------|-------------|
| JSA297 JSA SENIOR INTERNSHIP | Prerequisite: | JSA Program |
| | Length: | Year course |
| | Grade Level: | 12 |
| | Credit: | 1 credit |

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 JSA Coordinator 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.

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 the waiver.

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. **CPR/AED instruction and information on organ, eye, and tissue donation will also be provided.** 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

361 PHYSICAL EDUCATION FITNESS FOR LIFE

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

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 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: | None |
| Length: | Semester course |
| Grade level: | 9, 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 |
| 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 CPR and taping methods. This course will require some after school practice and/or game coverage along with a school athletic trainer.

There is an approximate fee of \$15.00.

This course DOES NOT fulfill the Physical Education requirement for graduation.

370 STRENGTH AND CONDITIONING

Prerequisite: None

371 STRENGTH AND CONDITIONING

Length: Semester course

Grade Level: 9, 10, 11, 12

Credit: 1/4 Credit

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, nutrition, and overall fitness training and conditioning. This course includes lecture, written work, periodic research, physical assessments, and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

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

390 SPORTS OFFICIATING 1

Prerequisite: None

Length: 1st Semester

Grade Level: 9, 10, 11, 12

Credit: 1/2 Credit (elective)

This course is a study of sports officiating while learning the rules, mechanics, and fundamentals of sports. This class will offer the opportunity to officiate in youth flag football and basketball games. Students will also learn how to run the scoreboard for basketball, volleyball and football, keep a scorebook for basketball, run the chains for football, and be a line judge for volleyball. This class will focus on the skills necessary to become a sports official, with the opportunity to make up to \$10-30 an hour and gainful/supplementary employment for a lifetime. Students may take additional courses in order to get certified by the OHSAA.

This course DOES NOT fulfill/replace the Health 350/351 course requirement for graduation.

391 SPORTS OFFICIATING 2

Prerequisite: None

Length: 2nd Semester

Grade Level: 9, 10, 11, 12

Credit: 1/2 Credit (elective)

This course is a study of sports officiating while learning the rules, mechanics, and fundamentals of sports. This class will offer the opportunity to officiate in youth basketball, baseball and softball. Students will also learn how to run the scoreboard for basketball and wrestling, keep a scorebook for baseball and softball, and time runners for track. This class will focus on the skills necessary to become a sports official, with the opportunity to make up to \$10-30 an hour and gainful/supplementary employment for a lifetime. Students may take additional courses in order to get certified by the OHSAA.

This course DOES NOT fulfill/replace the Health 350/351 course requirement for graduation.

MATHEMATICS COURSE CHART

| 8 th Grade | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|----------------------------|----------------------------------|------------------------------------|--|--|
| Algebra 1 | Accelerated Geometry Geometry | Accelerated Algebra 2 Algebra 2 | PreCalculus College Math Prep CCP Trigonometry CCP Algebra AP Statistics CCP Statistics | PreCalculus College Math Prep AP Calculus AP Statistics CCP Statistics CCP Algebra CCP Trigonometry CCP Analytic Geom-Calc I |
| 8 th Grade Math | Algebra 1 | Geometry | Algebra 2 | PreCalc CCP Algebra CCP Trigonometry College Math Prep |
| | | | Algebra 2 A | Algebra 2 B |

MATHEMATICS

Calculator Requirements for All Mathematics Classes at JHS:

All JHS mathematics courses require students to use a TI-84 CE (color enhanced) calculator. This calculator costs approximately \$115. Each student should acquire the calculator and have it for use in class by the first day of school. This calculator will be used for all four years of required mathematics courses taken at Jackson High School and may be used on state required end-of-course tests in Algebra 1 and Geometry, and national tests such as the ACT, PSAT, SAT, etc. Students who currently possess an older TI-84 (non-CE model) calculator may continue to use that model, however they will not benefit from the color options, enhanced resolution and features available on the newest TI-84 Plus CE model.

610 ALGEBRA 1

| | |
|---------------|----------------------------|
| Prerequisite: | 8 th Grade Math |
| Length: | Year course |
| Grade Level: | 9 |
| 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 TI-84 Plus CE graphing calculator is required for this course costing approximately \$115

620 GEOMETRY

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

The content of Geometry is organized around topics such as congruence and similarity, and applying properties of lines, triangles, quadrilaterals and circles. Students will develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. In addition, students will solve problems utilizing algebra, data analysis and probability.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115

623 ACCELERATED GEOMETRY

| | |
|---------------|--|
| Prerequisite: | Grade 8 Algebra 1 and teacher recommendation |
| Length: | Year course |
| Grade Level: | 9 |
| Credit: | 1 credit |

This course is intended for accelerated students who complete the Algebra 1 course by the 8th grade. This course moves at a faster pace, more in-depth, and with greater demands. The content of Accelerated Geometry is organized around topics such as congruence and similarity, and applying properties of lines, triangles, quadrilaterals, and circles. Students will develop problem solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. In addition, students will solve problems utilizing algebra, data analysis, and probability.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

630 ALGEBRA 2

| | |
|---------------|-------------|
| Prerequisite: | Geometry |
| Length: | Year course |
| Grade Level: | 10, 11 |
| 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.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

633 ACCELERATED ALGEBRA 2

| | |
|---------------|---|
| Prerequisite: | Accelerated Geometry and teacher recommendation |
| Length: | Year course |
| Grade Level: | 10 |
| Credit: | 1 credit |

This course is intended for accelerated students who complete the Accelerated Geometry course. This course moves at a faster pace, is more in-depth, and has greater demands than 630 Algebra 2. The content of Accelerated Algebra 2 is organized around families of functions, including linear, quadratic, exponential, logarithmic, radical, and rational. In addition, Accelerated Algebra 2 includes lessons on probability, data analysis, geometry, and trigonometry. This course moves at a faster pace, more in-depth, and with greater demands than 630 Algebra 2.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

635 ALGEBRA 2 A- Year 1 of 2**636 ALGEBRA 2 B- Year 2 of 2**

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

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 more depth as prescribed by the Ohio mathematics content standards. 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.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

CCP610 COLLEGE ALGEBRA (Semester 1)**CCP611 COLLEGE ALGEBRA (Semester 2)**

| | |
|---------------|--|
| Prerequisite: | CCP Requirements |
| Length: | Semester |
| Credit: | 1 credit 4 OTM (Ohio Transfer Module) college credits possible |

In this course, students will study linear, quadratic and absolute value equations and inequalities by applying analytical, graphical, and numerical methods of solution. Elementary functions and non-functions will be examined with reference to extremes, roots (zeros) and end-behavior of their respective graphs. Theory of equations including the Remainder and Factor Theorems, The Rational Root Theorem, and Descartes' Rule of Signs will be used for non-graphical analysis of polynomial functions of degree n . The student will also study exponential and logarithmic functions and the conic sections including their graphs and applications. Systems of equations will be solved by traditional algebraic methods as well as by the application of matrix algebra including determinants. These methods will be extended to include the partial fraction decomposition of rational expressions.

648 AP STATISTICS

| | |
|---------------|---|
| Prerequisite: | Pre-Calculus or taking Pre-Calculus concurrently and teacher recommendation |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

This course will follow the AP Statistics syllabus provided by the College Board. 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 CE graphing calculator is required for this course costing approximately \$115.

CCP648 STATISTICS (Semester 1)**CCP649 STATISTICS (Semester 2)**

| | |
|---------------|--|
| Prerequisite: | CCP Requirements |
| Length: | Semester |
| Credit: | 1 credit 3 OTM (Ohio Transfer Module) college credits possible |

This course introduces the student to statistical thinking and the use of statistical methods for gathering and analyzing data. The focus is on graphical, tabular, and numerical methods for summarizing distributions. Fundamental concepts of probability are introduced as well as the concepts of discrete (binomial) and continuous (normal) probability distributions and their importance to inferential statistics. Point estimates and interval estimates of population means and standard deviations are obtained stressing the importance of random sampling. Hypothesis testing of one and two sample means and proportions is used for statistical inference along with the F-Test, Chi-Square, and ANOVA. Least squares regression and analysis for linear correlation is computed manually or with a statistical package such as SPSS, SAS, Minitab or Excel.

650 PRE-CALCULUS

| | |
|---------------|---|
| Prerequisite: | Algebra 2 and teacher recommendation |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

This course provides the opportunity for students to analyze the twelve basic functions along with their transformations and applications. Additional topics will include: right triangle trigonometry, trigonometric ratios, trigonometric identities and formulas, matrices, discrete mathematics, and conic sections. In addition, students work with the algebraic manipulation they will need in future courses

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

There will be a fee for an online software subscription of approximately \$16.

656 COLLEGE MATH PREP

| | |
|---------------|---|
| Prerequisite: | Algebra 2 and teacher recommendation |
| 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. 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 CE graphing calculator is required for this course costing approximately \$115.

| | | |
|---|---------------|--|
| CCP658 TRIGONOMETRY (Semester 1) | Prerequisite: | Successful completion of CCP610 or CCP611 |
| CCP659 TRIGONOMETRY (Semester 2) | Length: | Semester |
| | Credit: | 1 credit 3 OTM (Ohio Transfer Module) college credits possible |

Study of angles and degree measure; radian measure; arc length and area; angular and linear velocity; trigonometric functions; right angle trigonometry; trigonometric identities and reference angles; unit circle and graphing; general sine wave; graph of tangent function; inverse trigonometric functions; basic sine, cosine and tangent equations; multiple angle equations; vectors and their applications; oblique triangles and their applications; polar coordinates and complex numbers.

| | | |
|---------------------------|---------------|---|
| 660 AP CALCULUS AB | Prerequisite: | Pre-Calculus and teacher recommendation |
| | 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.

There is a summer assignment.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

There will be a fee for an online software subscription of approximately \$16.

| | | |
|---------------------------|---------------|---|
| 663 AP CALCULUS BC | Prerequisite: | Pre-Calculus and teacher recommendation |
| | 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.

There is a summer assignment.

A TI-84 Plus CE graphing calculator is required for this course costing approximately \$115.

There will be a fee for an online software subscription of approximately \$16 .

CCP620 ANALYTIC GEOMETRY-CALCULUS I A
CCP621 ANALYTIC GEOMETRY-CALCULUS I B

Prerequisite: CCP620=CCP Requirements
 CCP621=Successful completion of CCP620

Length: Year course

Credit: .666 credit per semester
 (must register for both semesters)
 2 OTM (Ohio Transfer Module)
 college credits possible per semester

In CCP620 students will develop mathematical thinking and communication skills and learn to apply precise logical thinking to the study of analytic geometry, limits, continuity, derivatives, tangent and normal lines, derivatives of trigonometric functions and related rates. A graphing utility will be used to reinforce and extend concepts and for numerical methods such as the value of a derivative at a given point. Students will progress from a procedural/computational understanding of mathematics to a broader understanding encompassing logical reasoning, generalization, abstraction, and formal proof.

In CCP621 students will continue to develop mathematical thinking and communication skills. They will learn to apply precise logical thinking to the study of functions, Newton’s method, Rolle’s theorem, mean value theorem, extreme of functions, antiderivatives, definite integrals, indefinite integrals, areas and volumes. Key ideas and concepts will be presented from a variety of perspectives with a broad range of examples and applications. A graphing utility will be used to reinforce and extend concepts and for numerical methods such as the Trapezoidal Rule and Simpson’s Rule for integration. Students will progress from a procedural/computational understanding of mathematics to a broader understanding encompassing logical reasoning, generalization, abstraction, and formal proof.

| | | |
|-------------------|---------------|----------------------------|
| 682 MATH 1 | Prerequisite: | Placement by referral only |
| 684 MATH 2 | Length: | Year course |
| 686 MATH 3 | Grade Level: | 9, 10, 11, 12 |
| 688 MATH 4 | 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.

| | | |
|--------------------------------|---------------|----------------------------|
| 690 MATH APPLICATIONS 1 | Prerequisite: | Placement by referral only |
| 691 MATH APPLICATIONS 2 | Length: | Year course |
| 692 MATH APPLICATIONS 3 | Grade Level: | 9, 10, 11, 12 |
| 693 MATH APPLICATIONS 4 | 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.)

MISCELLANEOUS

CCP902 COLLEGE AND CAREER SUCCESS SKILLS (Semester 1)

CCP903 COLLEGE AND CAREER SUCCESS SKILLS (Semester 2)

| | |
|---------------|--|
| Prerequisite: | None |
| Length: | Semester |
| Credit: | 1 credit 3 OTM (Ohio Transfer Module) college credits possible |

This course is designed to aid students in gaining success skills needed for constructive and efficient learning both in college and other life settings. Topics include punctuality and discipline, study and test-taking skills, critical thinking/problem solving, library use, and a variety of techniques in oral and written communication. Other workplace topics such as reliability, teamwork and collaboration, creativity/innovation, leadership, professionalism, techniques to demonstrate a commitment to being drug-free, and respect for global/intercultural awareness will be explored. Students will also self-advocate and articulate their strengths, knowledge, and experiences relevant to success in a job for post-secondary education.

864 DEBATE 1 & 2

| | |
|---------------|--|
| 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.

Students enrolled in these courses must understand they will be expected to be active members of the Jackson Speech and Debate Team. Students 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. 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.

Students interested in **866 Debate 3** should contact the Forensics Director, 330-837-3501, extension 1204.

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 and to take pictures for the book. Students must submit an application with a teacher recommendation and interview with the yearbook adviser for acceptance.

This course DOES NOT count towards the requirement for Athletic Eligibility.

| | | |
|---|---------------|----------------------------|
| 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.

| | | |
|---------------------------|---------------|-----------------------------------|
| 940 WORK STUDY LAB | Prerequisite: | Placement by referral only |
| | Length: | Year course |
| | Grade Level: | 9, 10, 11, 12 |
| | Credit: | 1/2 credit for each 80 hours work |

This lab course is designed to enhance the student's 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.

| | | |
|----------------------------------|---------------|----------------------------|
| 961 VOCATIONAL EXPERIENCE | Prerequisite: | Placement by referral only |
| | Length: | Year course |
| | Grade Level: | 9, 10, 11, 12 |
| | 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.

| | | |
|------------------------|---------------|----------------------------|
| 971 LIFE SKILLS | Prerequisite: | Placement by referral only |
| | Length: | Year course |
| | Grade Level: | 9, 10, 11, 12 |
| | Credit: | 1 credit |

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

706 BIOLOGY

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

In this course, students will learn basic chemistry and 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 may include some dissections.

There will be a fee of approximately \$10.00.

JAG706 JAGS BIOLOGY

| | |
|---------------|------------------|
| Prerequisite: | JAGS Application |
| Length: | Year course |
| Grade Level: | 9 |
| Credit: | 1 credit |

In this course, students will learn 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.

There will be a fee of approximately \$10.00.

708 PHYSICAL SCIENCE

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

In this course, students will learn physics, chemistry, and earth and space science. Students will grow and develop their skills in using scientific models, problem solving, and critical thinking. Students will also have the opportunity to apply their knowledge of these scientific topics to lab activities and current events. This course will include: lab work, teacher demonstrations, lectures, out of class assignments, and special projects. Students are assessed through traditional exams and quizzes along with building of models to represent current course topics.

There will be a fee of approximately \$5.00.

712 AP BIOLOGY

| | |
|---------------|---------------------------------|
| Prerequisite: | A or B in Biology and Chemistry |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

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. This course is 1.5 periods each day.

There will be a fee of approximately \$35.00.

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 as students will apply them to forensics. The course will deal with the application of other sciences to solve crimes and includes many hands-on labs, 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.

There will be a fee of approximately \$10.00.

718 AP ENVIRONMENTAL SCIENCE

Prerequisite: An A or B in Biology and Chemistry
Length: Year Course
Grade Level: 11, 12
Credit: 1 credit

This course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Students need a deep understanding of biology to be successful in this course.

There will be a fee of approximately \$10.00.

720 MARINE BIOLOGY**

Prerequisite: 708 Physical Science with at least a C
Length: 2nd 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 November and concluding in March (day and time to be arranged). A fee of approximately \$2400 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.

Commitment: The student and parents/guardians acknowledge that participation in the Marine Biology program requires a financial commitment (approximately \$2200) plus the cost of equipment, as well as a **significant time commitment**. A **\$350 deposit is due with this completed application**, \$200 of which is **nonrefundable** if students are accepted into the program and **then drop the class later**. **NO REFUND of deposit** will be made if a student drops the class on or after November 1. If a student is not accepted into the program, the entire \$350 deposit will be refunded. Jackson students should make checks payable to “**Jackson Local Schools**”; all others make checks payable to “**Hoover High School**”. It should also be understood that if for any reason a student is removed from the program previous to or during our field experience for disciplinary or academic reasons, there will be no refunds of the \$2200 PLUS **any** added expenses will be paid in full by the student’s parents/guardians. We take this program very seriously and will not tolerate behavior that goes against Jackson and Hoover school policies.

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.

There will be a fee of approximately \$7.00.

JAG730 JAGS CHEMISTRY

Prerequisite: JAGS Biology and Algebra I
Length: Year course
Grade Level: 10
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.

There will be a fee of approximately \$7.00.

735 AP CHEMISTRY

Prerequisite: A or B in Chemistry
Length: Year course
Grade Level: 11, 12
Credit: 1 credit

This course is designed to be the equivalent of General Chemistry I and II courses usually taken during college. The content builds upon that which was learned in general chemistry and includes many new topics such as thermodynamics, electrochemistry, reaction kinetics, and equilibrium through 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. A strong math background is recommended. This course is beneficial for students planning to study any science or medicine field in college.

There is a summer assignment.

There will be a fee of approximately \$10.00.

740 ANATOMY & PHYSIOLOGY

| | |
|---------------|---------------------------------|
| Prerequisite: | A or B in 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 cardiovascular, nervous, digestive, endocrine, lymphatic, respiratory, sensory, integumentary, and urinary systems. Coursework includes several dissections of these systems. Anatomy and Physiology is recommended for students seeking a future in nursing, medical, health, science or related fields.

There will be a fee of approximately \$15.00.

746 ORGANIC CHEMISTRY

| | |
|---------------|--------------|
| Prerequisite: | AP Chemistry |
| Length: | Semester 1 |
| Grade Level: | 12 |
| Credit: | 1/2 credit |

This semester course will study the naming, reactions, mechanisms, stereochemistry, and properties of organic compounds. Students will complete organic chemistry labs that complement the content of the course. This course is recommended to those students who plan to enter chemistry-related fields such as medical, chemical engineering, or pharmacy.

There will be a fee of approximately \$10.00.

747 MATERIALS CHEMISTRY

| | |
|---------------|--------------|
| Prerequisite: | AP Chemistry |
| Length: | Semester 2 |
| Grade Level: | 12 |
| Credit: | 1/2 credit |

This semester course is focused on the study of polymers, metals, ceramics, glass, and other materials. It focuses on physical and chemical properties of these materials and relates their molecular behavior to their application as a material. Students will complete many labs, hold discussions, and apply what they are learning through hands-on projects. This course is recommended for anyone going into a chemistry or engineering based field.

There will be a fee of approximately \$25.00.

748 AP PHYSICS 1

| | |
|---------------|--|
| Prerequisite: | An A or B in Algebra 1, Geometry, and/or concurrent enrollment in Algebra 2 is recommended |
| Length: | Year course |
| Grade Level: | 10, 11, 12 |
| Credit: | 1 credit |

This course provides a systematic development of the main principles of physics, emphasizing problem solving, and helping students develop a deep understanding of physics concepts. It is assumed that students are proficient in both algebra and trigonometry. This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. Credit or advanced placement for the AP Physics 1 course provides the student with an opportunity either to

have an accelerated college program or to meet a basic science requirement; in either case the student's college program may be enriched.

Per AP guidelines, a student may not take AP Physics I after completing AP Physics C: Mechanics.

There will be a fee of approximately \$10.00.

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.

There will be a fee of approximately \$10.00.

751 AP PHYSICS C: MECHANICS

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

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. This course is 1.5 periods each day.

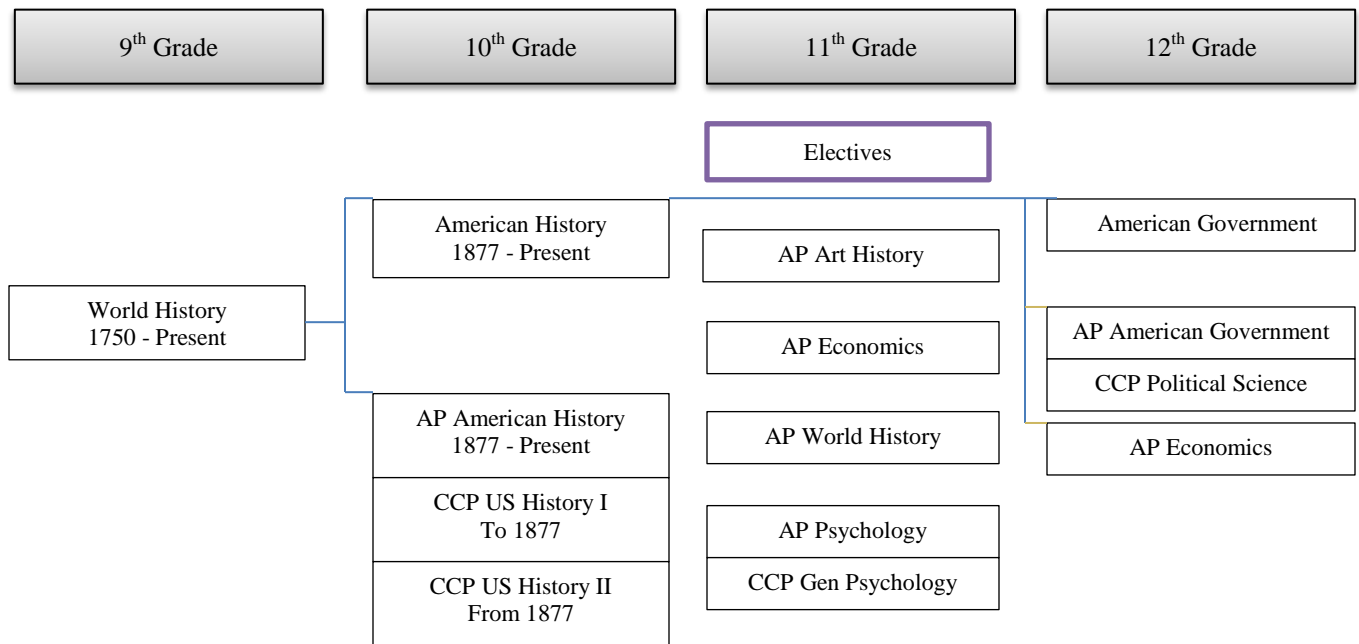
There will be a fee of approximately \$10.00

**790 SCIENCE 1
791 SCIENCE 2
792 SCIENCE 3
793 SCIENCE 4**

| | |
|---------------|----------------------------|
| Prerequisite: | Placement by referral only |
| Length: | Year course |
| Grade Level: | 9, 10, 11, 12 |
| 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

This is an arts enriched world history course that is student-centered and rigorous. Students are expected to think critically and advocate for their own learning. With an emphasis on technology, students will gain 21st century skills as they learn in a blended environment from many types of media. The course covers topics beginning in The Enlightenment era and continues through the modern age. The arts are analyzed and discussed as primary sources and woven throughout the day's lessons, adding depth and critical inquiry to the course. JSA World History is project-based and hands-on. Students will be engaging with history and the arts through a series of simulations and research-enhanced projects, often with a cross-curricular component. In conjunction with a challenging course of study, guest speakers, artists in residence, field trips, film studies, and concerts 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. In addition, students will investigate the world and analyze contemporary global issues. A strong emphasis will be placed on drawing connections and making correlations between past events and the issues facing the present day.

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 20th 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.

JAG810 JAGS AMERICAN HISTORY

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

Students will begin with an overview of Reconstruction and 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 20th 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. JAGS students will strive to develop 21st century work skills such as effective use of technology, critical and creative thinking, collaboration, and communication. Through the study of American History students will learn to recognize different perspectives in order to become a more globally minded citizen.

JSA810 JSA AMERICAN HISTORY

| | |
|---------------|-------------------|
| Prerequisite: | JSA 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 20th 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. The arts are infused into the course as primary sources and woven throughout the day’s lessons, adding depth and critical inquiry to the course. Classes will also explore themes such as People in Societies, Geography, Economics, Rights and Responsibilities of Citizens, and Social Studies Skills. In conjunction with a challenging course of study, guest speakers, artists in residence, field trips, film studies, and concerts help students gain a better appreciation of art as a key piece to cultural identity of the United States throughout its history.

825 AP AMERICAN HISTORY

| | |
|---------------|---------------------|
| Prerequisite: | Accelerated English |
| 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. Historical writing is taught through the outline of the thesis, evidence, and conclusion format. 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 throughout the school year. Freshmen registering for this course are required to complete summer reading and note-taking assignments. A 3-5 page critique of a historical work will also be assigned for the summer preceding the course.

There will be a fee of approximately \$9.00

JSA/JAG825 ACADEMY AP AMERICAN HISTORY

| | |
|---------------|---------------------------|
| Prerequisite: | JSA or JAGS World History |
| 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. Historical writing is taught through the outline of the thesis, evidence, and conclusion format. 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.

JAGS students will strive to develop twenty-first century work skills such as effective use of technology, critical and creative thinking, collaboration and communication. Through the study of American History students will learn to recognize different perspectives in order to become a more globally minded citizen.

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 throughout the school year. Freshmen registering for this course are required to complete summer reading and note-taking assignments. A 3-5 page critique of a historical work will also be assigned for the summer preceding the course.

There will be a fee of approximately \$9.00

| | | |
|--|--------------|------------------------------|
| CCP826 US HISTORY I -TO 1877 (Semester 1) | Recommended: | CCP Requirements |
| CCP827 US HISTORY I -TO 1877 (Semester 2) | Length: | Semester |
| | Credit: | 1 credit |
| | | 3 OTM (Ohio Transfer Module) |
| | | college credits possible |

This **ONLINE** course will cover the major trends and ideas in American history from the first settlements in North America to the end of the Civil War and Reconstruction. The economic, social, political and religious beliefs and issues affecting the growth and development of the American nation will be examined, along with the issues that produced conflict in the formative years of our history. Topics include: early settlements and immigration, the growth of the colonies, the American Revolution, westward expansion, sectional conflict and the Civil War.

| | | |
|---|--------------|------------------------------|
| CCP828 US HISTORY II -FROM 1877 (Semester 1) | Recommended: | CCP Requirements |
| CCP829 US HISTORY II -FROM 1877 (Semester 2) | Length: | Semester |
| | Credit: | 1 credit |
| | | 3 OTM (Ohio Transfer Module) |
| | | college credits possible |

This **ONLINE** course will cover the major trends and ideas in American history from the end of Reconstruction to the present. The economic, social, political and religious beliefs and issues affecting the growth and development of the American nation will be examined. Topics discussed will include Industrialization, Immigration, Suffrage, the Great Depression, World War II, the Cold War, Vietnam, the youth movement of the 1960s, Watergate, the Reagan Era and the United States in the twenty-first century.

| | | |
|-------------------------------------|--------------|----------------------------------|
| 826 AP WORLD HISTORY: MODERN | Recommended: | AP US His. and/or AP Lang. Comp. |
| | Length: | Year course |
| | Grade Level: | <u>11, 12</u> |
| | Credit: | 1 credit |

Advanced Placement World History is a challenging, year-long class that covers the time span from 1300 – present day. This course revolves around five themes: how people interact with the environment, the development and interactions of cultures, state-building, its growth and eventual conflict, the development and connections between economies, 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 belief systems connect together throughout time. This course is for the student who enjoys social studies and who is interested in global current events.

There is a summer reading assignment.

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. **By the end of the course students are expected to take both the Macroeconomics test and the AP Microeconomics test.**

830 AP SEMINAR

| | |
|---------------|--|
| Prerequisite: | Accelerated Language Arts and/or AP US History |
| Length: | Year course |
| Grade Level: | 11 |
| Credit: | 1 credit |

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. Students are required to take the AP exam in May.

AP Seminar exams cost approximately \$142 each which is more than other AP exams.

JAG829 JAGS MODEL UNITED NATIONS SEMINAR

| | |
|---------------|------------------------------|
| Prerequisite: | Enrolled in the 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/student led discussions. Through independent research, team debate, and compelling seminar topics; JAGS students become the primary decision-makers and leaders for the organization of the class and JAGS program. 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. At the end of the year, students will begin developing their Senior Capstone (See JAG118 Senior Capstone) project.

JAG118 SENIOR CAPSTONE

| | |
|---------------|--------------------------------------|
| Prerequisite: | JAGS Model UN |
| Length: | Year course |
| Grade: | 12 |
| Credit: | .5 credit (Independent Study Course) |

Senior Capstone is a required JAGS course, and is designed as an independent study. During the JAGS student's senior year, they will finalize their global portfolio (GPS) and complete a self-designed, year-long

capstone project that demonstrates their global competency, their passion for service, and their career interests. These two culminating projects are a reflection of a JAGS student's best quality of work throughout their high school tenure. Over the year, students will meet with a faculty advisor, Jackson Local Schools mentor and outside 'global mentor' each quarter to help guide, critique, and give insight on their Capstone project. To earn a JAGS endorsement on their diploma, JAGS students must complete a JAGS Faculty approved capstone project, the Global Portfolio System and 80 hours of community service by early spring of their Senior year.

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. This course is equivalent to a college level, introductory General Psychology course.

There is a summer assignment with a test over the material on the second day of school.

There will be a fee of approximately \$10.00

CCP838 GENERAL PSYCHOLOGY (Semester 1)

CCP839 GENERAL PSYCHOLOGY (Semester 2)

Prerequisite: CCP Requirements
 Length: Semester
 Credit: 1 credit
 3 OTM (Ohio Transfer Module)
 college credits possible

This **ONLINE** course surveys the scientific study of behavior, addressing a wide range of traditional topics including introduction and research; perception/consciousness; learning; cognition; personality; pathology/treatment; development; biological basis of behavior; social and organizational psychology. Classical and current theory and research with selected attention to practical application is emphasized.

CCP840 SOCIOLOGY (Semester 1)

CCP841 SOCIOLOGY (Semester 2)

Prerequisite: CCP Requirements
 Length: Semester
 Credit: 1 credit
 3 OTM (Ohio Transfer Module)
 college credits possible

This **ONLINE** course introduces the general theories of the field, and research methods. Students will examine the impact of culture, social interaction, social structure, socialization, and social institutions on social behavior.

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 |

This is a college level introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will analyze U.S. foundational documents, Supreme Court decisions, scholarly works, and other texts and visuals to gain an understanding of the relationships and interactions between political institutions and behavior. They will read and interpret data, develop evidence based arguments, and engage in an applied civics or politics based research project. Students should be aware this is an intense, challenging, and thorough examination of American politics.

There is a summer assignment.

| | | |
|--|---------------|--|
| CCP866 POLITICAL SCIENCE (Semester 1) | Prerequisite: | CCP Requirements |
| CCP867 POLITICAL SCIENCE (Semester 2) | Length: | Semester |
| | Credit: | 1 credit 3 OTM (Ohio Transfer Module) college credits possible |

This **ONLINE** course is an examination of the nature, purpose and forms of American government; the relationship between function and structure; the dynamics of political change; and governmental problems of modern society.

862 AP ART HISTORY

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

This course is designed for the serious art-loving student. In this course, students will be introduced to the history of artistic creations through the works of specific artists and art movements in both the Western and Non-Western traditions. The course covers prehistoric art (30,000 BCE) through present-day contemporary artistic creations. Along with learning the content, students will be required to do independent research, present information, critique artworks, visit museums and galleries, and memorize over 250 pieces of required art (artist, title, medium, date, and purpose). This is a collegiate-level course. Students must be willing to actively study art and the history of the work in detail. It is recommended that students take an AP History, AP English or AP Studio class prior to this course. Students do not need to know how to create art to take this course; he/she should have a genuine appreciation of art! Please see the [AP College Board](#) site for more information.

There is a summer assignment.

| | | |
|---|---------------|------------------------------|
| CCP864 CULTURAL DIVERSITY (Semester 1) | Prerequisite: | CCP Requirements |
| CCP865 CULTURAL DIVERSITY (Semester 2) | Length: | Semester |
| | Credit: | 1 credit |
| | | 3 OTM (Ohio Transfer Module) |
| | | college credits possible |

This **ONLINE** course will provide students with an understanding of the cultural diversity of our changing society. Students will examine and discuss the diverse values and characteristics of ethnic and minority populations and how those values influence society, social and economic processes, and race relations.

| | | |
|-----------------------------------|---------------|------------------------------|
| CCP868 ETHICS (Semester 1) | Prerequisite: | CCP Requirements |
| CCP869 ETHICS (Semester 2) | Length: | Semester |
| | Credit: | 1 credit |
| | | 3 OTM (Ohio Transfer Module) |
| | | college credits possible |

This **ONLINE** course uses historical and contemporary theories to examine the role and application of ethics to a variety of personal and professional modern-day situations.

TECHNOLOGY/COMPUTER SCIENCE

060 BUSINESS TECHNOLOGY AND ENTREPRENEURSHIP **061 BUSINESS TECHNOLOGY AND ENTREPRENEURSHIP**

| | |
|---------------|-----------------|
| 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. The semester ends with a business plan where students present their business in a Shark Tank-style platform.

064 COMPUTER GRAPHIC AND PRINT DESIGN 1

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

This course is focused heavily on the Adobe Illustrator application. Adobe Illustrator is used by graphic designers to create vector images. These images are used in all areas of daily life in both web and print form. Students will learn the fundamentals of Illustrator that will allow them to create logos, designs, and posters that will be used in class. A lab fee is required. This course is recommended for students who are independently driven and plan 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.

066 COMPUTER GRAPHIC AND PRINT DESIGN 2

| | |
|---------------|--|
| Prerequisite: | Minimum grade of C in Computer Graphic and Print Design I |
| Length: | Semester course |
| Grade Level: | 9, 10, 11, 12 |
| Credit: | 1/2 credit |

This course is built on the foundations from Computer Graphic and Print Design I. This class is focused primarily on Adobe Photoshop with Adobe InDesign as a supplement. Adobe Photoshop is one of the most used applications in all of graphic design. Students will have the opportunity to edit and manipulate photos with a variety of colors, textures, and styles. This course is recommended for students who are independently driven and plan 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.

There will be a fee of approximately \$15.00.

070 COMPUTER PROGRAMMING 1 071 COMPUTER PROGRAMMING 1

| | |
|---------------|-----------------|
| 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 2 073 COMPUTER PROGRAMMING 2

| | |
|---------------|--|
| Prerequisite: | Minimum grade of C in Programming 1 |
| 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.

CCP096 COMPUTER APP FOR PROFESSIONALS (Semester 1) CCP097 COMPUTER APP FOR PROFESSIONALS (Semester 2)

| | |
|---------------|--|
| Prerequisite: | Computer Test 21 |
| Length: | Semester |
| Credit: | 1 credit 3 TAG approved college credits possible |

Computer Applications for Professionals familiarizes students with major Windows-based applications software and introduces the Windows operating system, the Windows networking environment, and practices file and folder maintenance. The focus of the course is to provide students with basic understanding and competence in industry-standard word processing, spreadsheet, database, and presentation software applications that are used to solve scientific, business, and engineering problems.

098 AP COMPUTER SCIENCE A

| | |
|---------------|------------------------------------|
| Prerequisite: | Successful completion of Algebra 2 |
| Length: | Year course |
| Grade Level: | 10, 11, 12 |
| Credit: | 1 credit |

This course is designed for students who are serious about programming. In this course, students will learn the fundamentals of computer science using the Java programming language. JAVA requires a good mathematical background and strong problem solving skills. Topics include: simple, user defined and structured data types, algorithm development, decisions and loops, arrays, recursion, searches and sorts, data abstraction, and classes.

The course begins by focusing on programming basics and then on writing full classes and the logic and structures around them. This course will consist of video lectures, daily programming exercises, longer coding assignments, regular quizzes, and exams. Well over 20 hours of instructional time is spent in hands-on coding. Students participate regularly in a moderated discussion forum that provides support for lesson material and also introduces discussions of the ethical implications of programming including copyright law, software piracy, intellectual property, privacy, and network reliability.

TECHNOLOGY/INDUSTRIAL ARTS

Note: Industrial Arts exploratory courses may be part of a career and technical pathway and provide an excellent basis for obtaining information about the various career and technical skill areas and Career Tech programs offered in grades 11 and 12.

516 MANUFACTURING TECHNOLOGY
517 MANUFACTURING TECHNOLOGY

| | |
|---------------|-----------------|
| Prerequisite: | Woodworking 1 |
| 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.

**There will be a fee of approximately \$30.00.
Students must purchase safety glasses for the class and pay for project materials.**

528 HOME/CAR MAINTENANCE
529 HOME/CAR MAINTENANCE

| | |
|---------------|-----------------|
| Prerequisite: | None |
| 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.

**There will be a fee of approximately \$25.00.
Students must purchase safety glasses for the class and pay for project materials.**

530 WOODWORKING 1
531 WOODWORKING 1

Prerequisite: None
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.

There will be a fee of approximately \$25.00.
Students must purchase safety glasses for the class and pay for project materials.

532 WOODWORKING 2

Prerequisite: Woodworking 1
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.

There will be a fee of approximately \$40.00.
Students must purchase safety glasses for the class and pay for project materials.

533 WOODWORKING 3

Prerequisite: Woodworking 2
Length: Year course
Grade Level: 11, 12
Credit: 1 credit

This course builds upon prior woodworking skills developed in Woodworking 2. This course is designed for students who want to advance their skills in woodworking to the next level. The projects in this course are based on advanced woodworking techniques and are designed by the students through independent study. Students will use more complex equipment and learn advanced woodworking techniques.

There will be a fee of approximately \$40.00.
Students must purchase safety glasses for the class, pay a course fee and/or cover material costs for projects.

535 MECHANICAL DRAWING 1

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) using AutoDesk Suite. 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 2 in the next year for more in-depth coursework.

There will be a fee of approximately \$10.00.

540 MECHANICAL DRAWING 2

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

This course is a continuation of Mechanical Drawing 1. 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 AutoDesk Suite will be completed and may include use of a 3-D printer.

There will be a fee of approximately \$15.00.

541 MECHANICAL DRAWING 3

| | |
|---------------|----------------------|
| Prerequisite: | Mechanical Drawing 2 |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit |

This course builds upon prior skills developed in Mechanical Drawing 2. This course is designed for students who want to advance their skills in mechanical drawing to the next level. The projects in this course are based on advanced mechanical drawing techniques and are designed by the students through independent study. Students will explore advanced features of the AutoDesk Suite and also use a 3-D printer.

There will be a fee of approximately \$15.00.

WORLD LANGUAGES

301 FRENCH 1

| | |
|---------------|---------------|
| 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 in the new language. Each unit of study contains activities intended to increase the student's ability to communicate in French and to provide the student with an introduction to the Francophone (French-speaking) cultures around the world. Emphasis at this level is placed upon developing good pronunciation, building a solid vocabulary foundation, and developing skills to best learn a world language. 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 examinations of authentic texts, media and other realia.

There will be a fee of approximately \$20.00.

302 FRENCH 2

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

The four skills of communicating with the French language are continued at this level. Students are encouraged to utilize their increasing language skills as tools for communication. A wide variety of activities are provided in order to reinforce the structures that are presented in class. Instruction begins to be conducted in French and students are expected to use the language and communication skills they learned in level I. Emphasis is on

deepening the student's understanding of culture and structure and transitioning to a classroom setting that is conducted entirely in French.

There will be a fee of approximately \$20.00.

303 FRENCH 3

| | |
|---------------|---------------|
| Prerequisite: | French 2 |
| Length: | Year course |
| Grade Level: | 9, 10, 11, 12 |
| Credit: | 1 credit |

This course is designed to deepen the understanding of language and cultural structures of the Francophone world while further developing their communication skills in French. Students will achieve an integrated and applicable control of French. French is the primary language of instruction and students are expected to communicate with others in French while they are in the classroom. Class time will involve guided discussion, writing activities, presentations, guided independent study, and lecture. Students will examine in depth Francophone culture, history, literature, and art as it has evolved while making connections to modern Francophone culture. In this course the individual student's motivation and dedication become essential in achieving success.

There will be a fee of approximately \$20.00.

304 FRENCH 4

| | |
|---------------|--------------------|
| Prerequisite: | French 3 |
| Length: | Year course |
| Grade Level: | 11, 12 |
| Credit: | 1 credit each year |

In this course students will continue to build and strengthen the language skills they have acquired in the previous years with a Pre-AP focus. Students improve their listening, speaking, reading, and writing while using even more varied resources and higher level thinking. They will understand and use accurate oral and written forms of French that are commonly encountered in everyday life. Students will express themselves with clarity and fluency in French. The students will broaden their vocabulary knowledge, deepen their understanding of language structures, and be able to interact with others in a variety of authentic situations.

305 AP FRENCH LANGUAGE AND CULTURE

| | |
|---------------|-------------|
| Prerequisite: | French 4 |
| 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 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.

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

There will be a fee of approximately \$29.90.

320 SPANISH 1

| | |
|---------------|---------------|
| 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. In this course emphasis is placed on: language acquisition techniques and study skills, phonetics (sound system), pronunciation, functional vocabulary related to everyday life, and basic grammatical structures. Each unit of study contains activities designed to increase the student's ability to communicate in the target language and to provide the students with an introduction to Hispanic cultures by examining the beliefs and customs of the Spanish-speaking people of the world.

There will be a fee of approximately \$16.00.

321 SPANISH 2

| | |
|---------------|---------------|
| Prerequisite: | Spanish 1 |
| 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.

There will be a fee of approximately \$16.00.

322 ACCELERATED SPANISH 2

| | |
|---------------|---------------|
| Prerequisite: | Spanish 1 |
| Length: | Year course |
| Grade Level: | 9, 10, 11, 12 |
| Credit: | 1 credit |

This Spanish 2 course is intended for those students who demonstrated excellence in Spanish 1 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: an "A" average in Spanish I, the year-end exam results, and teacher recommendation.

There will be a fee of approximately \$16.00.

323 SPANISH 3

| | |
|---------------|---------------|
| Prerequisite: | Spanish 2 |
| Length: | Year course |
| Grade Level: | 9, 10, 11, 12 |
| Credit: | 1 credit |

The skills learned and practiced in the following areas of grammar, writing, speaking, listening, and reading comprehension, are an extension of the Spanish 1 and 2 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. A variety of tools and resources will be used throughout the year. Some examples include: podcasts, YouTube video clips, an educational Spanish soap opera, authentic texts and other technologies to communicate and explore issues and themes of the Spanish-speaking world. Utilizing the skills

acquired in the first two years of Spanish, students will build and strengthen the foundation of their knowledge and will be able to communicate using Spanish for interpersonal, interpretive, and presentational communication purposes. The teacher will use Spanish mostly as the mode of instruction.

There will be a fee of approximately \$16.00.

325 SPANISH 4

| | |
|---------------|--------------------|
| Prerequisite: | Spanish 3 |
| Length: | Year course |
| Grade Level: | 10, 11, 12 |
| Credit: | 1 credit each year |

This course continues to develop language skills and explore Spanish history, literature, art and culture with a Pre-AP focus. It is the prerequisite course for AP Spanish Language and Culture; otherwise, this may serve as a final high school course. 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 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.

There will be summer grammar review and reading activities required for completion by the start of the course.

There will be a fee of approximately \$16.00.

326 AP SPANISH LANGUAGE AND CULTURE

| | |
|---------------|-------------|
| Prerequisite: | Spanish 4 |
| 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 will 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 21st 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.

There will be summer grammar review and reading activities required for completion by the start of the course.

There will be a fee of approximately \$29.90.

327 AP SPANISH LITERATURE AND CULTURE

| | |
|---------------|------------------------------|
| Prerequisite: | Spanish AP Lang. and Culture |
| Length: | Year course |
| Grade Level: | 12 |
| Credit: | 1 credit |

AP Spanish Literature and Culture is designed to introduce students to the formal study of Peninsular Spanish, Latin American, and U.S. Hispanic literature from the middle ages to the present day. The course aims to develop students' critical reading and analytical writing skills in Spanish to perform successfully on the Advanced Placement exam in Spanish Literature, as well as develop students' ability to make interdisciplinary connections and explore linguistic and cultural comparisons.

This class will be conducted entirely in Spanish, and students will be expected to communicate in Spanish appropriate to this level. The course covers the entire AP Spanish Literature and Culture required reading list. Students will be required to write essays to continue improving analytical writing, as well as participate in active discussions to analyze the different works of poetry, prose, and drama. Students will discuss literary texts and their varied historical, socio-cultural, and political contexts in a variety of activities and assignments. Finally, students will analyze themes and works of varied artistic representations, as well as audiovisual and audio resources, in relation to the course content.

The AP Spanish Literature and Culture course will help prepare students to demonstrate their level of Spanish proficiency across three communicative modes interpersonal, interpretive, and presentational, and the five *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to fifth and sixth semester college and university courses that focus on speaking and writing in the target language at an advanced level.

There will be summer reading required for completion by the start of the course.

There will be a fee of approximately \$29.25.

331 CHINESE 1

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

In this course, 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.

There will be a fee of approximately \$19.00.

332 CHINESE 2

| | |
|---------------|---------------|
| Prerequisite: | Chinese 1 |
| 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.

There will be a fee of approximately \$19.00.

333 CHINESE 3

| | |
|---------------|-------------|
| Prerequisite: | Chinese 2 |
| 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 3 students will acquire further Chinese cultural knowledge, cross-cultural awareness, and international perspectives.

There will be a fee of approximately \$19.00.

334 CHINESE 4

| | |
|---------------|-------------|
| Prerequisite: | Chinese 3 |
| 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.

There will be a fee of approximately \$19.00.

335 AP CHINESE LANGUAGE AND CULTURE

| | |
|---------------|-------------|
| Prerequisite: | Chinese 4 |
| 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.

There will be summer grammar review and reading activities required for completion by the start of the course.

There will be a fee of approximately \$29.90.