TERMS DEFINITIONS

**Required**
Certain courses are necessary for graduation. Please refer to REQUIREMENTS FOR GRADUATION on pages 1 & 2.

**Elective**
Any credit that is not required for graduation is called an elective.

**Semester Course**
The course is offered for 2 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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Jackson High School Web Site
[http://jackson.stark.k12.oh.us](http://jackson.stark.k12.oh.us)
Click on the Quick Link JHS Programs of Study

---

Main Office 330-837-3501
Student Services – Counselors
Mrs. Buehler Ext: 1414  A - Cor
Mrs. Ralls Ext: 1423  Cos – Gra
Ms. Pitzo Ext: 1412  Grb - La
Mr. Tracy Ext: 1410  Lb - Par
Mrs. Prato Ext: 1413  Pas - Smi
Ms. Armsey Ext: 1425  Smj – Z

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Revised 1/30/2018
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*Cover design by Collin Gard*

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 2018 and beyond

<table>
<thead>
<tr>
<th>REQUIRED COURSES</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>Math</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>0.5</td>
</tr>
<tr>
<td>Electives</td>
<td>4.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
</tr>
</tbody>
</table>

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

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

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

Schedule changes may be made only when absolutely necessary. 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 individual.

**No Schedule Changes**

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

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

Recommendations must be obtained in these areas:

- Fine Art - all classes beyond Visual Art I
- 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 the registration form to see if their child has been recommended for course selections.

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

Course Fees

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

Core Curriculum Recommendations for the state assisted universities in Ohio

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

- 4 credits of English
- 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 (some Universities are recommending three years)
- 1 credit of a fine or performing art (Band, Choir, Art, or Introduction to Performing Arts)

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

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

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

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

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

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

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

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

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

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

Ohio Board of Regents

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**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:

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

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

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

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 for eligibility.

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

**Advanced Placement Courses**

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

**Students who seek a weighted 5-point A or a 4-point B will be required to take the AP exam costing approximately $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 Biology
- AP Calculus AB
- AP Calculus BC
- AP Chemistry
- AP Chinese
- AP Computer Science A
- AP Economics (Micro & Macro)
- AP English Language Composition
- AP English Literature & Composition
- AP Environmental Science
- AP French Language
- AP Physics 1
- AP Physics C Mechanics
- AP Psychology
- AP Research
- AP Seminar
- AP Spanish Language
- AP Spanish Literature
- AP Statistics
- AP Studio Art I: 2D-Design
- AP Studio Art I: Drawing
- AP Studio Art I: 3D-Design
- AP United States History
- AP United States Government & Politics
- AP World History

**AP Capstone Program**

The [College Board’s AP Capstone](https://apcentral.collegeboard.org/) is an innovative college-level program based on two new courses — AP Seminar and AP Research — that 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 JHS 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 will qualify by meeting entrance guidelines of the selected college or university (online application, GPA, Accuplacer and/or ACT scores). There is a deadline to submit CCP applications and test scores.

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 deadline, the student/parent is financially obligated to pay for the course.

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; but in that case, he/she 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. The Student Services Department will provide additional information about this program at the February evening meeting for parents and students. Students, along with a parent/guardian, interested in participating in CCP must attend the meeting.

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 and classes have been scheduled, the student must provide their Jackson counselor with a copy of the college schedule. It is the student’s responsibility to verify that they have the required credits. There is a maximum of 30 credit hours that will be paid for by the high school each year.

Notes: If a student receives a failing grade at the end of the college course; or 2) 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 textbooks. It is the student’s responsibility to turn CCP textbooks in to the high school media center by the last day of CCP exams. 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 that they will need to provide grades or a progress report at the time when the high school’s grading period is over, and 2) The student-athlete is taking enough course work at the CCP institution exclusively or between the CCP institution and the high school combined to be equivalent to five one-credit courses. Calculating equivalency of credits in the CCP institution is conducted in the same manner as in the high school, based on the Carnegie unit. **College courses for which 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>Credit &amp; Duration</th>
<th>Credit Equivalency (Must equal 5 units or equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>High</td>
<td>1 (year course)</td>
<td>1 x 1 = 1.00</td>
</tr>
<tr>
<td>Literature</td>
<td>CCP</td>
<td>3 semester hours</td>
<td>1 x 2 = 2.00</td>
</tr>
<tr>
<td>Calculus</td>
<td>CCP</td>
<td>5 semester hours</td>
<td>1 x 2 = 2.00</td>
</tr>
<tr>
<td>Biology</td>
<td>CCP</td>
<td>3 semester hours</td>
<td>1 x 2 = 2.00</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School</th>
<th>Credit &amp; Duration</th>
<th>Credit Equivalency (Must equal 5 units or equivalent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>CCP</td>
<td>5 semester hours</td>
<td>1 x 2 = 2.00</td>
</tr>
<tr>
<td>Sociology</td>
<td>CCP</td>
<td>3 semester hours</td>
<td>1 x 2 = 2.00</td>
</tr>
<tr>
<td>Computers</td>
<td>CCP</td>
<td>2 semester hours</td>
<td>.67 x 2 = 1.34</td>
</tr>
<tr>
<td>Geology</td>
<td>CCP</td>
<td>3 semester hours</td>
<td>1 x 2 = 2.00</td>
</tr>
</tbody>
</table>

**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](http://www.ohiohighered.org/ccp).

Reprinted from the Ohio High School Athletic Association.
### 15- Credit Hour Pathway (General)  
Jackson High School

<table>
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<tr>
<th>College Course Title</th>
<th>College Course Code</th>
<th>JHS Course Title</th>
<th>JHS Course Code</th>
<th>Credit Hours</th>
<th>Cumulative Credit Hours</th>
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<tbody>
<tr>
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<td>SSC101</td>
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<td>1</td>
<td>Stark State</td>
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<tr>
<td>Computer Applications for Professionals</td>
<td>ITD122</td>
<td>Offered at Stark State</td>
<td></td>
<td>3</td>
<td>4</td>
<td>Stark State</td>
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<tr>
<td>Effective Speaking</td>
<td>COM121</td>
<td>Offered at Stark State</td>
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<td>7</td>
<td>Stark State</td>
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<tr>
<td>Pre-Calculus</td>
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<td>CCP Pre-Calculus</td>
<td>CCP0650 CCP0651</td>
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<td>College Composition</td>
<td>ENG124</td>
<td>CCP English</td>
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</tr>
<tr>
<td>Sociology</td>
<td>SOC121</td>
<td>Offered at Stark State</td>
<td></td>
<td>3</td>
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</table>
30- Credit Hour Pathway  
Associate of Science (General)/Associate of Arts (General)  
Jackson High School

<table>
<thead>
<tr>
<th>College Course Title</th>
<th>College Course Code</th>
<th>JHS Course Title</th>
<th>JHS Course Code</th>
<th>Credit Hours</th>
<th>Cumulative Credit Hours</th>
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<tr>
<td>Student Success Seminar</td>
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<tr>
<td>Computer Applications for Professionals</td>
<td>ITD122</td>
<td>Offered at Stark State</td>
<td></td>
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<tr>
<td>Effective Speaking</td>
<td>COM121</td>
<td>Offered at Stark State</td>
<td></td>
<td>3</td>
<td>7</td>
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<tr>
<td>Pre-Calculus</td>
<td>MTH135</td>
<td>CCP Pre-Calculus</td>
<td>CCP0650 CCP0651</td>
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<tr>
<td>College Composition I (required)</td>
<td>ENG124</td>
<td>CCP English</td>
<td>CCP0118</td>
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<td>15</td>
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<td>Sociology</td>
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<td>General Psychology</td>
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<td>Offered at Stark State</td>
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<td>College Composition II</td>
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<td>Political Science</td>
<td>PSC121</td>
<td>Offered at Stark State</td>
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<td>Cultural Diversity</td>
<td>SOC225</td>
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<td>30</td>
<td>Stark State</td>
</tr>
</tbody>
</table>

*The above are samples of how a student could earn 15 and/or 30 college credit hours through the College Credit Plus Program. It is subject to change.

The highlighted courses are taught at Jackson High School.
Testing and Graduation Requirements

STUDENTS MUST MEET ONE OF THE FOLLOWING THREE*:

1. **Ohio’s State Tests**
   Students **earn a cumulative passing score of 18 points**, using seven end-of-course state tests. Tests are scored 1-5. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies.

   End-of-course exams are:
   - Algebra I and geometry or integrated math I and II
   - Biology
   - American history and American government
   - English I and English II

   Students studying Advanced Placement (AP) courses in biology, American history or American government may take and substitute test scores for end-of-course state exams. Students also may substitute grades from College Credit Plus courses in these science and social studies subjects for end-of-course state exams. There are no CCP/AP substitutions for mathematics or English language arts.

2. **Industry credential and workforce readiness**
   Students earn 12 points through a State Board of Education-approved, **industry-recognized credential or group of credentials** in a single career field and achieve a **workforce readiness score** on the **WorkKeys** assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment.

3. **College and career readiness tests**
   Students earn **“remediation-free” scores** in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the **ACT** free of charge.

*subject to change based on state legislation
The following table is to be used to convert Advanced Placement test scores to graduation points for valid courses.

<table>
<thead>
<tr>
<th>ADVANCED PLACEMENT</th>
<th>GRADUATION POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 or 5</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COLLEGE CREDIT PLUS COURSE GRADE (SOCIAL STUDIES AND SCIENCE SUBSTITUTE COURSES)</th>
<th>OHIO GRADUATION POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td>Not applicable</td>
<td>2</td>
</tr>
<tr>
<td>Not applicable</td>
<td>1</td>
</tr>
<tr>
<td>F – Fail or drop the course</td>
<td>0</td>
</tr>
</tbody>
</table>
College Entrance Testing Recommendations

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 will 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 planning. It is recommended that juniors start taking the ACT in December, February, or April and seniors take/retake the ACT in September or October. JHS will provide one state sponsored ACT test to all students in the second semester of their junior year. Strong academic students in grade 10 may want to take the ACT for practice. The Writing Test is optional. Many universities are recommending it, but we encourage you to 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.com
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 will 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.

**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
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Ohio Diploma</th>
<th>Academic Honors Diploma</th>
<th>International Baccalaureate Honors Diploma</th>
<th>Career Tech Honors Diploma</th>
<th>STEM Honors Diploma</th>
<th>Arts Honors Diploma (includes dance, drama/theatre, music, and visual art)</th>
<th>Social Science &amp; Civic Engagement Honors Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>4 units, must include one unit of algebra II or equivalent</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Science</td>
<td>3 units</td>
<td>4 units, including two units of advanced science2</td>
<td>4 units, including two units of advanced science2</td>
<td>4 units, including two units of advanced science2</td>
<td>5 units, including two units of advanced science2</td>
<td>3 units, including one unit of advanced science2</td>
<td>3 units, including one unit of advanced science2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 units</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units</td>
<td>3 units</td>
<td>3 units</td>
<td>5 units</td>
</tr>
<tr>
<td>World Languages</td>
<td>N/A</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
<td>4 units minimum, with at least 2 units in each language studied</td>
<td>2 units of one world language studied</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2 Semesters</td>
<td>1 unit</td>
<td>N/A</td>
<td>1 unit</td>
<td>4 units</td>
<td>1 unit</td>
<td>1 unit</td>
</tr>
<tr>
<td>Electives</td>
<td>5 units</td>
<td>N/A</td>
<td>4 units of Career-Technical minimum3</td>
<td>2 units with a focus in STEM courses</td>
<td>2 units with a focus in fine arts coursework</td>
<td>3 units with a focus in social sciences and/or civics</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>N/A</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
</tr>
<tr>
<td>ACT/SAT/WorkKeys</td>
<td>N/A</td>
<td>27 ACT/1280 SAT8</td>
<td>27 ACT/1280 SAT8</td>
<td>27 ACT/1280 SAT8</td>
<td>27 ACT/1280 SAT8</td>
<td>27 ACT/1280 SAT8</td>
<td></td>
</tr>
<tr>
<td>Field Experience</td>
<td>N/A</td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus5</td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus5</td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus5</td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus5</td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus5</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>N/A</td>
<td>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 experts6</td>
<td>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 experts6</td>
<td>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 experts6</td>
<td>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 experts6</td>
<td>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 experts6</td>
<td></td>
</tr>
<tr>
<td>Additional Assessments</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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
Ohio High School Honors Diploma

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:

- 1 unit physical education (unless exempted), 1 unit health, 1 unit in American history, 1 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.
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 career and technical programs are two years in nature (junior and senior years). A description of each career and technical program appears within this guide.

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

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

Program Application and Acceptance

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

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

Ohio Career-Technical Competency Assessments (OCTCA)

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

Career-Technical Education and Civil Rights Disclaimer

Jackson High School participates in a Career and Technical Compact Program in partnership with Lake, Plain (GlenOak), and North Canton (Hoover) schools. The Stark County Career Compact does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.
<table>
<thead>
<tr>
<th>Jackson Programs</th>
<th>Length of Program</th>
<th>Junior Class Time</th>
<th>Credits</th>
<th>Senior Class Time</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technologies</td>
<td>2 year</td>
<td>Transportation Maintenance</td>
<td>1</td>
<td>Engine Performance</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engine and Powertrain</td>
<td>1</td>
<td>Electrical/Electronics</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Braking, Suspension, Steering</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson Cisco Networking Academy</td>
<td>2 year</td>
<td>Information Technology</td>
<td>1</td>
<td>Networking</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Hardware</td>
<td>1</td>
<td>Routing and Switching</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Software</td>
<td>1</td>
<td>Network Security (Option)</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Health Care Services</td>
<td>2 year</td>
<td>Chemistry</td>
<td>1</td>
<td>Anatomy &amp; Physiology</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Allied Health Medicine</td>
<td>1</td>
<td>Patient Centered Care</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition and Wellness</td>
<td>1</td>
<td>Pharmacology</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Terminology</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction Technologies</td>
<td>2 year</td>
<td>Core and Sustainable Construction</td>
<td>1.5</td>
<td>Structural Systems</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Carpentry and Masonry Technical Skills</td>
<td>1.5</td>
<td>Structural Coverings and Finishes</td>
<td>1.5</td>
</tr>
<tr>
<td>Culinary Arts/ Restaurant Management</td>
<td>2 year</td>
<td>Hospitality Fundamentals</td>
<td>1</td>
<td>Restaurant Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dining Room Service and Operations</td>
<td>2</td>
<td>Fundamentals of Food Production</td>
<td>2</td>
</tr>
<tr>
<td>Engineering and Architecture</td>
<td>2 year</td>
<td>Intro to Engineering Design</td>
<td>1</td>
<td>Architecture- Structural/Mechanical</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prin. Of Engineering (Hoover High School)</td>
<td>1</td>
<td>Architecture- Site and Foundation Plans (Jackson High School)</td>
<td>1</td>
</tr>
<tr>
<td>Horticulture</td>
<td>2 year</td>
<td>Plant and Horticulture Science</td>
<td>1</td>
<td>Landscape Hardscapes</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenhouse and Nursery Management</td>
<td>1</td>
<td>Turf Science and Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Landscape Systems Management</td>
<td>1</td>
<td>Agriculture and Environment</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Systems Capstone</td>
<td></td>
</tr>
</tbody>
</table>
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 A.S.E. certified in engine repair, suspension and steering, brakes, electrical systems, engine performance.

Junior Year Program (3 periods- 3 credits)
Ground Transportation Maintenance 177000
In this first course, students will apply skills needed to inspect and perform general service on vehicles. Students will research applicable service information and technical service bulletins, and perform maintenance on vehicles. Students will inspect and service engine, 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.

JACKSON CISCO NETWORKING ACADEMY®

580 INFORMATION TECHNOLOGY (JUNIOR)
581 COMPUTER HARDWARE (JUNIOR)
582 COMPUTER SOFTWARE (JUNIOR)

583 NETWORKING (SENIOR)
584 ROUTING AND SWITCHING (SENIOR)
585 NETWORK SECURITY (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 Cisco CCNA® certification. In addition, the courses help provide learning pathways from secondary to post-secondary institutions.

Industry Recognized Certification- As a CompTIA Authorized Quality Curriculum 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. Students learn the basics of routing, switching, and advanced technologies to help them prepare for the Cisco CCNA® certification exam.* If students complete the optional Cybersecurity coursework they will be prepared for the Security Fundamentals and Security Operations exams which align with the CCNA Cyber Ops certification. Visit www.Cisco.com/web/learning/netacad/index.html for more information.

Junior Year Program (3 periods- 3 credits)
Information Technology 145005- This first course in the IT career field is designed to provide students with a working knowledge of computer concepts and essential skills necessary for work and communication in today's society. Students will learn safety, security, and ethical issues in computing and social networking. Students will also learn about input/output systems, computer hardware and operating systems, and office applications.

Computer Hardware 145025- Students will learn to install, repair, and troubleshoot computer hardware systems. They will perform preventative maintenance practices and learn techniques for maintaining computer hardware security. Communication skills and professionalism in troubleshooting situations will be emphasized.
Computer Software 145030- Students will apply knowledge and skills of commercial and open source operating systems in portable, stand alone, and networked devices. Students will install a variety of operating systems manually and using remote assistance. They will learn to configure, modify, and troubleshoot operating systems. Desktop virtualization, system security, and operating system history will be addressed.

Senior Year Program (2 periods- 2 credits, optional 1 period - 1 credit)
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.
Network Security 145050- Senior option for students who have successfully completed their junior year and have enrolled in Networking 145035 and Routing and Switching 145055. 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.

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

*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. **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 ExCPT 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. This program is ideal for hard-working male and female students who are interested in health related fields. 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 be able to offer students articulated college credits upon successful completion of program requirements.

This program meets the expectations of employers and postsecondary institutions by building on the National 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, 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 assess, plan, provide, and evaluate care to patients in varied healthcare settings. Students will apply first aid principles and techniques needed for response to choking, cardiopulmonary resuscitation, and other life-threatening emergencies. Emphasis will be placed on regulatory compliance, patient safety, pathophysiology, and medical interventions. Additionally, this course introduces psychomotor skills needed to assist individuals in meeting basic human needs.

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

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

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

**Patient Centered Care 072050** – Students will apply psychomotor nursing skills needed to assist individuals in meeting basic human needs. Students will implement interventions following a nursing assistant plan of care. Students will collect patient’s vital signs including temperature, pulse rate, respiration rate, and blood pressure. Students will perform phlebotomy procedures with emphasis on infection prevention, universal precautions, proper patient identification, specimen acquisition, handling, and processing. Additionally, students will observe patients’ physical, mental, and emotional conditions and document any change.

**Pharmacology 072085** – Students will apply the principles of pharmacology in order to read, interpret and dispense prescriptions. They will learn how medications are classified and administered. Students will study the impact of drugs on different systems of the body, interaction of drugs, side effects and effectiveness in relation to dosages. Students are responsible for membership dues of approximately $40 for SkillsUSA.

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

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

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)**

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<tr>
<th>Prerequisite:</th>
<th>Junior – Application Required</th>
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<td>Senior – Completion of Junior program</td>
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<th>Length:</th>
<th>2 Year course</th>
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<td>Grade Level:</td>
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<tr>
<td>Credit:</td>
<td>3 credits Junior year</td>
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<td>3 credits Senior year</td>
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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.
The Jackson School for the Arts, established in 2001, is designed for dedicated 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 JHS’s rigorous course offerings while exploring many courses in the arts. To complete their schedule, many JSA students start school at 6:50 AM one period prior to the regular JHS school day. Over a four year period, students are exposed to all art disciplines, eventually narrowing their focus 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.

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 Mrs. Gardner at Jackson High School, 330-837-3501, extension 1462.

**JSA Freshman Course Schedule 2018-2019**

JSA102 English 9

JSA805 World History

JSA280 (semester 1) The Art of Theatre OR
JSA281 (semester 2) The Art of Theatre

JSA200 JSA Visual Art 1 OR
JSA204 JSA Advanced Visual Art (by recommendation from Mr. Poetter)

250 Freshman Band OR 252 Freshman Choir
JSA255 Freshman Band AND Freshman Choir if you are taking both courses

JSA286 Dance 1 (semester 1) OPTIONAL COURSE OR
JSA287 Dance 1 (semester 2) OPTIONAL COURSE

Math
Biology

World Language-recommended

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

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 Director via email in order to be considered for dual enrollment in JSA and JAGS.
## Jackson School for the Arts
### Four Year Plan

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<th>Junior</th>
<th>Senior</th>
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<tr>
<td><strong>General Classes:</strong></td>
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<tr>
<td>Science</td>
<td>Science</td>
<td>Math may include AP</td>
<td>Math may include AP</td>
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<tr>
<td>World Language</td>
<td>World Language</td>
<td>Science may include AP</td>
<td>Science may include AP</td>
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<tr>
<td>JSA American History or AP Academy US History</td>
<td>JSA American History or AP Academy US History</td>
<td>World Language</td>
<td>World Language</td>
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<td><strong>JSA Classes required:</strong></td>
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<td><strong>JSA Classes required:</strong></td>
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<tr>
<td>Art of Theatre#</td>
<td>JSA English 103 or 113</td>
<td>Junior Seminar</td>
<td>Senior Internship</td>
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<tr>
<td>JSA Visual Art 1</td>
<td>2 Options from the Arts</td>
<td>2 options from the Arts</td>
<td>1 Upper Level option from the Arts</td>
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<tr>
<td>JSA Advanced Visual Art Band and/or Chorus</td>
<td>Music Options:</td>
<td>Music Options:</td>
<td>Music Options:</td>
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<tr>
<td>JSA English</td>
<td>Marching/Concert Band</td>
<td>Marching/Concert Band</td>
<td>Marching/Concert Band</td>
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<td>JSA World History</td>
<td>Marching/Symphony Band</td>
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<td><strong>JSA Optional Class:</strong></td>
<td>Concert Choir</td>
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<td>Dance 1 #</td>
<td>Chorale</td>
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<td><strong>PLEASE NOTE:</strong></td>
<td>Music Literature I and II-on level/CCP#</td>
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<tr>
<td>All JSA students must take:</td>
<td>Music as a World Phenomenon-on level/CCP</td>
<td>Advanced Music and Composition</td>
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<td>2 Units of Phys. Ed.*</td>
<td>Music as a World Phenomenon-on level/CCP</td>
<td>Music as a World Phenomenon-on level/CCP</td>
<td>Music as a World Phenomenon-on level/CCP</td>
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<td>Health</td>
<td>Theatrical Production</td>
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<tr>
<td>Personal Finance</td>
<td>Performance Workshop 11</td>
<td>Performance Workshop 11</td>
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<tr>
<td>JSA strives to accommodate all levels of courses within a student’s schedule.</td>
<td><strong>Theatre Options:</strong></td>
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<td>Dramatic Literature and Performance</td>
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<td>Theatrical Production</td>
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<td>Dance 3</td>
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<td>Drawing 1, 2, 3, 4 #</td>
<td>Drawing 1, 2, 3, 4 #</td>
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<td>Drawing 1, 2, 3 #</td>
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<td>Painting 1, 2, 3, 4 #</td>
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<td>Painting 1, 2, 3 #</td>
<td>Ceramics 1, 2, 3, 4 #</td>
<td>Ceramics 1, 2, 3, 4 #</td>
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<tr>
<td>Ceramics 1, 2 #</td>
<td>Media Explorations 1, 2, 3, 4 #</td>
<td>Media Explorations 1, 2, 3, 4 #</td>
<td>Drawing 2, 3, 4 #</td>
</tr>
<tr>
<td>Media Exp. 1, 2 #</td>
<td>Photo 1, 2, 3, 4 #</td>
<td>Photo 1, 2, 3, 4 #</td>
<td>Painting 2, 3, 4 #</td>
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<tr>
<td>Photo 1, 2 #</td>
<td>Portfolio Development: Studio Art-second semester only</td>
<td>Portfolio Development: Studio Art-second semester only</td>
<td>Ceramics 2, 3, 4 #</td>
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</tbody>
</table>

# denotes semester course
*see PE waiver
JACKSON ACADEMY FOR GLOBAL STUDIES (JAGS)

The JAGS program is a unique school within Jackson High School, and is dedicated to the integration of global perspectives into the core academic classes.

**JAGS students will**
- Use the International Studies Schools Network Model (ISSN) to
  - Investigate the World
  - Recognize Perspective
  - Communicate ideas and…
  - Take action!
- Work to become fluent in one of three world languages: Chinese, French, or Spanish.
- Have travel opportunities that will allow them to experience different cultures and global understandings.
- Learn through real world/service learning/community projects, accruing a minimum of 80 service hours (20 service hours/year or more) upon graduation.
- Develop 21st century work skills such as effective use of technology, critical and creative thinking, collaboration and communication.
- Create an ISSN global competency portfolio and an independent study senior-year capstone project that best reflects their coursework and outside experiences over their 4 years (or 3 years if they enroll as a Sophomore) in the academy.

**JAGS Teachers will**
- Challenge students to grow academically, excel as independent learners and become globally competent.
- Work through problem-based learning activities to help students meet their individual learning goals.
- Use a variety of assessment methods to determine a student’s progress.
- Set clear expectations in the management of their classrooms, share their perspectives and ensure that all JAGS students feel safe and successful.
- Receive top-quality, ongoing professional development so they are well-equipped and informed in helping students succeed.

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

1. Register for specific JAGS courses in the following areas:
   a. JAGS English
   b. JAGS Social Studies
   c. JAGS Science
2. In addition, students must select the appropriate level math class from regular course offerings in the Program of Studies booklet and be enrolled in a World Language course. Students must have 4 high school credits in a world language to earn a JAGS diploma.

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 Director via email in order to be considered for dual enrollment in JSA and JAGS.
Jackson Academy for Global Studies

Four Year Course Plan*

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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
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<tr>
<td><strong>General Classes:</strong></td>
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<td>• Health Option</td>
<td>• Health Option</td>
<td>• Science Option</td>
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<td>• Physical Education Option</td>
<td>• Physical Education Option</td>
<td>• Mathematics Option</td>
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<td>• Mathematics Option</td>
<td>• Social Studies Elective</td>
<td>• Social Studies Elective</td>
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<tr>
<td>• Art Option</td>
<td>• Art Option</td>
<td>• Language Arts Option (JAGS/JSA English 104)</td>
<td>• Language Arts Option (JAGS/JSA English 104)</td>
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<td><strong>JAGS Requirements:</strong></td>
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<tr>
<td>• JAGS Biology</td>
<td>• JAGS Chemistry</td>
<td>• Model UN Seminar (Social Studies Credit)</td>
<td>• JAGS Senior Capstone</td>
</tr>
<tr>
<td>• JAGS 102 English</td>
<td>• JAGS 103 or 113 English</td>
<td>• World Language Options</td>
<td>• World Language Options</td>
</tr>
<tr>
<td>• JAGS World History</td>
<td>• JAGS American History (with AP option)</td>
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<tr>
<td>• World Language Options</td>
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*subject to change
BUSINESS

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

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

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

Most students will start at 102 English 9 and progress through 103 English 10, 104 English 11, and 106 English 12. In the following course descriptions, some skills are repeated throughout all levels. These skills, of course, become more advanced with each level. An attempt to specify some skills 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. Students will purchase supplementary materials for this course.

JAG102 JAGS ENGLISH 9

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

This freshman-level course 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

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

**112 ACCELERATED ENGLISH 9**

**Prerequisite:** Successful completion of Accelerated 8th-grade Language Arts  
**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.**

A grade of *A* or *B* in 8th-grade Accelerated Language Arts constitutes successful completion of the course; however, students who have received a grade of *C* or lower in that course may struggle with Accelerated English 9 content and requirements.

**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 PSAT, ACT, SAT, and AIR 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. **Students will purchase supplementary materials for this course.**

**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 and/or Teacher recommendation (English 113 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.

JSA/JAG104 JSA/JAGS ENGLISH 11
Prerequisite: Successful completion of JSA or JAGS English 10
Length: Year course
Grade Level: 11
Credit: 1 credit

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

### 115 AP ENGLISH LANGUAGE AND COMPOSITION

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Successful completion of Accelerated English 10</th>
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<tr>
<td>Length:</td>
<td>Year course</td>
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<tr>
<td>Grade Level:</td>
<td>11, 12</td>
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<td>Credit:</td>
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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 10th-grade *Accelerated* Language Arts 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

<table>
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<tr>
<th>Prerequisite:</th>
<th>English 11</th>
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<tr>
<td>Length:</td>
<td>Year course</td>
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<tr>
<td>Grade Level:</td>
<td>12</td>
</tr>
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<td>Credit:</td>
<td>1 credit</td>
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English 12 is a senior-level course designed to apply and master reading skills and strategies through the exploration of literature. The literature that will be studied includes a variety of short stories, poetry, fiction, non-fiction 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. English 12 will explore the concept of monsters. Essentially, the literature that we will be reading and discussing focuses on the role that society has in the creation of its monsters. We will also be focusing on how society is responsible for their monsters and how fears and anxieties are embodied within those monsters. Therefore, our texts will explore the themes of monsters in order help us to analyze our own culture’s use of the word “monster.” **Students will purchase supplementary materials for this course.**
### CCP118 1st Sem  ACCEL. ENGLISH 12 COMP 1– COLLEGE CREDIT PLUS
### CCP119 2nd Sem ACCEL. ENGLISH 12 COMP 2– COLLEGE CREDIT PLUS

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>For College Composition (ENG124): 6 options here; must meet one of the six requirements</th>
<th>Length: 2 college semester courses = 1 year</th>
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<tbody>
<tr>
<td></td>
<td>Compass 70+; WritePlace 5+; ACT 18+; SAT 430+; GED 165+; 3.0 cumulative high school GPA + within last 5 years + B or higher during junior year (all 3 requirements must be met for final option)</td>
<td>Grade Level: 12</td>
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</table>

| For College Composition II (ENG231): Credit for College Composition (ENG124); in other words, credit for first-semester writing if taken at another college/university | Credit: 1 HS credit each semester (must register for both semesters) | Credit: 3 OTM (Ohio Transfer Module) college credits possible per semester |

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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 (1 is written and revised with a reflective writing for a portfolio); 2-3 reader responses; a 5-7 page collaborative essay written with classmates with presentation component, plus a * 5-7 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, an 7-9 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. A course syllabus can be found on the instructor's webpage.
117 AP ENGLISH LITERATURE AND COMPOSITION

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

Designed for students with superior academic standing, outstanding class participation, and a high aptitude for studies in English, this course focuses primarily on international and British literature and puts a premium on reading a piece of literature for the first time and responding extemporaneously. The course will also include out-of-class reading and writing and will feature a literature based, year long 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 11 or Accelerated English 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
121 GRAMMAR REFRESHER

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

This course benefits students in grades 10, 11 or 12 who are preparing for the ACT/SAT tests; however, it is not designed as merely a test-prep class. The course will also significantly benefit those students desiring to improve their overall grammar and editing skills. Grammar Refresher involves two areas of study: grammar (subject-verb agreement, pronoun usage, diction, etc.) and mechanics (quotation marks, apostrophes, colons, semi-colons, commas, etc.). Students are strongly advised to consider the course prior to taking the ACT/SAT. Ideally, seniors should schedule the course during the first semester if they are unable to take the course as juniors or sophomores. This course does not count towards the Honors Diploma.

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.

**125 READING SKILL BUILDING**

<table>
<thead>
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<th>Prerequisite:</th>
<th>Placement by referral only</th>
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<tr>
<td>Length:</td>
<td>Year course</td>
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<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
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<tr>
<td>Credit:</td>
<td>1/2 credit</td>
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</tbody>
</table>

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

**130 ENGLISH 9**

**132 ENGLISH 10**

**134 ENGLISH 11**

**136 ENGLISH 12**

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**

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.

**126 READING INTERVENTION 9**

**127 READING INTERVENTION 10**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Placement by referral only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>Semester course</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10</td>
</tr>
<tr>
<td>Credit:</td>
<td>1/4 credit</td>
</tr>
</tbody>
</table>

Students will work towards increased skill competency in the Ohio Learning Standards in Language Arts. Units in the course will practice skills that are being used in the students’ corresponding English course. Selected teaching methods and materials will vary based upon individual student need. Placement in this course is determined based upon test scores and teacher recommendation.
FAMILY AND CONSUMER SCIENCES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Length</th>
<th>Grade Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>410</td>
<td>CREATIVE LIVING SKILLS</td>
<td>None</td>
<td>Semester course</td>
<td>10, 11, 12</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>411</td>
<td>CREATIVE LIVING SKILLS</td>
<td>None</td>
<td>Semester course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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. Students furnish material costs for projects.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Length</th>
<th>Grade Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>430</td>
<td>CHILD DEVELOPMENT 1</td>
<td>Child Development 1</td>
<td>Semester course – 1st semester</td>
<td>11, 12</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>431</td>
<td>CHILD DEVELOPMENT 2</td>
<td>None</td>
<td>Semester course – 2nd semester</td>
<td>11, 12</td>
<td>1/2 credit</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Length</th>
<th>Grade Level</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>440</td>
<td>FOODS 1</td>
<td>None</td>
<td>Semester course – 1st semester</td>
<td>11, 12</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>441</td>
<td>FOODS 2</td>
<td>Foods 1</td>
<td>Semester course – 2nd semester</td>
<td>11, 12</td>
<td>1/2 credit</td>
</tr>
</tbody>
</table>

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

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.

442 CLOTHING CONSTRUCTION 1  Prerequisite: None
443 CLOTHING CONSTRUCTION 1  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  Prerequisite: Clothing Arts 1
445 CLOTHING CONSTRUCTION 2  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  Prerequisite: None
447 FOOD AND FITNESS  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.

**FINE ARTS**

200 VISUAL ART 1  Prerequisite: None
201 VISUAL ART 1  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 ADVANCED 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  
**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. Please note that 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  
**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. Please note that most 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. Please note that most 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. Please note that most of the required supplies from Drawing 1, 2 & 3 may be reused for this course.

212 PAINTING 1  Prerequisite:  Visual Art 1 or 8th 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. *An important foundation class necessary for any student planning to continue study in art. In addition to an approximate $30 course fee, a sketchbook and other materials are required. Please note that many of the required supplies from Visual Art 1 may be reused for this course.

214 PAINTING 2  Prerequisite:  Painting 1 or JSA Adv. Vis. Art
215 PAINTING 2  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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.

216 PAINTING 3  Prerequisite:  Painting 2
217 PAINTING 3  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. Please note that many of the required supplies from Painting 1 and 2 may be reused for this course.

218 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. Please note that many of the required supplies from Painting 1, 2 & 3 may be reused for this course.

220 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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.

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

224 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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.
226 CERAMICS 4  
Prerequisite: Ceramics 3
227 CERAMICS 4  
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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.**

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

This course is designed to introduce students to a variety of two and three dimensional art forms such as: sculpture, jewelry, and printmaking. Students will focus on a variety of element and principle driven lessons while having the freedom to explore a variety of media and techniques. **In addition to an approximate $30 course fee, a sketchbook and other supplies will be required. Please note that many of the required supplies from Visual Art 1 may be reused for this course.**

230 MEDIA EXPLORATION 2  
Prerequisite: Media Exploration 1
231 MEDIA EXPLORATION 2  
Length: Semester course
Grade Level: 9, 10, 11, 12
Credit: 1/2 credit

This course builds on two and three dimensional techniques studies in Media 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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.**

232 MEDIA EXPLORATION 3  
Prerequisite: Media Exploration 2
233 MEDIA EXPLORATION 3  
Length: Semester course
Grade Level: 10, 11, 12
Credit: 1/2 credit

This course builds on two and three dimensional techniques studies in Media 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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.**

234 MEDIA EXPLORATION 4  
Prerequisite: Media Exploration 3
235 MEDIA EXPLORATION 4  
Length: Semester course
Grade Level: 10, 11, 12
Credit: 1/2 credit

This course builds on 2-D and 3-D techniques studied in Media 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. Please note that many of the required supplies from Visual Art 1 may be reused for this course.**
be required. Please note that many of the required supplies from Visual Art 1 may be reused for this course.

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

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

48
244 AP STUDIO ART: 2-D DESIGN
Prerequisite: Visual Art 1, art teacher approval

245 AP STUDIO ART: DRAWING
Length: Year course

246 AP STUDIO ART: 3-D DESIGN
Grade Level: 12
Credit: 1 credit (2 periods)

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

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

The portfolio development is intended to be in preparation for the AP STUDIO ART course. This course provides students who have a serious interest in visual arts 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. Please note that many of the required supplies from prerequisite classes may be reused for this course.

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

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

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.

257 MUSIC LITERATURE I
CCP257 MUSIC LITERATURE I – College Credit Plus *
Prerequisite: Approval of Instructor
Length: Semester course - Select one
Grade Level: 10, 11, 12
Credit: .67 credit

*2 OTM (Ohio Transfer Module) college credits possible

This course will familiarize students with a large body of musical material from all branches of music writing; vocal, instrumental, symphonic and choral music literature. Special attention is given to style, form and structural procedures of principal composers. The emphasis for this course is on music from the Middle Ages through Baroque, ethnomusicology and jazz. Offered 1st semester only.
**258 MUSIC LITERATURE II**  
CCP258 MUSIC LITERATURE II – College Credit Plus *

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Music Literature I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>Semester course – Select one</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Credit:</td>
<td>.67 credit</td>
</tr>
</tbody>
</table>

*2 OTM (Ohio Transfer Module) college credits possible

This course is the second course in Music Literature through The University of Akron. This course will familiarize students with a large body of musical material from all branches of music writing; vocal, instrumental, symphonic and choral music literature. Special attention is given to style, form and structural procedures of principal composers. The emphasis for this course is on music from the Classical, Romantic and modern eras. **Offered 2nd semester only.**

*To receive CCP credit, students must qualify for CCP through The University of Akron. ACT or SAT test scores are needed to apply. Please contact your child’s counselor for more information.

**260 ADVANCED MUSIC AND COMPOSITION**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Approval of Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One year</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Credit:</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

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.

**CCP262 MUSIC AS A WORLD PHENOMENON - College Credit Plus** *

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>One year</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>Credit:</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

*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 musics 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.  

*To receive CCP credit, students must qualify for CCP through Kent State University. ACT or SAT test scores are needed to apply. Please contact your child’s counselor for more information.

**259 INTRODUCTION TO PERFORMING ARTS**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>Year course</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9, 10, 11, 12</td>
</tr>
<tr>
<td>Credit:</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

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

**JSA280 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 that 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**
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 JHS musical and play, as well as write formal critiques of the productions.
JSA284 PERFORMANCE WORKSHOP 11

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. Furthermore, students will be required to attend and critique two performances outside of JHS.

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. Furthermore, students will be required to attend and critique two performances outside of JHS.

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

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

In JSA Dance 2 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**

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

JSA Dance 3 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

JSA Advanced Dance 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.**

**JSA296 JSA JUNIOR SEMINAR**

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

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

**JSA297 JSA SENIOR INTERNSHIP**

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

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

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION WAIVER

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

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

Students who choose to take part in an athletic program, Cheerleading, or marching band will have their hours verified by the staff member responsible for that activity. These students must also be involved from the beginning of the season until the very end of the season. Any student who is removed or quits a program during the season will not receive 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
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**
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**
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**
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 CPRA and taping methods. This course will require some after school practice and/or game coverage along with a school athletic trainer. **Required supplies total approximately $15. This course DOES NOT fulfill the Physical Education requirement for graduation.**
370 STRENGTH AND CONDITIONING
371 STRENGTH AND CONDITIONING

Prerequisite: None
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.

MATHEMATICS COURSE CHART

<table>
<thead>
<tr>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>Acc Geometry</td>
<td>Acc Algebra 2</td>
<td>CCP PreCalc</td>
<td>PreCalc</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra 2</td>
<td>AP Calc</td>
<td>AP Statistics</td>
<td>PreCalc</td>
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<td>College Math Prep</td>
<td>CCP PreCalc</td>
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<td></td>
<td></td>
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<td>AP Statistics</td>
<td>College Math Prep</td>
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<table>
<thead>
<tr>
<th>8th Grade Math</th>
<th>Algebra 1</th>
<th>Geometry</th>
<th>Algebra 2</th>
<th>PreCalc</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>CCP PreCalc</td>
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<td></td>
<td></td>
<td>College Math Prep</td>
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<tr>
<td>Algebra 2 A</td>
<td>Algebra 2 B</td>
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</table>
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 4 years of required mathematics courses taken at JHS and may be used on state required end-of-course tests in Algebra 1 and Geometry, and national tests such as the ACT (required for all Juniors in Ohio), 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:  8th 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. Refer to Calculator Requirements at the beginning of this section for more details.

This calculator will be used for all 4 years of required mathematics courses taken at JHS and may be used on state required end of course tests in Algebra 1 and Geometry, as well as ACT, PSAT, and SAT tests.

620 GEOMETRY
Prerequisite:  Algebra I
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. 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. Refer to Calculator Requirements at the beginning of this section for more details.

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 than 620 Geometry. 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. 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. Refer to Calculator Requirements at the beginning of this section for more details.

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. 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. Refer to Calculator Requirements at the beginning of this section for more details.

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. Standardized test practice is incorporated to help prepare students for Ohio’s new learning standards. This course moves at a faster pace, more in-depth, and with greater demands than 630 Algebra 2. A TI-84 Plus CE graphing calculator is required for this course costing approximately $115. Refer to Calculator Requirements at the beginning of this section for more details.

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

Prerequisite: Geometry and placement by referral only
Grade Level: 11, 12
Length: Year courses
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. 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. Refer to Calculator Requirements at the beginning of this section for more details.

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. Refer to Calculator Requirements at the beginning of this section for more details.*

### 650 PRE-CALCULUS

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Algebra 2 and teacher recommendation</th>
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<tbody>
<tr>
<td>Length:</td>
<td>Year course</td>
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<td>Grade Level:</td>
<td>11, 12</td>
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<tr>
<td>Credit:</td>
<td>1 credit</td>
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This course provides the opportunity for students to informally investigate the traditional concepts of calculus, such as maxima, minima, infinite sequences, limits, derivatives, and integrals. In addition, students work with the algebraic manipulation they will need in future courses. Students planning to enroll in AP Calculus should complete both semesters of College Credit Plus Pre-Calculus. *A TI-84 Plus CE graphing calculator is required for this course costing approximately $115. Refer to Calculator Requirements at the beginning of this section for more details.* There will be a fee for an online software subscription of approximately $16.

### CCP650 1st Sem PRE-CALCULUS PART A – COLLEGE CREDIT PLUS

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Algebra 2, teacher recommendation, and minimum of 22 on Math section of ACT or minimum of 55 on Accuplacer assessment administered by Stark State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length:</td>
<td>Year course</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Credit:</td>
<td>.83 HS credit each semester (must register for both semesters) 2.5 OTM (Ohio Transfer Module) college credits possible each semester</td>
</tr>
</tbody>
</table>

This course will include operations with polynomial, exponential, logarithmic, rational, radical, absolute value, trigonometric functions and inequalities. Additional topics will include: right triangle trigonometry, trigonometric ratios, trigonometric identities and formulas, matrices, sequences, series, and conic sections. *This College Credit Plus (CCP) math course will use the grading scale and syllabus guidelines of the local college/university partner providing the college credit.* This Pre-Calculus course is recommended for students planning to enroll in AP Calculus. *A TI-84 Plus CE graphing calculator is required for this course costing approximately $115. Refer to Calculator Requirements at the beginning of this section for more details.*

### CCP651 2nd Sem PRE-CALCULUS PART B – COLLEGE CREDIT PLUS

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Algebra 2 and teacher recommendation</th>
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</thead>
<tbody>
<tr>
<td>Length:</td>
<td>Year course</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>11, 12</td>
</tr>
<tr>
<td>Credit:</td>
<td>1 credit</td>
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</tbody>
</table>

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. Refer to Calculator Requirements at the beginning of this section for more details.*
### 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. *A TI-84 Plus CE graphing calculator is required for this course costing approximately $115. Refer to Calculator Requirements at the beginning of this section for more details. There will be a fee for an online software subscription of approximately $16. There is a summer assignment. Please see the instructor before summer break begins.*

### 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. *A TI-84 Plus CE graphing calculator is required for this course costing approximately $115. Refer to Calculator Requirements at the beginning of this section for more details. There will be a fee for an online software subscription of approximately $16. There is a summer assignment. Please see the instructor before summer break begins.*

### MATH 1

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

### MATH APPLICATIONS 1

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

### MATH INTERVENTION 9

**Prerequisite:** Placement by referral only  
**Length:** Semester course  
**Grade Level:** 9, 10  
**Credit:** 1/4 credit
Students will work towards increased skill competency in the Ohio Learning Standards in Mathematics. Units in the course will practice skills that are being used in the student’s corresponding math course. Selected teaching methods and materials will vary based upon individual student need. Placement in this course is determined based upon test scores and teacher recommendation.

**MISCELLANEOUS**

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.

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

Students interested in 866 Debate 3, enrolled by instructor permission only.

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

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

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

Ohio Content Standards are covered which include 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: Application required
Length: Year course
Grade Level: 9
Credit: 1 credit

In this freshman class, Ohio Content Standards are covered which include biochemistry, cell structures and functions, basic and human genetics, biotechnology, environmental science basics, and cell processes such as cellular respiration, photosynthesis, cell transport, cell division, and protein synthesis, lab work will include some dissections. Project based learning for Global competence will be implemented through the incorporation of investigating the world, communicating ideas, recognizing perspectives and taking action. 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, the Ohio Content Standards are covered for the following topics: Life Science, Earth and Space Science, Chemistry, Physics and Astronomy. Students will grow and develop their skills in using scientific models, problem solving, and critical thinking. Students will also be able to apply their knowledge of these scientific topics to current events. This course will include lab work, teacher demonstrations, lectures, out of class assignments, and special projects. 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 (1 1/2 periods)

AP Biology is designed to be equivalent to a two-semester college introductory Biology course. This second-year Biology course is aimed at developing a deeper understanding of concepts such as: organic molecules and cells, heredity and DNA, evolution by natural selection, and ecological systems. The main goals of AP Biology are to help students develop a conceptual framework for modern biology, an appreciation of science as a process, and the ability to design and carry-out scientific investigations. This course is recommended for any student planning on majoring in Biology or a related field. 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, and apply them to forensic science. The course will deal with the application of other sciences to solve crimes and includes many hands-on labs and activities, readings, and projects that encourage students to look at a single issue or problem in great detail. Scientific process and analysis skills will be used to derive conclusions from data presented, to solve a particular problem. 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

AP Environmental Science is a course to provide 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. There will be a fee of approximately $15.00.

720 MARINE BIOLOGY**
Prerequisite: 708 Physical Science with at least a C
Length: Semester course – 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 $2200 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 you 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 1st. If you are not accepted into the program, the entire $350 deposit will be returned to you. 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 be the student’s parents/guardians. We take this program very seriously and will not tolerate behavior that goes against school policy.

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**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>JAGS Biology and Algebra I</th>
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<tr>
<td>Length:</td>
<td>Year course</td>
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<td>Grade Level:</td>
<td>10</td>
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<tr>
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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**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>A or B in Chemistry</th>
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<tr>
<td>Length:</td>
<td>Year course</td>
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<tr>
<td>Grade Level:</td>
<td>11, 12</td>
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<tr>
<td>Credit:</td>
<td>1 credit (1 1/2 periods)</td>
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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 classroom and numerous laboratory practices. This course is demanding and only those students who are willing to devote at least one hour of study time each day outside the classroom should consider taking this course. This course is 1.5 periods each day. A strong math background is recommended. This course is beneficial for students planning to study any science or medicine field in college. **There will be a fee of approximately $7.00. There is a summer assignment, please see the instructor before summer break begins.**

**740 ANATOMY & PHYSIOLOGY**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Biology and Chemistry is encouraged</th>
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<tbody>
<tr>
<td>Length:</td>
<td>Year course</td>
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<tr>
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<tr>
<td>Credit:</td>
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This upper-level, college-prep science course allows students to develop an understanding of the anatomy of the human body and the major physiological and chemical processes. Course goals include: identification of cells, tissues, and organs, identification of structure, function, and location of muscles and bones, in-depth studies of major human systems (cardiovascular, nervous, digestive, endocrine, lymphatic, respiratory, sensory, integumentary, urinary, etc.) which include several dissections. Anatomy and Physiology is recommended for students seeking a future in nursing, medical, health, science or related fields. **There will be a fee of approximately $15.00.**
**746 ORGANIC CHEMISTRY**

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

This semester course will study the naming, reactions, mechanisms, 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: 2nd Semester course  
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: Successful experience 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. **There will be a fee of approximately $10.00.**  

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

**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 $5.00.**
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 (1 1/2 periods)

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

775 BIOLOGY

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

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

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

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. 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

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Accelerated English courses</th>
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<tr>
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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. 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. Coursework is rather extensive. Students should expect nightly reading or writing assignments throughout the school year.

JSA/JAG825 ACADEMY AP AMERICAN HISTORY

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>JSA or JAGS World History</th>
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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 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.

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826 AP WORLD HISTORY
Prerequisite: AP US History and/or AP Lang. & Comp.
Length: Year course
Grade Level: 11, 12
Credit: 1 credit

Advanced Placement World History is a challenging, year-long class that covers over 10,000+ years of history on Earth. This course revolves around five themes: 1. How people interact with the environment, 2. The development and interactions of cultures, 3. State-Building, its growth and eventual conflict, 4. The development and connections between economies, 5. The development and changes within social structures. This class is not about memorizing facts and dates, rather it’s about learning HOW to think critically about historical events and discovering how people, cultures, governments, geography and belief systems connect together throughout time. This course is for the student who enjoys history/social studies and who is interested in global current events; APWH is a rigorous course. For more information, please check the AP College Board’s site. There is a summer reading assignment; please attend one of the end of year meetings or see the instructor before summer break begins.

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.

830 AP SEMINAR
Prerequisite: Accelerated Language Arts and/or AP US History and a recommendation from either of those teachers
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/leader led discussions. Through independent research, team debate and compelling seminar topics, our JAGS students (Juniors) become the primary decision-makers and leaders for the organization of our class 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 (independent study - see below) project.

JAG118 SENIOR CAPSTONE
Prerequisite: JAGS Model UN
Length: Year course
Grade: 12
Credit: O,S,U

The 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. 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, JLS 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, EVERY JAGS student must complete a Capstone project (and have it approved by the JAGS faculty), the GPS and 80 hours (20 hours each year) 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.
854 AMERICAN GOVERNMENT  
Prerequisite: None  
Length: Year course  
Grade Level: 12  
Credit: 1 credit  

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

860 AP AMERICAN GOVERNMENT AND POLITICS  
Prerequisite: None  
Length: Year course  
Grade Level: 12  
Credit: 1 credit  

The course in AP American Government and Politics is offered in preparation for the AP Exam administered in May. 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 that this is an intense, challenging, and thorough examination of American politics. There is a summer assignment; please attend one of the end of year meetings or see the instructor before summer break begins.

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 APAH, 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 APAH 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, 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. You DO NOT need to know HOW to create art to take this course, you just need to appreciate art! Please see the AP College Board site for more information. There is a summer assignment, please see the instructor before summer break begins.
060 BUSINESS AND TECHNOLOGY FOUNDATIONS
Prerequisite: None
Length: Semester course
Grade Level: 9, 10, 11, 12
Credit: 1/2 credit

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

064 COMPUTER GRAPHIC AND PRINT DESIGN 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 a 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. 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.

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**  
Prerequisite: Minimum grade of C in **073 COMPUTER PROGRAMMING 2**  
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.

**098 AP COMPUTER SCIENCE A**  
Prerequisite: Successful completion of **Algebra 2**  
Length: Year course  
Grade Level: 10, 11, 12  
Credit: 1 credit

AP Computer Science is the equivalent of an introductory college-level programming class and will prepare students for the AP exam. 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**  
Prerequisite: Woodworking 1  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

**517 MANUFACTURING TECHNOLOGY**  
Prerequisite: Woodworking 1  
Length: Semester course  
Grade Level: 9, 10, 11, 12  
Credit: 1/2 credit

Students must have teacher’s signature of approval to take this course.  
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. **Students must purchase safety glasses for the class and pay for project materials.**
528 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. **Students must purchase safety glasses for the class and pay for project materials.**

529 HOME/CAR MAINTENANCE  
**Length:** Semester course  
**Grade Level:** 10, 11, 12  
**Credit:** 1/2 credit

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

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

531 WOODWORKING 1  
**Length:** Semester course  
**Grade Level:** 9, 10, 11, 12  
**Credit:** 1/2 credit

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

532 WOODWORKING 2  
**Prerequisite:** Woodworking 1  
**Length:** Year course  
**Grade Level:** 10, 11, 12  
**Credit:** 1 credit

Students must have teacher’s signature of approval to take this course. 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. **Students must purchase safety glasses for the class, pay a course fee and/or cover material costs for projects.**

533 WOODWORKING 3  
**Prerequisite:** Woodworking 2  
**Length:** Year course  
**Grade Level:** 11, 12  
**Credit:** 1 credit

Students must have teacher’s signature of approval to take this course. 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. **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.

**540 MECHANICAL DRAWING 2**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Mechanical Drawing 1</th>
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<tbody>
<tr>
<td>Length:</td>
<td>Year course</td>
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<tr>
<td>Grade Level:</td>
<td>10, 11, 12</td>
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<tr>
<td>Credit:</td>
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</tbody>
</table>

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.

**541 MECHANICAL DRAWING 3**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Mechanical Drawing 2</th>
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<tbody>
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<td>Length:</td>
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<td>Grade Level:</td>
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<td>Credit:</td>
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</tbody>
</table>

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.

**WORLD LANGUAGES**

**301 FRENCH 1**

<table>
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<th>Prerequisite:</th>
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<td>Length:</td>
<td>Year course</td>
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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 foreign 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.

**302 FRENCH 2**

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>French 1</th>
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<tr>
<td>Length:</td>
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<td>Grade Level:</td>
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<tr>
<td>Credit:</td>
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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 those language and communication skills that 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.
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.

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 that they have acquired in the previous years. 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. Note: There will be summer reading and writing activities required for completion by the start of the course.

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.
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.

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.

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: 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.

325 SPANISH 4
Prerequisite: Spanish 3
Length: Year course
Grade Level: 10, 11, 12
Credit: 1 credit each year

This is the next step in the progression of study after Spanish 3. Spanish 4 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 that they have acquired in previous years of Spanish. Students will improve their listening, speaking, reading and writing skills in Spanish
while using a wide range of authentic resources and higher level thinking. They will understand and use accurate oral and written forms of language that are commonly encountered in varied authentic situations. The students will express themselves and communicate with clarity and fluency. The students will broaden their vocabulary knowledge and be able to use it and interact with it in a variety of settings.

Class time will involve guided discussions, writing, presentations, communicative activities, guided independent study, and lecture. In this course, the individual student's motivation and dedication become essential in achieving success in making the transition to a college level language course. Note: There will be summer grammar review and reading activities required for completion by the start of the course.

**326 AP SPANISH LANGUAGE AND CULTURE**

Prerequisite: Spanish 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 should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (interpersonal [interactive communication], interpretive [receptive communication], and presentational [productive communication]), and the five goal areas as outlined in the *Standards for Foreign Language Learning in the 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. Note: There will be summer grammar review and reading activities required for completion by the start of the course.

Students will have the opportunity to take the AP exam in Spanish Language and should be successful in any university placement test.

**327 AP SPANISH LITERATURE AND CULTURE**

Prerequisite: Spanish AP Language 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 should 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. **Note: There will be summer reading required for completion by the start of the course.**

**331 CHINESE 1**

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

Through immersion in the Chinese language, students will establish communication skills of listening and speaking. They will also begin learning to read, write, and type Chinese characters using Pinyin as a base. They will be introduced to Chinese history, geography, social customs, and travel sites.

**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.

**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.

**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.
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. Note: There will be summer grammar review and reading activities required for completion by the start of the course.
NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment before August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).

- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Sixteen (16) core courses are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
    - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).

**Test Scores: (ACT/SAT)**

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - SAT: critical reading and math sections.
    - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
  - ACT: English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT sum score for initial eligibility.

- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

**Core Grade-Point Average:**

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.

- **Initial full-time collegiate enrollment before August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.

- **Initial full-time collegiate enrollment on or after August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<table>
<thead>
<tr>
<th>DIVISION I Core-Course Requirement (16)</th>
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<tbody>
<tr>
<td>4 years of English</td>
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<tr>
<td>3 years of math (Algebra I or higher)</td>
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<tr>
<td>2 years of natural/physical science</td>
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<tr>
<td>(1 year of lab if offered)</td>
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<tr>
<td>1 year of additional English, math or</td>
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<tr>
<td>natural/physical science</td>
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<tr>
<td>2 years of social science</td>
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<tr>
<td>4 years of additional courses (any</td>
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<tr>
<td>area above, foreign language or</td>
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<td>comparative religion/philosophy)</td>
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</table>

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<thead>
<tr>
<th>DIVISION I – 2016 Qualifier Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Athletics aid, practice, and competition</em></td>
</tr>
<tr>
<td>- 16 core courses</td>
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<tr>
<td>- Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.</td>
</tr>
<tr>
<td>- &quot;Locked in&quot; for core-course GPA calculation.</td>
</tr>
<tr>
<td>- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).</td>
</tr>
<tr>
<td>- Graduate from high school.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>DIVISION I – 2016 Academic Redshirt Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Athletics aid and practice (no competition)</em></td>
</tr>
<tr>
<td>- 16 core courses</td>
</tr>
<tr>
<td>- No grades/credits &quot;locked in&quot; (repeated courses after the seventh semester begins may be used for initial eligibility).</td>
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<tr>
<td>- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).</td>
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<tr>
<td>- Graduate from high school.</td>
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<td>Core GPA</td>
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For more information, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) or [www.2point3.org](http://www.2point3.org).
Division II Initial-Eligibility Requirements

Core Courses
- Division II currently requires 16 core courses. See the chart below.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores
- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

**DIVISION II**

**16 Core Courses**

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<th>Requirement</th>
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<td>3 years of English</td>
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<tr>
<td>2 years of mathematics (Algebra I or higher)</td>
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<tr>
<td>2 years of natural/physical science (1 year of lab if offered by high school)</td>
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<tr>
<td>3 years of additional English, mathematics or natural/physical science</td>
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</tr>
<tr>
<td>2 years of social science</td>
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<tr>
<td>4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)</td>
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### DIVISION II
**COMPETITION SLIDING SCALE**
*Use for Division II beginning August 1, 2018*

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### DIVISION II
**PARTIAL QUALIFIER SLIDING SCALE**
*Use for Division II beginning August 1, 2018*

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For more information, visit the NCAA Eligibility Center website at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
Students with
Education-Impacting Disabilities
Frequently Asked Questions

What is an Education-Impacting Disability?
For academic eligibility purposes, the NCAA defines a disability as a current impairment that has a substantial educational impact on a student’s academic performance and requires accommodation.

Some of the most common education-impacting disabilities (EIDs) include:
- Learning Disabilities/Disorder (LD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Mental Health Disorders;
- Medical Conditions;
- Deaf/Hard of Hearing; and
- Autism Spectrum Disorder.

Where should I send my EID documentation?
EID documentation should be sent with the EID Cover Sheet and Buckley Statement (links below) by mail, fax or email.

NCAA EID Services
P.O. Box 7110
Indianapolis, IN 46207-7110
EID Cover Sheet
Buckley Statement

Fax: 317/968-5100
Email: ec-processing@ncaa.org

Do the standards for initial eligibility change for students with EIDs?
No. All students must satisfy the same standards in order to compete in NCAA Divisions I and II athletics.

Will colleges or universities have access to my child's records?
No. Information submitted to NCAA Education-Impacting Disability Services is not released to NCAA colleges or universities unless the student makes a specific written request to do so.
What are the accommodations provided to students with EIDs?

For Division I only, a student with an EID must graduate "on time" [a student must graduate from high school with his or her class within four consecutive academic years (eight semesters) from the start of grade nine] in order to access the following accommodation:

- Use up to three (3) additional approved core courses taken after high school graduation and before initial full-time collegiate enrollment.

For Division II only, a student with an EID may access the following accommodation:

- Use any approved core courses taken before full-time collegiate enrollment.

For Divisions I and II, a student with an EID may access the following accommodations:

- Use approved courses for students with EIDs that are designated on the high school's List of NCAA Courses.

- May take a nonstandard ACT or SAT examination to satisfy test-score requirements.

Why would a student choose to file his or her EID documentation with the NCAA?

In order to access the accommodations listed above, the prospective student-athlete must submit his or her EID documentation for review.

When should a student submit his or her EID documentation with the NCAA?

Disability documentation needs to be submitted to the NCAA only if a student with an EID would like to use additional core courses taken after on-time high school graduation to satisfy Division I initial-eligibility requirements. The student should submit his or her disability documentation to NCAA EID services and include the following information:

1. Current, signed documentation of the diagnosis (including test data) and/or recommendations from the treating professional (e.g., medical doctor, clinical psychologist or other qualified individual);
2. Current copy of the student’s Individualized Education Program (IEP) or Section 504 Plan. If the high school did not provide an IEP or 504 Plan, the high school must submit documentation describing the accommodations that were available to the student or an explanation as to why accommodations were not provided;
3. The student's NCAA Identification Number (NCAA ID), high school graduation year, permanent address and phone number should be included with the aforementioned documentation; and
4. An individual (e.g., parent or guardian) who wishes to discuss a student-athlete's EID services request must be listed on the Buckley Statement, a form which is signed by the student. This form should be included with the submission of the aforementioned documentation (can be downloaded from the link at the top of the page).
**Is a course designated for students with EIDs ever acceptable for NCAA initial eligibility purposes?**

In order for courses designated for students with EIDs to be approved, the course must be substantially comparable, qualitatively and quantitatively, as a regular core course offered in that academic area.

**Can a student with a diagnosed disability use courses that are designated for students with EIDs to meet NCAA core-course requirements?**

Students who have submitted their disability documentation for review and who have been identified as having an EID may use courses for students with EIDs for the purpose of meeting NCAA core-course requirements. Courses for students with EIDs must appear on the high school's approved List of NCAA Courses in order for the course to be included in the student’s final academic certification.

**What if a student with an EID receives a final initial-eligibility decision that indicates the student is NOT CERTIFIED after he or she has received all of the EID accommodations?**

The student-athlete should contact the compliance staff at the NCAA school to discuss his/her options and next steps.

**Are accommodations available for students with EIDs once they enroll in a college or university?**

Many colleges or universities provide accommodations to students with education-impacting disabilities. However, it is the student's responsibility to approach the college and disclose his or her disability documentation to the college/university’s office of disability services.

**What is the purpose of the Buckley Statement?**

This form allows the student to identify and grant access for individuals to review the college-bound student-athlete's EID information and/or speak on his or her behalf with the NCAA staff. *(This form can be downloaded by clicking the link at the top of this page.)*

**Are there additional resources available to assist with the transition process from high school to college?**

The U.S. Department of Education website (www.ed.gov/) has some excellent resources available.

*It is important to note that NCAA academic requirements are the same for all students, including students with an EID. Additionally, the information outlined above is for students who intend to enroll in an NCAA Division I or II college or university. Because NCAA regulations are subject to change, the NCAA encourages you to consider how delaying your enrollment may impact your eligibility.*

NCAA-EC/5/21/13