

# Jackson Memorial Middle School



**Programs of Study**





## **Programs of Study 2017-2018**

### **Jackson Memorial Middle School**

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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, craft written 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 math journal fee is associated 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 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 7<sup>th</sup> grade accelerated math. A four-function calculator is allowed. Students' understandings are tested in April/May with the AIR State Test. **A math journal fee is associated with this course.**

## SCIENCE

### SCIENCE

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 or 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. **There is a fee associated with this course.**

## SOCIAL STUDIES

### SOCIAL STUDIES

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

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 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

### CHOIR

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

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. A majority of assignments and projects are done during class time and there are no evening commitments.



## PHYSICAL EDUCATION

### PHYSICAL EDUCATION

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, 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 state assessments are projects assigned to the students throughout the school year and graded.

## WORLD LANGUAGE

### SPANISH 1 A

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 7<sup>th</sup> grade. Placement in world language will be determined from MAP scores and academic achievement in 5<sup>th</sup> grade.**

### CHINESE 1 A

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. **Placement will be determined from MAP scores and academic achievement in 5<sup>th</sup> 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

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, craft written 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

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 the class. The class will focus on short stories, novels, poetry, and nonfiction. Readers will continue to use tools to analyze literary text 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

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. **A TI-30XIIS calculator and a math journal will be provided at the start of the year and added to school fees.**

### MATH – ACCELERATED

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. **TI-30XIIS calculator will be provided at the start of the year and added to school fees.**

## SCIENCE

### SCIENCE

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. **There is a fee associated with this course.**

## SOCIAL STUDIES

### SOCIAL STUDIES

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**

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 procedure and instrument care.

Participation in two evening performances (winter and spring), and additional performances as scheduled on the class syllabus 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**

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**

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 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

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

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.**

## WORLD LANGUAGE

### CHINESE 1 B

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

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

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, 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

Prerequisite: None  
Length: Year course  
Grade Level: 8

The eighth grade on-level language arts uses readers'/writers' workshop to continue progress in reading, writing and analytical thinking skills. Students will continue to improve composition skills through instruction in paragraphing, sentence structure, grammar, and spelling. 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

Prerequisite: Recommendation  
Length: Year course  
Grade Level: 8

The eighth grade accelerated 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 the 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 analytical writing. During the last quarter of the school year, the students will focus on persuasive texts, writing and speeches. 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

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 will need the TI30XIIS calculator from 7th grade. Students' understandings are tested in April/May with the AIR State Test.

### ALGEBRA I

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 1 also includes problems from probability, data analysis, and geometry. Students will need the TI30XIIS calculator from 7th grade. 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

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 Earth's surface. 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 diversity of species. Students examine the motion of objects, the effects of field forces (magnetic, electrical, and gravitational) on objects, and different types of potential energy. 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

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 to present and defend a position in the development of a National History Day project.

## COMPUTERS

### COMPUTERS

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 Premier 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

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

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

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 this course only.**

## WORLD LANGUAGE

### CHINESE 1

|               |                           |
|---------------|---------------------------|
| 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 2

|               |                         |
|---------------|-------------------------|
| 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 1

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

## SPANISH 1

|               |                           |
|---------------|---------------------------|
| 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 associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

## SPANISH 2

|               |                           |
|---------------|---------------------------|
| 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, including a basic introduction to Spanish literature, history, and art. **A workbook fee is associated with the course. This course counts for high school credit and grades will affect the high school GPA.**

## MUSIC

### BAND

|               |             |
|---------------|-------------|
| 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 procedure 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**

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**

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

| <b><u>REQUIRED COURSES</u></b>  | <b><u>CREDITS</u></b> |
|---|-----------------------|
| <b>English</b>  | <b>4.0</b>            |
| <b>Social Studies</b><br>Must include World History, American History, and American Government  | <b>3.0</b>            |
| <b>Math</b><br>Must include one unit of Algebra 2 or equivalent   | <b>4.0</b>            |
| <b>Science</b><br>Must include 1 unit of physical sciences, 1 unit of life sciences and 1 unit advanced study in one or more of the following sciences: chemistry, physics, or other physical science; advanced biology or other life science; astronomy, physical geology; or other earth or space science.  | <b>3.0</b>            |
| <b>Health</b>   | <b>0.5</b>            |
| <b>Physical Education</b><br>Students must take 2 semesters, each worth 0.25 credits. Students earning PE waivers would be exempt from earning the PE credit.   | <b>0.5</b>            |
| <b>Personal Finance</b><br>Students who complete a Junior year Career and Technical program or AP Economics are exempt from this course requirement.  | <b>0.5</b>            |
| <b>Electives</b><br>Must include one or any combination of world language, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.  | <b>4.5</b>            |
| <b>Fine Arts</b><br>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. | <b>1.0</b>            |
| <b>TOTAL</b>  | <b>21.0</b>           |

## 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.**

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

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

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

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

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

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

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

| <u>College Course Title</u>             | <u>College Course Code</u> | <u>JHS Course Title</u> | <u>JHS Course Code</u> | <u>Credit Hours</u> | <u>Cumulative Credit Hours</u> | <u>College</u> |
|---|----------------------------|-------------------------|------------------------|---------------------|--------------------------------|----------------|
| Student Success Seminar                 | SSC101                     | Offered at Stark State  |                        | 1                   | 1                              | Stark State    |
| Computer Applications for Professionals | ITD122                     | Offered at Stark State  |                        | 3                   | 4                              | Stark State    |
| Effective Speaking                      | COM121                     | Offered at Stark State  |                        | 3                   | 7                              | Stark State    |
| Pre-Calculus                            | MTH135                     | CCP Pre-Calculus        | CCP0650                | 5                   | 12                             | Stark State    |
| College Composition                     | ENG124                     | CCP English             | CCP0118                | 3                   | 15                             | Stark State    |
| Sociology                               | SOC121                     | Offered at Stark State  |                        | 3                   | 18                             | Stark State    |



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

| <u>College Course Title</u>             | <u>College Course Code</u> | <u>JHS Course Title</u> | <u>JHS Course Code</u> | <u>Credit Hours</u> | <u>Cumulative Credit Hours</u> | <u>College</u> |
|---|----------------------------|-------------------------|------------------------|---------------------|--------------------------------|----------------|
| Student Success Seminar                 | SSC101                     | Offered at Stark State  |                        | 1                   | 1                              | Stark State    |
| Computer Applications for Professionals | ITD122                     | Offered at Stark State  |                        | 3                   | 4                              | Stark State    |
| Effective Speaking                      | COM121                     | Offered at Stark State  |                        | 3                   | 7                              | Stark State    |
| Pre-Calculus                            | MTH135                     | CCP Pre-Calculus        | CCP0650                | 5                   | 12                             | Stark State    |
| College Composition I (required)        | ENG124                     | CCP English             | CCP0118                | 3                   | 15                             | Stark State    |
| Sociology                               | SOC121                     | Offered at Stark State  |                        | 3                   | 18                             | Stark State    |
| General Psychology                      | PSY121                     | Offered at Stark State  |                        | 3                   | 21                             | Stark State    |
| College Composition II                  | ENG231                     | CCP English             | CCP0651                | 3                   | 24                             | Stark State    |
| Political Science                       | PSC121                     | Offered at Stark State  |                        | 3                   | 27                             | Stark State    |
| Cultural Diversity                      | SOC225                     | Offered at Stark State  |                        | 3                   | 30                             | Stark State    |

\*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.



## 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
  - a. Middle school students meet with their middle school counselor
  - b. High school students meet with their 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.

Educational program options/application (Credit Flex): This form should be reviewed and completed prior to setting a meeting with the appropriate school counselor. You may refer to <https://education.ohio.gov/Topics/Ohios-Learning-Standards> as guidance for your Credit Flex plan.



## Students with Education-Impacting Disabilities Frequently Asked Questions

### ***What is an Education-Impacting Disability?***

For academic eligibility purposes, the NCAA defines a disability as a current impairment that has a substantial educational impact on a student's academic performance and requires accommodation.

Some of the most common education-impacting disabilities (EIDs) include:

- Learning Disabilities/Disorder (LD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Mental Health Disorders;
- Medical Conditions;
- Deaf/Hard of Hearing; and
- Autism Spectrum Disorder.

### ***Where should I send my EID documentation?***

**EID documentation should be sent with the EID Cover Sheet and Buckley Statement (links below) by mail, fax or email.**

**NCAA EID Services**  
**P.O. Box 7110**  
**Indianapolis, IN 46207-7110**  
[EID Cover Sheet](#)  
[Buckley Statement](#)

**Fax:** 317/968-5100  
**Email:** [ec-processing@ncaa.org](mailto:ec-processing@ncaa.org)

### ***Do the standards for initial eligibility change for students with EIDs?***

No. All students must satisfy the same standards in order to compete in NCAA Divisions I and II athletics.

### ***Will colleges or universities have access to my child's records?***

No. Information submitted to NCAA Education-Impacting Disability Services is not released to NCAA colleges or universities unless the student makes a specific written request to do so.

***What are the accommodations provided to students with EIDs?***

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

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

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

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

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

- Use approved courses for students with EIDs that are designated on the high school's List of NCAA Courses.
- May take a nonstandard ACT or SAT examination to satisfy test-score requirements.

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

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

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

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

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

***Is a course designated for students with EIDs ever acceptable for NCAA initial eligibility purposes?***

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

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

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

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

The 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/](http://www.ed.gov/)) has some excellent resources available.

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