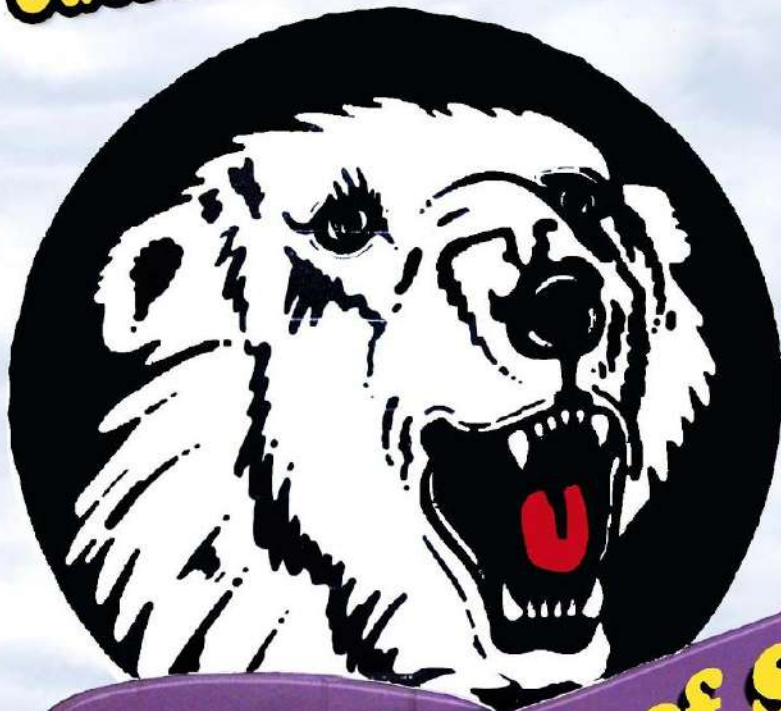


Jackson Memorial Middle School



Programs of Study





Programs of Study 2020-2021

Jackson Memorial Middle School

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Click on the Quick Link JMMS Programs of Study

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



Sixth Grade Curriculum

Sixth grade students take the following core subjects:

- Language Arts*#
- Math*#
- Science
- Social Studies

All students will choose one of the following music options:

- Band
- Choir
- General Music

All students will receive instruction in physical education twice a week for one semester and three times a week for the other.

* AIR testing areas

MAP testing areas



LANGUAGE ARTS

LANGUAGE ARTS – ON LEVEL

Prerequisite: None
Length: Year course
Grade Level: 6

The language arts program promotes progress in reading, writing, and communication skills. Through exposure to novels, online resources, technology, and other supplemental materials; students explore challenging literary pieces, write compositions, and communicate their ideas with others. In the reading program, emphasis is placed on the application of skills and on the independent reading of both informational and literary works. Differentiation in instruction is accomplished through Readers’/Writers’ Workshops, small-group instruction, and student choice materials. In addition, students work to improve composition skills through instruction in prewriting, drafting, revising, and editing of their written work. Basic grammar, sentence structure, paragraphing, and spelling are also reinforced. Another area of focus is developing competence in oral communication through classroom discussions and presentations.

MATH

MATH – ON LEVEL

Prerequisite: None
Length: Year course
Grade Level: 6

The 6th grade math course is taught as a continuation of the 5th grade program. Emphasis is placed on the Common Core Standards for 6th grade and on mathematical practices (<http://www.corestandards.org/Math/Practice/>). A four-function calculator is allowed. Students’ understandings are tested in April/May with the AIR State Test. **A fee for an online program is included with this course.**

MATH - ACCELERATED

Prerequisite: Recommendation
Length: Year course
Grade Level: 6

This class is designed for pupils who have completed the accelerated 5th grade math class. Concepts similar to those in the 6th grade math class will be covered but at a faster pace and with more depth. Students can expect 40 minutes of homework each night. A student must have a final grade of B or higher to advance to 7th grade accelerated math. A four-function calculator is allowed. Students’ understandings are tested in April/May with the AIR State Test. **A fee for an online program is included with this course.**

SCIENCE

SCIENCE - 6

Prerequisite: None
Length: Year course
Grade Level: 6

THEMES: Earth Science: Rocks, Minerals and Soil
Life Science: Cellular to multicellular
Physical Science: Matter and Motion

In grade six, students investigate different properties of minerals and use these properties to help identify igneous, sedimentary, and metamorphic rocks. They explore soil sampling and soil formation and investigate the uses for rocks, minerals, and different types of soils. In life science, students use microscopes to observe cells from different organisms, identify cell organelles and cellular function, as well as learn how cells repeatedly divide to produce new cells. Students study the levels of organization of living things, from cells to multicellular organisms. They examine atoms, elements, molecules, and compounds and investigate the many forms of energy, focusing on potential and kinetic energy. Students explore the relationship between thermal energy and kinetic energy, investigate atom arrangements in various states of matter, and learn how mass is conserved when substances undergo changes in their state. Students in sixth grade also experience a science-centered field trip, spending three days and two nights at an outdoor education camp in the fall. Students in grade six are given the opportunity to compete in the local science fair. **There is a fee associated with this course.**

SOCIAL STUDIES

SOCIAL STUDIES - 6

Prerequisite: None
Length: Year course
Grade Level: 6

THEME: Regions and People of the Eastern Hemisphere

In grade six, students explore nine units of study with a focus on the Eastern Hemisphere, its geographic features, early history, and cultural and economic development. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural and religious diversity. Students explore the role of consumers and the interaction of markets, natural resources, and competition.

MUSIC

BAND - 6

Prerequisite: None
Length: Year course
Grade Level: 6

Band is a graded, year-long commitment. This is a continuation of fifth grade band, with emphasis placed on the fundamentals of playing an instrument including correct posture, tone production, articulation, music reading and writing, listening skills, and rehearsal procedure. Sixth grade beginning band students may choose to play the flute, clarinet, trumpet or trombone only.

Participation in two evening performances (winter and spring) is required. Students are also required to attend and evaluate two additional performances for a concert observation assignment. Concert dates and assignment instructions will be outlined in the class syllabus that will be distributed during the first week of school.

CHOIR - 6

Prerequisite: None
Length: Year course
Grade Level: 6

Choir is a graded, year-long commitment for students who enjoy singing. Emphasis is placed on the fundamentals of singing including posture, tone production, diction, music reading, and writing, listening skills, two-part singing and rehearsal procedure.

Participation in two evening performances (winter and spring) is required. Students are also required to attend and evaluate two additional performances for a concert observation assignment. Concert dates and assignment instructions will be outlined in the class syllabus that will be distributed in the first week of school.

GENERAL MUSIC - 6

Prerequisite: None
Length: Year course
Grade Level: 6

General music is a graded, year-long commitment and is offered as an alternative to the performing musical options (band or choir). Students will explore the instrument families of the orchestra, beginning music theory and basic music history. Most of the assignments and projects are done during class time, and there are no evening commitments.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 6

Prerequisite: None
Length: Year course
Grade Level: 6

The physical education program at the Jackson Memorial Middle school is designed to extend the basic skills learned in elementary school. These basic skills will be used in a variety of games and activities played and assessed throughout the school year.

The emphasis of middle school physical education is to develop basic skills and use them in lifetime recreational games, including bocce ball, ladder golf, tennis, frisbee golf, table tennis, badminton, corn hole, bowling, volleyball, ultimate frisbee, basketball, wiffle ball, physical fitness, flag football, lacrosse, soccer, aerobics, weight training, and capture the flag.

The students at Jackson Memorial Middle school are placed at random into teams to participate in the daily activities of physical education. The students are encouraged to work together with their teammates to help all players be successful.

Students are tested in six areas of fitness using the Fitness-Gram test. These tests will be administered twice a year to show growth in the students' strength, endurance, and flexibility. Students are encouraged to do their best in the push-up, curl-up, pacer, sit and reach, and mile Fitness-Gram tests.

WORLD LANGUAGE

SPANISH 1 A - 6

Prerequisite: Recommendation
Length: Year course-every other day during S/A
Grade Level: 6

Learning a world language involves the development of the four communication skills: listening, speaking, reading, and writing. Each unit of study contains activities intended to increase the ability of each student to communicate in Spanish and to provide the students with an introduction to Hispanic cultures. Students in Spanish I A will complete the first half of Spanish I. **Students will purchase a workbook for this course that will be used through 7th grade. Placement in world language will be determined from MAP scores and academic achievement in 5th grade.**

CHINESE 1 A - 6

Prerequisite: None
Length: Year course-every other day during S/A
Grade Level: 6

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. Students in Chinese 1A will complete the first half of Chinese 1. Students will purchase a workbook for this course that will be used through 8th grade. **Placement will be determined from MAP scores and academic achievement in 5th grade.**



Seventh Grade Curriculum

Seventh Grade Students will take the following core subjects:

- Language Arts*#
- Mathematics*#
- Science
- Social Studies

All students will choose one of the following music options:

- Band
- Choir
- General Music

Students will also take the following 12-week courses:

- Applied Communications (Computers)
- Visual Art

All students will receive instruction in physical education twice a week for one semester and three times a week for the other.

* AIR testing areas

MAP testing areas



LANGUAGE ARTS

LANGUAGE ARTS – ON LEVEL- 7

Prerequisite: None
Length: Year course
Grade Level: 7

Seventh grade on-level language arts focuses on progress in reading, writing, and communication skills. Through exposure to choice novels, grade-level texts, and other supplemental materials, students analyze challenging literary and informational pieces, write compositions, and communicate their ideas with others. Much emphasis is placed on learning how pieces of a text work together to deliver an intended message. Differentiation in instruction is accomplished through Readers'/Writers' Workshops, small group instruction, project-based learning, and student-choice materials. Students continue to develop strategies to effectively communicate in both written and oral form through challenging writing assignments and a variety of presentation types.

LANGUAGE ARTS – ACCELERATED - 7

Prerequisite: Recommendation
Length: Year course
Grade Level: 7

The seventh grade accelerated class is designed to engage students in a rigorous curriculum focusing on writing, reading, vocabulary, and critical analysis of literature using readers'/writers' workshop. Students should read above the seventh grade level and expect that some assignments and assigned readings will be completed outside of class. The class will focus on short stories, novels, poetry, and nonfiction. Readers will continue to use tools to analyze literary texts and strengthen their comprehension and critical thinking skills. The course will also address analytical writing and oral communication. **Placement is determined by MAP score and classroom performance. Students will purchase supplementary materials (novels) for this class. Summer reading is required.**

MATH

MATH – ON LEVEL - 7

Prerequisite: None
Length: Year course
Grade Level: 7

This course is a continuation of the 6th grade math program. Focus will be given to those topics related to the Common Core standards for 7th Grade and on mathematical practices (<http://www.corestandards.org/Math/Practice/>). Students' understandings are tested in April/May with the AIR State Test.

MATH – ACCELERATED - 7

Prerequisite: Recommendation
Length: Year course
Grade Level: 7

This course is a continuation of the accelerated 6th grade math program. Concepts similar to those in the 7th grade math class will be covered, but at a faster pace and with more depth. A student must have a final grade of B or higher to move on to algebra. Students' understandings are tested in April/May with the AIR State Test.

SCIENCE

SCIENCE - 7

Prerequisite: None
Length: Year course
Grade Level: 7

THEMES: Earth Science: Cycles and Patterns of Earth and the Moon
Life Science: Cycles of Matter and Flow of Energy
Physical Science: Conservation of Mass and Energy

In grade seven, students investigate the movement of water through the spheres of Earth, the properties of our atmosphere, and how thermal energy transfers in the ocean and atmosphere contribute to the formation of currents, all of which influence global climate patterns. Students explore cycles and patterns of the Earth and moon encompassing eclipses, tides, and moon phases. They trace matter and energy between organisms and their physical environment and investigate different biomes and how changes to the physical or biological components of an ecosystem impact the ecosystem. Students explore the arrangement of atoms in different elements and examine how elements are classified according to their properties. They explain energy transformations and investigate the Law of Conservation of Energy. Students in grade seven are given the opportunity to compete in the local science fair. **There is a fee associated with this course.**

SOCIAL STUDIES

SOCIAL STUDIES - 7

Prerequisite: None
Length: Year course
Grade Level: 7

THEME: World Studies from 750 BC to AD 1600; Ancient Greece to the First Global Age

The seventh-grade year is a nine-unit study of world history, beginning with ancient Greece and continuing through global exploration. All four social studies strands (history, geography, government, and economics) are used to illustrate how historic events are shaped by geographic, social, cultural, economic, and political factors. Students develop their understanding of how ideas and events from the past have affected the development and advancement of ancient civilizations and continue to shape the world today, and how forces can unite and divide a civilization. Students will explore the role of citizen participation and how it has changed throughout history.

MUSIC

BAND - 7

Prerequisite: None
Length: One year
Grade Level: 7

Band is a graded, year-long commitment. This is a continuation of 6th grade band, with emphasis placed on the fundamentals of playing an instrument including correct embouchure, posture, hand position, tone production, articulation, music reading and writing, listening skills, rehearsal procedures, and instrument care.

Participation in two evening performances (winter and spring) and additional performances as scheduled on the class syllabus are required. Students are also required to attend and evaluate two additional performances for a concert observation assignment.

Students may choose to participate in the Ohio Music Education Association Solo and Ensemble Adjudicated Event in the spring as well.

Concert dates and assignment instructions will be outlined in the class syllabus that will be distributed in the first week of school.

CHOIR - 7

Prerequisite: None
Length: One year
Grade Level: 7

Choir is a graded, year-long commitment for students who enjoy singing. This is a continuation of 6th grade choir, with further emphasis placed on the fundamentals of singing including posture, tone production, diction, improving music reading and writing, listening skills, three-part singing, and rehearsal procedure.

Participation in two evening performances (winter and spring) is required. Students are also required to attend and evaluate two additional performances for a concert observation assignment.

Students may choose to participate in the Ohio Music Education Association Solo and Ensemble Adjudicated Event in the spring as well.

Concert dates and assignment instructions will be outlined in the class syllabus that will be distributed in the first week of school.

MUSIC APPRECIATION - 7

Prerequisite: None
Length: 12 weeks
Grade Level: 7

Music appreciation is a graded, twelve-week commitment, and is offered as an alternative to the performing musical options (band and choir). Students will explore the music of other cultures, musical theater and current music trends. A majority of assignments and projects are done during class time, and there are no evening commitments.

COMPUTERS

COMPUTERS - 7

Prerequisite: None
Length: 12 Weeks
Grade Level: 7
Credit: N/A

This self-paced course helps students learn cloud-based tools to effectively impact their academic and personal pursuits. Students extend their productivity with Google Apps, manipulate digital images in Pixlr Editor, and code original applications using Scratch. The benefits and potential dangers of social media and new technology are also explored.

VISUAL ARTS

VISUAL ARTS - 7

Prerequisite: None
Length: 12 weeks
Grade Level: 7

This is a 12-week course that will give students a thorough introduction to the elements of art as well as a basic introduction to the principles of design. The disciplines set forth by the state visual arts standards will be included in each project. Students will use a variety of art media including color pencils, block printing ink, oil pastels, ceramics, and watercolor. They will study art history, aesthetics, and art criticism, through which they will learn to make critical judgments about their artwork and the work of others. All projects will be uploaded to a website with accompanying artist statement that analyzes their artistic decisions. Grades will be based upon the completion and quality of their artwork, weekly sketchbooks, written work, and tests. Student work will be selected based upon success to be displayed in the community. This course prepares students to move into either 8th grade art or 8th grade advanced art. The knowledge they learn in this course will provide a strong foundation in the arts. **Students are required to provide their own sketchbook, a #2 pencil, and will be assessed a consumable fee for this course.**

VISUAL ARTS - Advanced - 7

(New Course)

Prerequisite: **Application** and Recommendation
Length: 12 weeks
Grade Level: 7

This 12-week course will give students a thorough introduction to the Elements of Art as well as a basic introduction to the Principles of Design. This course is designed to run parallel to on-level 7th grade art while priming students to forgo 8th grade on-level art and move directly into 8th grade advanced art. The disciplines set forth by the State Visual Arts Standards will be addressed in each project. Students will use a variety of art media including drawing pencils, colored pencils, acrylic/tempera paint, ceramics, and watercolor. Students will also study art history, aesthetics, and art criticism, through which they will learn to make critical judgments about their artwork and the work of others. All projects will be uploaded to a website with accompanying artist statement that analyzes their artistic decisions. Grades will be based upon the completion and quality of student's project artwork, weekly sketchbooks, written work, and tests. Student art work will be selected based upon artistic success to be displayed in both the school and the community as well as entered into Community,

Regional and National art shows. While the course is designed to move into either 8th grade on-level art or 8th grade advanced art, the goal should be for all students to be prepared to move into 8th grade advanced art. Students who excel in the course (based upon course work) will be recommended for Advanced 8th grade art and given the opportunity to forgo the admittance application; students not recommended for Advanced 8th grade art will need to complete an application to be considered. The knowledge students learn in this course will provide a strong foundation in the arts. **Students are required to provide their own sketchbook and a #2 pencil. Students are also recommended to provide their own personal portfolio for this course only.** **Applicants must apply and submit two examples of their artwork, one of which must be a drawing of the application reference photo. Applications are available from Mr. Hoffman in room 156.**

WORLD LANGUAGE

CHINESE 1 B - 7

Prerequisite: Chinese 1A
Length: Year course - every other day during S/A
Grade Level: 7

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. Students in Chinese 1B will complete the second half of Chinese 1.

SPANISH 1 B - 7

Prerequisite: Spanish I A
Length: Year course - every other day during S/A
Grade Level: 7

Learning a world language involves the development of the four communication skills: listening, speaking, reading, and writing. Each unit of study contains activities intended to increase the ability of each student to communicate in Spanish and to provide the students with an introduction to Hispanic cultures. Students in Spanish I B will complete the second half of Spanish I.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 7

Prerequisite: None
Length: Year course
Grade Level: 7

The physical education program at the Jackson Memorial Middle school is designed to extend the basic skills learned in elementary school. These basic skills will be used in a variety of games and activities played and assessed throughout the school year.

The emphasis of middle school physical education is to develop basic skills and use them in lifetime recreational games, including bocce ball, ladder golf, tennis, frisbee golf, table tennis, badminton, corn hole, bowling, volleyball, ultimate frisbee, basketball, wiffle ball, physical fitness, flag football, lacrosse, soccer, aerobics, weight training, and capture the flag.

The students at Jackson Memorial Middle school are placed at random into teams to participate in the daily activities of physical education. The students are encouraged to work together with their teammates to help all players be successful.

Students are tested in six areas of fitness using the Fitness-Gram test. These tests will be administered twice a year to show growth in the students' strength, endurance, and flexibility. Students are encouraged to do their best in the push-up, curl-up, pacer, sit and reach, and mile Fitness-Gram tests.



Eighth Grade Curriculum

Eighth Grade Students will take the following core subjects:

- Language Arts*#
- Mathematics*#
- Science*
- Social Studies

Students will take the following 12-week courses:

- Computers
- Health
- Visual Arts

Students who are in accelerated language arts will have the option of taking one of the following world languages:

- Chinese
- French
- Spanish

All students will receive instruction in physical education twice a week for one semester and three times a week for the other

* AIR testing areas

MAP testing areas

LANGUAGE ARTS

LANGUAGE ARTS – ON LEVEL - 8

Prerequisite: None
Length: Year course
Grade Level: 8

The eighth grade on-level language arts class is designed to build and extend reading, writing, communication, and analytical thinking skills and to encourage vocabulary acquisition. Students analyze, discuss, and write about choice novels and grade-level texts representing a wide variety of genres. Students also continue to improve composition skills through instruction in paragraphing, sentence structure, and grammar while developing mastery of argumentative and informative writing in addition to literary analysis. Differentiation in instruction is accomplished through readers'/writers' workshops, differentiated tasks and texts, small-group instruction, project-based learning, and student-choice materials. Upon taking this course, students will become more knowledgeable and gain confidence in preparing for high school English. **Students will purchase supplementary materials (novels) for this class.**

LANGUAGE ARTS – ACCELERATED - 8

Prerequisite: Recommendation
Length: Year course
Grade Level: 8

The eighth grade accelerated language arts class is designed to engage students in a rigorous curriculum focusing on writing, reading, vocabulary, and critical analysis of literature. Students should read above the eighth grade level and expect most assignments and assigned readings to be completed outside of class. The class will use readers'/writers' workshop to develop skills in the reading of short stories, novels, poetry and nonfiction. Students will need to learn a strategy or tool, for example, and apply it to texts of various levels of complexity. Readers will continue to use tools to analyze literary texts and strengthen their comprehension and critical thinking skills. The course will also concentrate on argumentative, informative, and analytical writing while practicing important grammatical concepts. Additionally, students will participate in debates, discussions, speeches, and vocabulary acquisition activities. Placement is determined by MAP score and classroom performance. **Students will purchase supplementary materials (novels) for this class. Summer reading is required.**

MATH

MATH – ON LEVEL - 8

Prerequisite: None
Length: Year course
Grade Level: 8

This course is a continuation of the 7th grade program. Focus will be given to those topics related to the Common Core Standards for 8th Grade and the mathematical practices (<http://www.corestandards.org/Math/Practice/>). Students' understandings are tested in April/May with the AIR State Test.

ALGEBRA I - 8

Prerequisite: Recommendation
Length: Year course
Grade Level: 8
Credit: 1

Algebra I 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 I also includes problems from probability, data analysis, and geometry. Students' understandings are tested in April/May with the AIR State Test.

******This course counts for high school credit and grades will affect the high school GPA**

GEOMETRY - 8

Prerequisite: Recommendation
Length: Year course
Grade Level: 8
Credit: 1

Geometry is organized around properties and theorems related to triangles, including using geometric transformations to prove congruence of triangles, and deriving geometric relationships to prove similarity of triangles and trigonometric ratios in right triangles. Students will learn to derive and use geometric measurements and relationships involving circles. Geometry also includes concepts involving conditional probability and rules of probability. Students' understandings are tested in April/May with the AIR State Test.

******This course counts for high school credit and grades will affect the high school GPA**

SCIENCE

SCIENCE - 8

Prerequisite: None
Length: Year course
Grade Level: 8

THEMES: Earth Science: Physical Earth
Life Science: Species and Reproduction
Physical Science: Forces and Motion

In grade eight, students investigate the composition and properties of our physical Earth, draw conclusions from scientific evidence to support the theory of plate tectonics, explain how a combination of constructive and destructive forces formed the Earth's surface, and use evidence from Earth's geologic record to support changes to the Earth's surface. The students study cell reproduction by comparing the end products of mitotic and meiotic cell divisions. They explore genetics and the passing of genes from parent to offspring as well as how information from the fossil record provides evidence for the gradual diversification of species. Students examine the motion of objects and the effects of field forces (magnetic, electrical, and gravitational) on objects. Students in grade eight are given the opportunity to compete in the local science fair. **There is a fee associated with this course.**

SOCIAL STUDIES

SOCIAL STUDIES - 8

Prerequisite: None
Length: Year course
Grade Level: 8

THEME: U.S. Studies From 1492 to 1877: Exploration through Reconstruction

The historical focus continues in the eighth grade with the study of European exploration and colonization of the Western Hemisphere, the American Revolution, Western Expansion, and the Civil War and Reconstruction eras. This study incorporates all four social studies strands (history, geography, government, and economics) into a chronological view of the development of the United States, through 10 units of study. Students examine how historic and current events are shaped by geographic, social, cultural, economic, and political factors. They will explore principles of the U.S. Constitution and the rights and responsibilities of citizenship. Students will also use primary and secondary sources to examine events from multiple perspectives and explore high-quality sources and databases in a variety of PBL research opportunities.

COMPUTERS

COMPUTERS - 8

Prerequisite: None
Length: 12 weeks
Grade Level: 8

This course is designed to introduce students to a variety of computer software and web 2.0 tools for use in presentation applications. Students will develop and publish information in electronic form using said multimedia productivity tools. Students will review basic computer skills as well as develop advanced skills creating projects using software tools including, but not limited to Adobe Photoshop Elements, Adobe Premiere Elements, Google Sites, and various typing and coding tutorials. Projects are assessed on both the quality of content and the skills to create them.

Students will also explore guidelines for responsible, appropriate online behavior. Topics include copyright and plagiarism, netiquette, cyberbullying, online safety, and information privacy.

HEALTH

HEALTH - 8

Prerequisite: None
Length: 12 weeks
Grade Level: 8

Health education is required for all students during their eighth-grade year. This 12-week course will provide students with real-life health skills so they can apply what they learn in class toward practicing healthful behaviors for a lifetime. Individual units of instruction include the health triangle; the healthy cell concept; harmful and/or risky behaviors and substances; the use and abuse of drugs, alcohol, tobacco, and nicotine; good nutrition; personality strengths and behaviors; fast food and body systems. Students will be assessed through unit tests and several group and individual projects.

This course will expose students to videos, hands-on materials, learning opportunities, and efforts to improve their overall well-being. Students will better understand how to handle feelings, solve problems, and set personal goals through communication, cooperation, and compromise.

VISUAL ARTS

VISUAL ARTS - 8

Prerequisite: None
Length: 12 weeks
Grade Level: 8

This course extends the art course that most of our students had in seventh grade. Students will experience a more intensive study of the elements and principles of art and design through assignments that require creative problem solving coupled with personal expression. Art history, aesthetics, and art criticism will be studied along with studio production. Within this course, students will have the opportunity to explore within a variety of media which may include tempera, watercolor and acrylic paints, pencil, charcoal and pastels, clay, and computer graphics. Based on student success, artwork will be displayed throughout the community at various venues. **Students are required to provide their own sketchbook and a #2 pencil and will be assessed a consumable fee for this course.**

VISUAL ARTS – ADVANCED - 8

Prerequisite: Application & Recommendation
Length: 12 weeks
Grade Level: 8

Toward the middle-end of student's seventh grade year, students will be given the opportunity to apply for Advanced 8th grade visual arts. The students in this course are selected by an application process. Within this process, students' artwork and self-reflections are articulated and assessed.

Once this course begins, students will experience a fast-paced curriculum that will challenge their artistic abilities and skills. Our main focus will still be the elements and principles of art and design. Art history, aesthetics, and art criticism will be studied along with advanced studio production. Students will be given accelerated instruction within various art media and integrated technology. In this course, students will have opportunities to display artwork throughout the community, enter competitions, and possibly even participate in community projects. The curriculum for this course is directly aligned with Visual Art I at the high school. Finally, if certain criteria are met, students may be given alternative options during high school registration. **Students are required to provide their own sketchbook, a #2 pencil, and will be assessed a consumable fee for this course. Students are also recommended to provide their own personal portfolio for this course only.**

WORLD LANGUAGE

CHINESE I - 8

Prerequisite:	Accelerated Language Arts
Length:	Year course
Grade Level:	8
Credit:	1

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. **A workbook fee is associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

CHINESE II - 8

Prerequisite:	Chinese 1A & Chinese 1B
Length:	Year course
Grade Level:	8
Credit:	1

Students will continue to develop their communication skills of listening and speaking Chinese to discuss simple, daily-life activities. They will also continue to practice typing Chinese characters using 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. **A workbook fee is associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

FRENCH I - 8

Prerequisite:	Accelerated Language Arts
Length:	Year course
Grade Level:	8
Credit:	1

Learning a foreign language involves the development of the four communication skills: listening, speaking, reading, and writing. Each unit of study contains activities intended to increase the students' ability to communicate and to provide the students with an introduction to French-speaking cultures around the world. **An online workbook fee is associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

SPANISH I - 8

Prerequisite:	Accelerated Language Arts
Length:	Year course
Grade Level:	8
Credit:	1

Learning a world language involves the development of the four communication skills: listening, speaking, reading, and writing. Each unit of study contains activities intended to increase the ability of each student to communicate in Spanish and to provide the students with an introduction to Hispanic cultures. **A workbook fee is typically associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

SPANISH II - 8

Prerequisite:	Spanish I A & Spanish I B
Length:	Year course
Grade Level:	8
Credit:	1

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. **A workbook fee is typically associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

MUSIC

BAND - 8

Prerequisite:	None
Length:	Year course
Grade Level:	8

Band is a graded, year-long commitment. This is a continuation of 7th grade band, with further emphasis placed on the fundamentals of playing an instrument including correct embouchure, posture, hand position, tone production, articulation, music reading and writing, listening skills, rehearsal procedures, and instrument care.

Participation in evening performances (winter and spring) and the Ohio Music Education Association Large Group Adjudicated Event (spring) is required. Students are also required to attend and evaluate two additional performances for a concert observation assignment.

Students may choose to participate in the Ohio Music Education Association Solo and Ensemble Adjudicated Event in the spring as well.

Concert dates and assignment instructions will be outlined in the class syllabus that will be distributed in the first week of school.

CHOIR - 8

Prerequisite:	None
Length:	Year course
Grade Level:	8

Choir is a graded, year-long commitment for students who enjoy singing. This is a continuation of 7th grade choir, with further emphasis placed on the fundamentals of singing including posture, tone production, diction, improving music reading and writing, listening skills, four-part singing, and rehearsal procedure.

Participation in two evening performances (winter and spring) and the Ohio Music Education Association Large Group Adjudicated Event (spring) is required. Students are also required to attend and evaluate two additional performances for a concert observation assignment.

Students may choose to participate in the Ohio Music Education Association Solo and Ensemble Adjudicated Event in the spring as well.

Concert dates and assignment instructions will be outlined in the class syllabus that will be distributed in the first week of school.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 8

Prerequisite: None
Length: Year course
Grade Level: 8

The physical education program at the Jackson Memorial Middle school is designed to extend the basic skills learned in elementary school. These basic skills will be used in a variety of games and activities played and assessed throughout the school year.

The emphasis of middle school physical education is to develop basic skills and use them in lifetime recreational games, games including bocce ball, ladder golf, tennis, frisbee golf, table tennis, badminton, corn hole, bowling, volleyball, ultimate frisbee, basketball, wiffle ball, physical fitness, flag football, lacrosse, soccer, aerobics, weight training, and capture the flag.

The students at Jackson Memorial Middle school are placed at random into teams to participate in the daily activities of physical education. The students are encouraged to work together with their teammates to help all players be successful.

Students are tested in six areas of fitness using the Fitness-Gram test. These tests will be administered twice a year to show growth in the students' strength, endurance, and flexibility. Students are encouraged to do their best in the push-up, curl-up, pacer, sit and reach, and mile Fitness-Gram tests.

Additionally there are three state-required assessments given to the eighth grade students. These graded assessments are projects assigned to the students throughout the school year.

PLANNING AND POLICIES

Requirements for Graduation - Class of 2018 and beyond

<u>REQUIRED COURSES</u>	<u>CREDITS</u>
English	4.0
Social Studies Must include World History, American History, and American Government	3.0
Math Must include one unit of Algebra 2 or equivalent	4.0
Science Must include 1 unit of physical sciences, 1 unit of life sciences, and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology; or other earth or space science.	3.0
Health	0.5
Physical Education Students must take 2 semesters, each worth 0.25 credits. Students earning PE waivers would be exempt from earning the PE credit.	0.5
Personal Finance Students who complete a Junior year Career and Technical program or AP Economics are exempt from this course requirement.	0.5
Electives Must include one or any combination of world language, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.	4.5
Fine Arts Must include one credit of Band, Choir, Debate, Introduction to Performing Arts, or Visual Arts. Students may have met this graduation at JMMS through Choir, Art, Band, and/or General Music. Students following a career-technical pathway are exempt from the fine arts requirement. Please see your counselor for further information.	1.0
TOTAL	21.0

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 high school and post-high school plans -- whether to enter college, seek employment, or pursue other opportunities.

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

Considerations should be:

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

The courses selected determine:

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

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

Schedule Change Policy:

Registration for courses is a most 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 middle school plans. When students select their courses, this affects the total master schedule of the school, staffing, and textbook needs. Therefore, schedule changes will be made only when absolutely necessary. No requests for specific teachers or lunch periods will be honored. Students are encouraged to meet with their guidance counselor if they have any questions regarding schedule changes. Parents/guardians are also encouraged to call the Student Services Office if they have schedule concerns.

Once school has begun, a student's request to drop or add a class will be considered only during the first five school days of the first nine-week grading period of school.

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 - Advanced Art
- World Language - all levels
- Mathematics - Accelerated
- English - Accelerated
-

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.

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 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 associated textbooks.

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.**

Note: 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. 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 institutions understand they will need to provide grades or a progress report at the time when the high school's grading period is over, and 2) The student-athlete is taking enough coursework at the CCP institution exclusively or between the CCP institution and the high school combined to be equivalent to five one-credit courses. Calculating equivalency of credits in the CCP institution is conducted in the same manner as in the high school, based on the Carnegie unit. **College courses for which three or more semester hours of credit are earned shall be awarded one Carnegie unit. Fractional Carnegie units will be awarded proportionately.**

Example 1: 1st Nine-Week Grading Period

<u>Subject</u>	<u>School</u>	<u>Credit & Duration</u>	<u>Credit Equivalency (Must equal 5 units or equivalent)</u>
History	High	1 (year course)	$1 \times 1 = 1.00$
Literature	CCP	3 semester hours	$1 \times 2 = 2.00$
Calculus	CCP	5 semester hours	$1 \times 2 = 2.00$
Biology	CCP	3 semester hours	$1 \times 2 = 2.00$
Total Credits			7 = eligible for 2nd grading period provided five credits passed

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

Example 2: 4th Nine-Week Grading Period

<u>Subject</u>	<u>School</u>	<u>Credit & Duration</u>	<u>Credit Equivalency (Must equal 5 units or equivalent)</u>
French	CCP	5 semester hours	$1 \times 2 = 2.00$
Sociology	CCP	3 semester hours	$1 \times 2 = 2.00$
Computers	CCP	2 semester hours	$.67 \times 2 = 1.34$
Geology	CCP	3 semester hours	$1 \times 2 = 2.00$
Total Credits			7.34 = eligible for 1st grading period of next school year provided five credits passed

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

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

Reprinted from the Ohio High School Athletic Association.



15- Credit Hour Pathway (General)
Jackson High School

<u>College Course Title</u>	<u>College Course Code</u>	<u>JHS Course Title</u>	<u>JHS Course Code</u>	<u>Credit Hours</u>	<u>Cumulative Credit Hours</u>	<u>College</u>
College and Career Success Skills	IDS115	CCP IDS115 College and Career Success Skills	CCPID115	3	3	Stark State
Computer Applications for Professionals	ITD122	CCP ITD122 Computer App for Professionals	CCPITD122	3	6	Stark State
Effective Speaking	COM121	CCP COM121 Effective Speaking	CCPCOM121	3	9	Stark State
College Algebra	MTH125	CCP MTH125 College Algebra	CCPMTH125	4	13	Stark State
College Composition	ENG124	CCP ENG124 College Comp I	CCPENG124	3	16	Stark State
Sociology	SOC121	CCP SOC121 Sociology	CCPSOC121	3	19	Stark State

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

All of the above courses are offered at Jackson High School.



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

<u>College Course Title</u>	<u>College Course Code</u>	<u>JHS Course Title</u>	<u>JHS Course Code</u>	<u>Credit Hours</u>	<u>Cumulative Credit Hours</u>	<u>College</u>
College and Career Success Skills	IDS115	CCP IDS115 College and Career Success Skills	CCPIDS115	3	3	Stark State
Computer Applications for Professionals	ITD122	CCP ITD122 Computer App for Professionals	CCPITD122	3	6	Stark State
Effective Speaking	COM121	CCP COM121 Effective Speaking	CCPCOM121	3	9	Stark State
College Algebra	MTH125	CCP MTH125 College Algebra	CCPMTH125	4	13	Stark State
Trigonometry	MTH130	CCP MTH130 Trigonometry	CCPMTH130	3	16	Stark State
College Composition I	ENG124	CCP ENG124 College Comp I	CCPENG124	3	19	Stark State
Sociology	SOC121	CCP SOC121 Sociology	CCPSOC121	3	22	Stark State
General Psychology	PSY121	CCP PSY121 General Psychology	CCPPSY121	3	25	Stark State
College Composition II	ENG231	CCP ENG231 College Comp II	CCPENG231	3	28	Stark State
Political Science	PSC121	CCP PSC121 Political Science	CCPPSC121	3	31	Stark State
Cultural Diversity	SOC225	CCP SOC225 Cultural Diversity	CCPSOC225	3	34	Stark State

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

All of the above courses are offered at Jackson High School.

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

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

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

Below are the Stark State CCP classes offered at Jackson High School for the 2020/2021 school year. Descriptions of these courses are found within this book under the department the course falls. The department is listed in the parentheses next to the course. The courses are one semester courses unless otherwise noted. These courses will only be offered during one semester during the school year unless demand dictates otherwise.

Face- to- Face Instruction	Online with Teacher Support
<ul style="list-style-type: none"> • Microeconomics (Business) • College Composition I (English) • College Composition II (English) • British Literature: 1785 to Present (English) • American Literature: 1865 to Present (English) • College Algebra (Mathematics) • Trigonometry (Mathematics) • Statistics (Mathematics) • Analytic Geometry -Calculus I (Mathematics)- Full year course • College Success Skills (Miscellaneous) • Effective Speaking (Miscellaneous) • Interpersonal Communication (Miscellaneous) • General Biology I (Science) • General Biology II (Science) • Political Science (Social Studies) • Computer App for Professionals (Technology/Computer Science) 	<ul style="list-style-type: none"> • Ethics (Social Studies) • General Psychology (Social Studies) Sociology (Social Studies) • US History I to 1877 (Social Studies) • US History II from 1877 (Social Studies) • World Civilization from 17th Century (Social Studies) • Cultural Diversity (Social Studies)

Associate of Arts Degree Information Sheet

The associate of arts degree offers an excellent foundation for degrees in communication, education, business, social and behavioral sciences, and the arts. Students gain knowledge and skills applicable to almost any work environment, such as problem solving, critical thinking, and communication. Most students continue their studies in bachelor's degree programs in a specific area and pursue careers in a related field. Those who choose to enter the workforce with an associate degree are prepared for entry-level positions.

A minimum of 60 credits is required for the associate of arts degree. All students must earn the minimum credit subtotal in English composition, social and behavioral sciences, arts and humanities, and sciences and mathematics.

Students must apply for Stark State College graduation at the beginning of their final semester (accessible through their *mystarkstate* portal).

Benefit of Earning an Associate Degree

Have your eye on a competitive university?

- Stark State has more than 30 transfer partnerships with other colleges and universities, including The Ohio State University, Kent State University, and The University of Akron.
- These transfer partnerships allow you to move smoothly – and affordably – from an associate degree to a baccalaureate program.
- Studies show, community college students who transfer to selective four-year schools perform as well as or even better than their peers who come directly from high school. In fact, transfer students from community colleges are the group most likely to graduate.
- The transfer of credits from one Ohio public college or university to another has now been guaranteed with the development of the Transfer Module. For more information about how courses will transfer between institutions, visit transfercredit.ohio.gov/.

For questions about Stark State's degree transfer agreements, contact the admissions office at 330-494-6170, ext. 4228 or visit <https://www.starkstate.edu/admissions/transfer/>.



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



Period	Grade 9	
	Fall	Spring
1	IDS115 College and Career Success Skills 3 cr.	ITD122 Computer Apps. for Professionals 3 cr. (TAG)
2	English I	English I
3	Algebra 1 or Accelerated Geometry	Algebra 1 or Accelerated Geometry
4	World History	World History
5	World Language I, II, or III	World Language I, II, or III
6	Phys. Ed.	Health
7	Biology	Biology
8	Lunch	Lunch

	Grade 10	
	Fall	Spring
1	English II	English II
2	Algebra II	Algebra II
3	HIS121 U.S. History I to 1877 3 cr. (TAG) - online	HIS122 U.S. History II from 1877 3 cr. (TAG) - online
4	World Language II, III or IV	World Language II, III or IV
5	Phys. Ed.	SOC121 Sociology 3 cr. (TAG) – online
6	Chemistry	Chemistry
7	Art	Art
8	Lunch	Lunch

	Grade 11	
	Fall	Spring
1	ENG124 College Composition 3 cr. (OTM)	ENG231 College Composition II 3 cr. (OTM)
2	MTH125 College Algebra 4 cr. (OTM)	MTH130 Trigonometry 3 cr. or MTH124 Statistics 3 cr. (OTM)
3	BIO141 General Biology I 4 cr. (TAG)	BIO142 General Biology II 4 cr. (TAG)
4	World Language III, IV	World Language III, IV
5	Physics	Physics
6	PSY121 General Psychology 3 cr. (TAG) - online	Study Hall
7	Study Hall	Study Hall
8	Lunch	Lunch

	Grade 12	
	Fall	Spring
1	ENG237 American Lit: 1865 to Present 3 cr. (TAG)	ENG234 British Lit: 1785 to Present 3 cr. (TAG) or HIS222 World Civilization from 17th Century 3 cr. (TAG) - online

2	BUS221 Microeconomics 3 cr. (TAG) or MTH124 Statistics 3 cr. (OTM)	SOC225 Cultural Diversity 3 cr. (OTM) - online
3	COM121 Effective Speaking 3 cr. (TAG)	COM122 Interpersonal Comm. 3 cr. (TAG)
4	PSC121 Political Science 3 cr. (TAG) - online	PHL122 Ethics 3 cr. (TAG) - online
5	Study Hall / HS Elective	Study Hall / HS Elective
6	Study Hall / HS Elective	Study Hall / HS Elective
7	Study Hall	Study Hall
8	Lunch	Lunch

Associate of Science Degree Information Sheet

The associate of science degree provides a solid background in mathematics and natural sciences, and leads to career paths in those fields as well as transfer options to bachelor of science programs at four-year colleges and universities.

This degree requires 60 or more credit hours, with minimum credit subtotals in English composition, social and behavioral sciences, arts and humanities, and sciences and mathematics.

Students must apply for Stark State College graduation at the beginning of their final semester (accessible through their *mystarkstate* portal).

Benefit of Earning an Associate Degree

Have your eye on a competitive university?

- Stark State has more than 30 transfer partnerships with other colleges and universities, including The Ohio State University, Kent State University, and The University of Akron.
- These transfer partnerships allow you to move smoothly – and affordably – from an associate degree to a baccalaureate program.
- Studies show, community college students who transfer to selective four-year schools perform as well as or even better than their peers who come directly from high school. In fact, transfer students from community colleges are the group most likely to graduate.
- The transfer of credits from one Ohio public college or university to another has now been guaranteed with the development of the Transfer Module. For more information about how courses will transfer between institutions, visit transfercredit.ohio.gov/.

For questions about Stark State's degree transfer agreements, contact the admissions office at 330-494-6170, ext. 4228 or visit <https://www.starkstate.edu/admissions/transfer/>.



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



Period	Grade 9	
	Fall	Spring
1	IDS115 College Success Skills 3 cr.	ITD122 Comp. Apps. for Professionals 3 cr. (TAG)
2	English I	English I
3	Geometry	Geometry
4	World History	World History
5	World Language I, II, or III	World Language I, II, or III
6	Phys. Ed.	Health
7	Biology	Biology
8	Lunch	Lunch

	Grade 10	
	Fall	Spring
1	English II	English II
2	Algebra II	Algebra II
3	HIS121 U.S. History I to 1877 3 cr. (TAG) - online	HIS122 U.S. History II from 1877 3 cr. (TAG) - online
4	World Language II, III or IV	World Language II, III or IV
5	Phys. Ed.	SOC121 Sociology 3 cr. (TAG) – online
6	Chemistry	Chemistry
7	Art	Art
8	Lunch	Lunch

	Grade 11	
	Fall	Spring
1	ENG124 College Composition 3 cr. (OTM)	ENG231 College Composition II 3 cr. (OTM)
2	MTH125 College Algebra 4 cr. (OTM)	MTH130 Trigonometry 3 cr. (OTM)
3	BIO141 General Biology I 4 cr. (TAG)	BIO142 General Biology II 4 cr. (TAG)
4	World Language III, IV	World Language III, IV
5	Physics	Physics
6	PSY121 General Psychology 3 cr. (TAG) - online	Study Hall
7	Study Hall	Study Hall
8	Lunch	Lunch

	Grade 12	
	Fall	Spring
1	COM121 Effective Speaking 3 cr. (TAG)	BUS221 Microeconomics 3 cr. (TAG)
2	MTH223A Analytic Geometry – Calc I 2 cr. (OTM)	MTH223B Analytic Geometry – Calc I 2 cr. (OTM)

3	BIO126 Science, Energy & Environment 4 cr. (OTM)	BIO101 Intro to Anat & Phys 3 cr. (OTM) or MTH124 Statistics 3 cr. (OTM)
4	PSC121 Political Science 3 cr. (TAG) - online	PHL122 Ethics 3 cr. (TAG) - online
5	Study Hall	SOC225 Cultural Diversity 3 cr. (OTM) - online
6	Study Hall/ HS Elective	Study Hall/ HS Elective
7	Study Hall	Study Hall
8	Lunch	Lunch

Revised November 22, 2019

COLLEGE ENTRANCE TESTING RECOMMENDATIONS

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

The Preliminary Scholastic Assessment Test (PSAT)

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

PSAT 10 – Grade 10

PSAT 8/9 – Grade 9

- PSAT/NMSQT will be administered to all interested sophomores and juniors in the month of October. The PSAT includes questions designed to measure verbal reasoning skills, critical reading skills, math problem-solving skills, and a measure of writing skills. Students will be permitted to use any four-function, scientific, or graphing calculator on the test. Juniors must take this test to be eligible to compete for scholastic recognition and scholarships through the National Merit Scholarship Corporation. This can also be used as practice for the SAT.
- The PSAT 10 and PSAT 8/9 will be administered to all interested freshmen and sophomores in the months of February/March. This is practice for the PSAT/NMSQT and the SAT.

Students register for these tests in September and/or January in the Student Services office. A fee of *approximately \$18* must be paid at the time of registration.

The American College Test (ACT)

The American College Test is a test used for admission and placement by all Ohio colleges and universities. Most colleges and universities outside of Ohio also accept the ACT. The test consists of four sub-tests: English (45 minutes in length); mathematics (60 minutes in length); reading (35 minutes in length); and science reasoning (35 minutes in length). Students are permitted to use calculators on the mathematics test. An interest inventory is completed at the time of registration. Results of the test and interest inventory assist students with their educational and career plan.

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

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

The Scholastic Assessment Tests (SAT)

SAT I: reasoning Test and SAT II: Subject Tests

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

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

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

The SAT is given several times during the year. **It is recommended that juniors take the SAT in March, May, or June.** These tests will assist students in their college planning and in satisfying requirements for special programs such as R.O.T.C. and early admission into college. **Seniors take/retake the SAT in October, November, or December.** Strong academic students in Grade 10 may want to take the SAT I for practice. Register on line at www.collegeboard.org.

CREDIT FLEXIBILITY

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

You 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.
1. Set a meeting with the appropriate school counselor
 - a. Middle school students meet with their middle school counselor
 - b. High school students meet with their school counselor

Deadlines for Credit Flex Application:

- **Friday before spring break** for students wishing to credit flex a course over the summer or for the next school year.
- **December 1** for students wishing to credit flex a semester course for the second semester.

- Please go to the Student Services website <https://www.jackson.stark.k12.oh.us/Page/784> for details and the application.



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.**