

Jefferson High School



Career & Educational Planning Guide

2018-2019

Welcome to Jefferson High School

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Festus, MO 63028
636.933.6900
www.jr7.k12.mo.us

ACT/CEEB Code: 261 083

Jefferson High School

Mission Statement

Jefferson High School will produce independent adults who possess the skills and desire to attack and conquer their future.

JHS Vision:

Jefferson High School will:

- Foster respect and responsibility
- Be the best in the county for EOC and ACT test scores
- Utilize cutting-edge technology
- Employ effective, dedicated, and mastery staff who value engagement and exploration beyond the classroom
- Offer future planning opportunities for all students to develop and achieve goals

Career & Educational Planning Guide

The Career & Educational Planning Guide contains a wealth of information regarding academic planning, career pathways, honors programs, college credit offerings and post high school planning guidelines. This Career & Educational Planning Guide is provided to assist students with creating and implementing a personal plan of study for high school and beyond.

The Jefferson High School Career & Educational Planning Guide is available online at www.jr7.k12.mo.us under the High School tab.

Notice of Non-Discrimination

The Jefferson R-VII School District does not discriminate on the basis of race, color, national origin, sex, religion, social economic status, disability, or age in its programs and activities. Any concerns regarding discrimination should be directed to the Central Office.

Planning and Policies

Students are encouraged to use this Career & Educational Planning Guide to carefully create an Individual Career and Academic Plan that will assist them in reaching their educational and occupational goals. We suggest:

- Review all requirements for graduation
- Read the information on career paths
- Read all information given about each course
- Complete an Individual Career Academic Plans (ICAP)

INTRODUCTION

Students and their families make few decisions that affect their lives as profoundly as developing a personal plan of study around their high school experience. Developing an inadequate or inappropriate plan can severely restrict a student's educational and career options. Developing a rigorous and relevant plan of study can open doors of opportunity that can lead to a lifetime of economic and social productivity; Jefferson High School has a fully implemented guidance program available to all students and their parents to provide assistance and support in this important activity.

In order to ensure that students make a successful transition to high school followed by a positive postsecondary experience, a rigorous and relevant personal plan of study based on interests and abilities must be developed. A plan of study should reflect not only graduation requirements, but also movement toward a career focus revolving around career paths and/or clusters. It is imperative that school personnel, students and parents continuously review and modify these plans. This planning and monitoring process should result in all students completing high school well prepared for their chosen postsecondary experience. This process will be done through Infinite Campus, so parents/guardians must have access to the parent portal.

Federal and state regulations pertaining to the implementation of the Individuals with Disabilities Education Act (IDEA) require that transition be addressed for all students with an Individualized Education Program (IEP) beginning at age sixteen, or younger if appropriate. Requirements for these transition services are located in the Special Education State Plan, which can be accessed through the Division of Special Education website (www.dese.mo.gov/divspeced).

All students who plan to attend postsecondary education (community colleges, technical schools, or four-year colleges and universities) should become familiar with the academic requirements for acceptance to those institutions of interest. In addition, students who expect to attend a four-year college or university should consider following the course of studies necessary to earn the Jefferson High School College Preparatory Studies Certificate and also meet the Missouri Department of Higher Education (MDHE) High School Core Curriculum Requirement for college admission. The DHE core-curriculum requirements are applicable for admission to all Missouri public four-year colleges and universities for all first time, degree-seeking college students who graduate from high school.

Developing, following and revising a rigorous and relevant personal plan of study based on these requirements; along with focus around a career path/cluster will improve the chances for success in the future. This Career & Educational Planning Guide should be the main tool for building future plans.

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Section

1

GENERAL INFORMATION & GRADUATION REQUIREMENTS

GENERAL INFORMATION

Unit of Credit:

One unit of credit is earned for successfully completing two semesters of work. Courses meeting daily for one semester earn one-half (0.5) credit.

Required Course:

A course which is required by either the State Department of Education or Jefferson High School for graduation

Elective:

A course which a student chooses to take but is not specifically required for graduation; Once a student has met the credit requirements for specific subject areas, any additional credits taken in those areas will count as elective credits.

Prerequisite:

A course that must be successfully completed before another related course may be taken. For example, Algebra I must be passed before Geometry can be taken.

Grade Point Average (GPA):

The student's grade point average will be figured on the basis of semester grades in all subjects. No quarter grades will be used to determine GPA. Letter grades will be given in the following values and then averaged to determine GPA: A = 4 points; B = 3 points; C = 2 points; D = 1 point; F = 0 points.

Athletic/Activities Eligibility:

A student who intends to participate in ANY sports and/or ANY interscholastic contests such as marching band and football must meet the following requirements:

The student must be currently enrolled in courses that offer at least 3.0 units of credit per semester. The student must have earned at least 3.0 units of credit the previous semester. This is subject to change. See principal or athletic director for further information.

Transcript:

A transcript is an official record of a student's semester grades and standardized test scores. The school must have written permission of the student or his/her parents to send copies of transcripts. Request forms are available in the counseling center.

Advanced Placement (AP):

Students who successfully complete an AP course may elect to take the national Advanced Placement test offered by the Educational Testing Service. Students who achieve a high composite score on the AP test will be eligible for college credit at some colleges and universities. See the counseling center or go to the College Board website for further details.

Dual Credit:

Dual credit is provided by post-secondary institutions and offered to high school students. It is designed to deliver high-quality college experiences to high-performing students. Dual credit courses enrich and extend the high school curriculum, provide introductory college coursework and avoid unnecessary duplication in coursework as students move from high school to college. Jefferson High School partners with Jefferson College and Southeast Missouri State University for dual credit.

Dual Enrollment:

Dual enrollment occurs when a high school student takes a college course not offered as a dual credit class. Each post-secondary institution has procedures for dual enrollment students. All dual enrollment students must get permission from JHS to participate in dual enrollment.

Individual Career and Academic Plan:

All JHS students will complete the individual career and academic plan designed to guide appropriate coursework for future plans. This plan allows students to plan for the future. Parents, advisory teachers, students and the school counselor are all important stakeholders in this plan.

GRADUATION REQUIREMENTS

To meet high school graduation requirements, a student must successfully complete a program, which shall satisfy legal requirements as prescribed by the State Department of Education and by Jefferson R-7 School District and which shall contain a distribution of credit as indicated in the following chart. Besides the number of credits, specific courses are required by the State of Missouri and/or Jefferson High School.

In addition to the credit requirements, students are required by the State of Missouri to pass the United States and Missouri Constitution Tests prior to graduation (these tests are administered in the Government/Civics course). Students are expected to carry a full academic load of 3.5 units for each semester of attendance. Jefferson High School regards a high school program as a full-time, four-year endeavor.

Jefferson High School Graduation Requirements

Subject	Credits	Specifics
English Language Arts	4.0	Eight semesters of ELA Courses
Mathematics	3.0	Six semesters of Math courses
Science	3.0	Two semesters of Principles of Physics Two semesters of Chemistry Two semesters of Biology
Social Studies	3.0	Two semesters of Government/Civics Two semesters of American History Two semesters of World History
Physical Education	1.5	Three semesters of P.E. Courses
Health	0.5	One semester of Health
Fine Arts	1.0	Two semesters of Art or Music
Practical Arts	1.0	Two semesters of Business, Family and Consumer Science or Industrial Technology
Personal Finance	0.5	One semester of Personal Finance (a Practical Art)
Electives	6.5	Suggested Career Path Electives
TOTAL:	24.0	Credit Required for Graduation from JHS
Constitution Tests:		Passing both the U.S. & Missouri Tests

End of Course Exams (EOC):

The Missouri Department of Elementary and Secondary Education require EOC exams for the following courses offered at Jefferson High School:

English II
Algebra I

Biology
Government

Students will participate in EOC exams during the semester in which the class will be completed with the exception of the Algebra I. Algebra I EOC is given during the 2nd semester of the Algebra II course.

Requirements for the Jefferson High School College Preparatory Studies Certificate

The Jefferson High School Board of Education awards the College Preparatory Studies Certificate to JHS students who successfully complete a rigorous academic program in high school. The certificate is awarded in addition to the regular high school diploma granted by local school districts. This certificate was designed to recognize those students who exceed the district and state minimum graduation requirements and demonstrate a commitment to good school attendance.

To be eligible for the certificate, a student must meet the following requirements:

1. Complete a rigorous personal plan of study cooperatively developed by the school, the student and the student's parents. The personal plan of study should be developed around a career path or cluster and must include at least these units of credit.

<i>Subject</i>	State Minimum Requirements	Jefferson High School	Jefferson High School College Preparatory Studies Certificate
Communication Arts*	4	4	4
Mathematics*	3	3	4
Science*	3	3	3
Social Studies*	3	3	3
Fine Arts	1	1	1
Practical Arts	1	1	1
Personal Finance	0.5	0.5	0.5
Health	0.5	0.5	0.5
Physical Education	1	1.5	1.5
World Language	0	0	2.0
Electives **	7	6.5	5.5
Minimum Units Required	24	24	26

** 2.0 of the 5.5 elective credits must be in additional advanced courses (core courses) from the areas marked with an asterisk.

2. Earn at least a 3.0 grade point average (GPA), on a 4.0 scale, in the combined subject areas of English/language arts, mathematics, science and social studies (core courses).
3. Score above the prior year's national composite average mean on the American College Test (ACT) or on the Scholastic Aptitude Test (SAT). This criterion is revised annually to reflect the latest national averages from the ACT and SAT.
4. Maintain an attendance rate of at least 95 percent throughout grades 9-12.
5. Attend 8 semesters of high school courses. Student cannot be an early graduate.

Grading System:

The school year is divided into two semesters of two grading periods each. Report cards are issued at the end of each grading period and reports of student progress are sent home with students. Reports cards are to be examined and evaluated by the parent with the student. Final Exams/EOC tests will make up 10% of the final semester grade. Grades and their corresponding percentages and points are listed below.

Only semester grades are permanently recorded on the transcript. All other grades are indicators of the student's progress for a semester grading period.

Regular Grading Scale

Grade	Percentage	Points
A	100% - 95%	4
A -	94% - 90%	4
B +	89% - 87%	3
B	86% - 83%	3
B -	82% - 80%	3
C +	79% - 77%	2
C	76% - 73%	2
C -	72% - 70%	2
D +	69% - 67%	1
D	66% - 63%	1
D -	62% - 60%	1
F	59% - 0%	0

Honors Grading Scale

Honors	Percentage	Points
A	100% - 95%	4
A-	94% - 90%	4
A-	89% - 87%	4
B+	86% - 83%	3
B	82% - 80%	3
B-	79% - 77%	3
C+	76% - 73%	2
C	72% - 70%	2
C-	69% - 67%	2
D+	66% - 63%	1
D	62% - 60%	1
D-	57% - 59%	1
F	56% - 0%	0

I = Incomplete

NC = No Credit: NC is issued to students who do not qualify for earned credit (ex: failure to meet attendance requirements). No credit or grade point is given for a semester grade of "NC."

All grades are passing except "F". No credit or grade point is given for a semester "F" grade.

Incomplete Work:

The grade "I" is assigned when sickness or other legitimate cause beyond the control of the student prevents completion of major course work. In such cases, a reasonable time extension will be allowed. If the requirements are not met, the parents and student will be informed and the "I" will be changed to the grade earned.

Final Exams:

Final exams will be comprehensive exams given at the conclusion of each semester. The final exam scores will make up 10% of the final semester grade. The tests will cover Course Level Expectations (CLE) met during the semester. When applicable, the state issued End of Course Exams will compose 5% of this final exam grade.

Graduation Honors:

Summa cum laude	4.0 or above cumulative GPA
Magna cum laude	3.99-3.6 cumulative GPA
Cum laude	3.59-3.0 cumulative GPA

Academic Honors:

Academic Prestige	4.0 or above cumulative GPA
High Honor Roll	3.99-3.6 cumulative GPA
Honor Roll	3.59-3.0 cumulative GPA

Academic Honors are awarded based on semester grades.

Grade Level Classification:

At the beginning of each school year, students are assigned grade level based on the number of credits they have earned.

Freshman:	0-5.5 credits
Sophomore:	6.0 – 10.5 credits
Junior:	11.0 – 17 credits
Senior:	17 – 24 credits

A student transferring to Jefferson High School will be entered into the appropriate grade upon receipt of transcripts from previous schools.

Changes in grade level classification shall be made only at the beginning and conclusion of each school year. No grade level changes will be made at the conclusion of first semester.

Acceptance of Outside Credits**Definition:**

An outside credit is defined as any credit earned by completing a correspondence course, by attending another accredited district's night school, a home-school class, or by attending another accredited school district's summer school.

Credits earned by attending a Jefferson high school summer school or computer-based Acellus Credit Recovery is not classified as outside credits but are limited in number. See Principal for more information on summer school or computer based Acellus credit recovery.

Regulations:

1. The **maximum number of outside credits**, which may be counted toward the total credits required to graduate from a Jefferson high school, is three units of credit (6 semester courses).
2. No more than two outside credits (4 semester courses) may be counted in any one school year.
3. The principal and/or counselor may request a copy of the course syllabus, tests, and method of grade determination for any outside credit courses prior to accepting these as appropriate for fulfilling the graduation requirements of the Jefferson R-VII School District.
4. A consultation with the high school counselor is recommended prior to enrolling in any courses taken outside of the regular school day.

Transfer Credits

In order to be eligible for a diploma from Jefferson High School, a transfer student must earn a total of 24 credits and successfully complete all specific Jefferson High School and the State of Missouri graduation requirements.

The district reserves the right to administer tests to determine acceptance of high school credits in order to graduate from Jefferson High School.

Jefferson High School does not have weighted credits or grades. Students transferring into Jefferson High School will receive credit for all transcribed grades. All grades will be transferred on a 4.0 scale.

Extracurricular Activities

An inter-scholastic activities program is conducted at Jefferson High School to further the development of students as competitors and spectators through friendly inter-scholastic contests. The purpose of the program is to develop leadership, good sportsmanship, personality development, new friendships and a friendly rivalry with other schools. Students participating in extra-curricular activities must meet all eligibility standards established by MSHSAA to compete. Students must be in school at least four periods to be eligible to participate that day in a contest per MSHSAA guidelines. Students must also be enrolled in and have passed 3 credits the previous semester to be eligible. All promoted 8th graders are eligible for high school activities. This is subject to change.

Early Graduation

As per Missouri State Department of Elementary and Secondary Education graduation requirements, students are expected to complete eight (8) semesters of high school. If a student, for sound educational and vocational reasons, wishes to graduate from high school in less time than eight semesters may request a waiver of this policy. There will be two different choices for Early Graduation. The first is that the student and his/her parent(s)/guardian(s) will consult with his/her high school counselor to complete an early graduation application. A request for early graduation must be a planned part of a student's educational program. The deadline for the early graduation application is within 5 days of the beginning of semester 7 (senior year 1st semester). **Applications must be provided and submitted through your high school principal.** Consider the following when applying for early release:

- Student's eligibility to receive Social Security benefits may be affected by an early release, since the student may no longer be considered a full-time student.
- Area Technical School students are not eligible for early release.
- Students leaving after the seventh semester may be eligible to receive their high school diploma with their graduating class. Graduating seniors who choose not to participate in the graduation ceremony may pick up their diplomas in the high school principal's office in the established timeframe after graduation.
- Students may not participate in activities regulated by the Missouri State High School Activities Association unless enrolled in 6 credit-earning classes and earned 3.00 credits the previous semester.
- Students who have been approved for full release and partial release options are eligible for local scholarships unless a specific scholarship would indicate the student is not eligible.
- It is the student's responsibility to stay in touch with the school in regard to important semester events (i.e. graduation rehearsal).
- Students and parents may want to check with their health and auto insurance company concerning coverage since the student may not be considered full time.
- A + eligibility may be affected. Students and parents should consult with the A + Coordinator.
- All students must have taken the required End-Of-Course Assessments.
- May not attend school dances including Prom unless invited by an eligible JHS student.

The second option for Early Graduation is Principal/Administration designation. Student may be designated for early graduation in consultation with student and family. There is not an application date required. All cases are reviewed on an individual basis. Reasons for early graduation may include: medical considerations, residency considerations, and/or discipline considerations.

Minimum Post High School Admissions Requirements

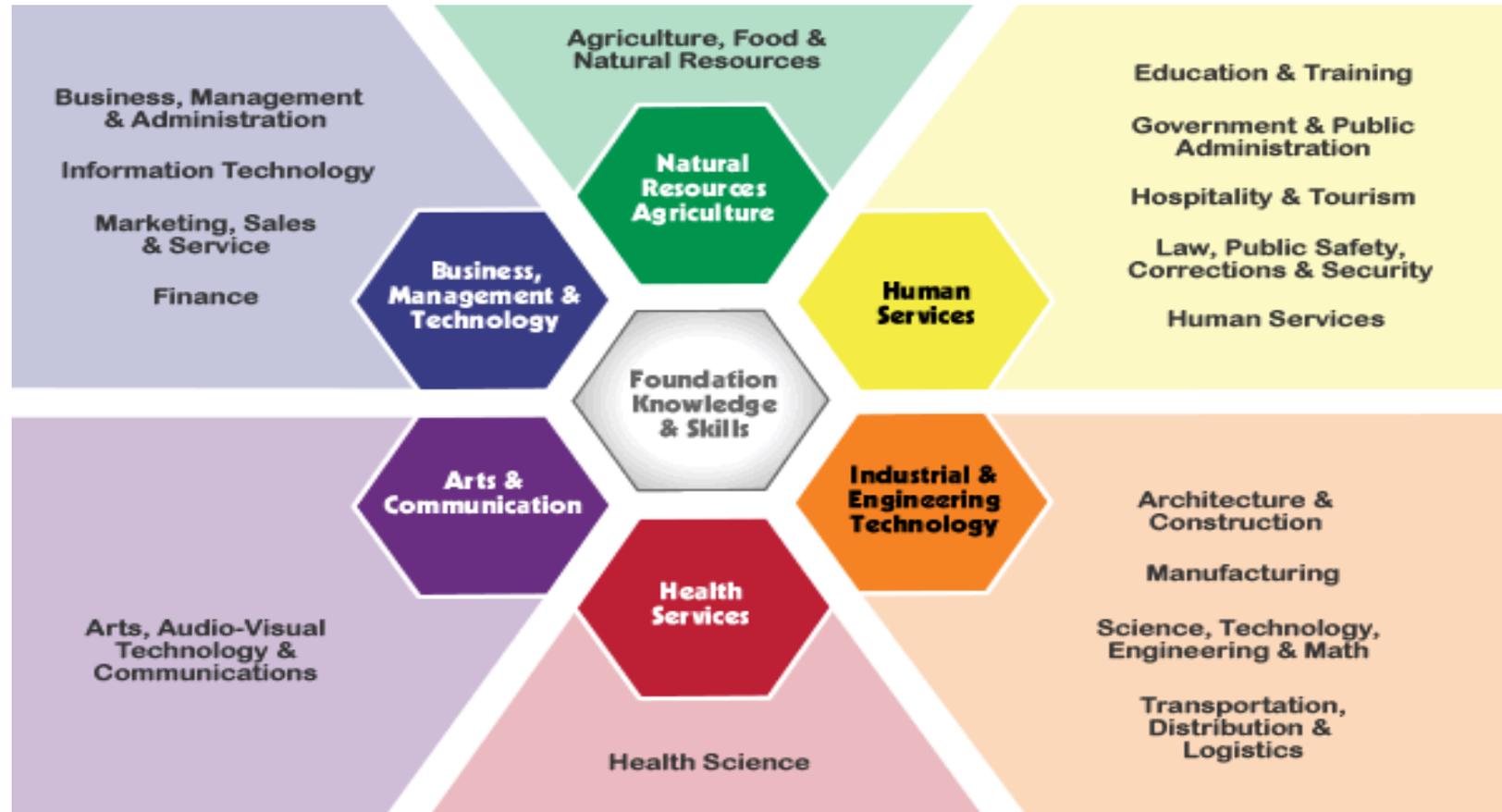
CURRICULAR AREAS	Entering Freshman University of Missouri System Credit Requirements	Missouri Public 4 year Colleges (UCM, MSU) Credit Requirements	Community & Technical Colleges	Military Careers	Apprenticeships
ENGLISH LANGUAGE ARTS	4 Units	4 Units	High School Diploma, GED, or Completion of a Home School Program	High School Diploma	Most Require a High School Diploma or a GED and must be at least 18 years of age
SOCIAL STUDIES	3 Units Govt ½	3 Units Govt ½			
MATHEMATICS	4 Units Alg I & Higher	3 Units Alg I & Higher			
SCIENCE	3 Units 2 of 3 from Bio, Chem, Physics & Earth Science	3 Units No General Science. 1 must be a lab class			
FINE ARTS	1 Unit	1 Unit			
PRACTICAL ARTS	0 Units	0 Units			
PHYSICAL EDUCATION	0 Units	0 Units			
ELECTIVES	5 Units	6 Units			
ADDITIONAL ELECTIVES	2 Units 2 Years of the same foreign language	3 Units selected from foreign language &/or core courses			
TOTALS	22 Units Plus appropriate class rank and a minimum score of 24 on ACT	23 Units Plus appropriate class rank and ACT score			

Section

2

ACADEMIC PLANNING: CAREER PATHS, CLUSTERS, & PATHWAYS

Career Pathways/Clusters



Go to <http://www.dese.mo.gov/divcareere/> or schedule an appointment with your guidance counselor.

Visit www.jhschools.org or schedule an appointment with your guidance counselor at Jefferson High School, Festus, MO to complete your Personal Plan of Study.

Name: _____

Graduation Year: _____

	Grade	Requirements/Credits	Credits	1 st Semester	2 nd Semester		
Secondary	9	English Language Arts Social Studies Mathematics Science Health P.E. Electives: Fine/Practical Arts	1 1 1 1 ½ ½ 2	English I (Honors)	English I (Honors)	Initial Program of Study Date: _____ Student's Signature _____ Parent's Signature _____ Advisor's Signature _____	Select A Career Path <input type="checkbox"/> Arts & Communications <input type="checkbox"/> Business Management & Technology <input type="checkbox"/> Health Services <input type="checkbox"/> Human Services <input type="checkbox"/> Industrial & Engineering Technology <input type="checkbox"/> Natural Resources Agriculture Career Cluster: _____ Program of Study: _____ <input type="checkbox"/> A+ Program <input type="checkbox"/> Career & Technical Education Certificate <input type="checkbox"/> Honor Diploma <input type="checkbox"/> Industry Recognized Credential <input type="checkbox"/> Missouri Seal of Biliteracy <input type="checkbox"/> NCAA <input type="checkbox"/> Technical Skill Attainment Postsecondary Goal(s) _____ Post-Secondary Options: <input type="checkbox"/> Area Career Center <input type="checkbox"/> Employment <input type="checkbox"/> 2 year college <input type="checkbox"/> 4 year college <input type="checkbox"/> Other: _____
				World History	World History		
				Principles of Physics (Honors)	Principles of Physics (Honors)		
				Algebra I or Geometry	Algebra I or Geometry		
				Physical Education	Physical Education		
	10	English Language Arts Social Studies Mathematics Science Electives	1 1 1 1 3	English II (Honors)	English II (Honors)	Annual Review Date of Revision: _____ Student's Signature _____ Parent's Signature _____ Advisor's Signature _____	
				American History	American History		
				Chemistry (Honors)	Chemistry (Honors)		
				Health			
11	English Language Arts Social Studies Mathematics Science Electives	1 1 1 1 3	English III (Honors)	English III / Composition I	Annual Review Date of Revision: _____ Student's Signature _____ Parent's Signature _____ Advisor's Signature _____		
			Government	Government			
			Biology (Honors)	Biology (Honors)			
			Personal Finance				
12	English Language Arts Electives	1 6	English IV	Additional English Course	Annual Review Date of Revision: _____ Student's Signature _____ Parent's Signature _____ Advisor's Signature _____		

Learning Opportunities				
Educational/Career Goals	School Based	Community Based	Student Organizations	Assessments
Short-Term:	Career Research	Mentorship		
	Internship	Volunteer		
	Job Shadowing	Part-time Employment		
	A+ Tutor/Mentoring			
Long-Term:	Service Learning Project			Honors
	Resume/Job Application/Mock Interview			
Credit Requirements				
Minimum	College Prep Diploma			
English Language Arts – 4 credits Mathematics – 3 credits Social Studies – 3 credits Science – 3 credits Fine Art – 1 credit Practical Art – 1 credit (Personal Finance .5) Physical Education – 1.5 credits Health – 0.5 credit Personal Finance – 0.5 credit Other elective credits – 6.5 credits Total of 24 credits + meet all graduation requirements	3.0 GPA and complete the following credits Language Arts – 4 credits Mathematics – 4 credits Social Studies – 3 credits Science – 3 credits Foreign Language – 2 years in one language Fine Art – 1 credit Practical Art – 1 credit Physical Education – 1.5 credits Health – 0.5 credit Personal Finance – 0.5 credit 2 or more electives in the core subjects Minimum 21 (state average) on ACT test Total of 26 credits + meet all graduation requirements			

Section

3

Honors Programs, College Credit, A+ Schools Program, Post High School Plans

The high school administration realizes that an effective educational program is one that provides opportunities for student learning both within the classroom and beyond the traditional classroom and school day. These expanded opportunities are viewed as educational options to supplement the regular program.

School Counseling Services

The School Counseling Program is an integral part of the total education program. Based on individual, family, school and community needs, the guidance program is delivered through the guidance curriculum, individual planning system, responsive services, and system support. The School Counseling Program is responsible for assisting all students in developing:

- The knowledge, understanding, and acceptance of self and others.
- The skills necessary for effective career exploration and planning.
- The competencies needed for educational and vocational development.

The School Counseling Program provides responsive services designed to aid individuals in resolving problems which prevent their healthy development or which require remedial attention. It provides a systematic plan to help each student monitor and direct his/her own educational, vocational, and personal development. Finally, the Guidance and Counseling Program includes system support activities designed to establish, maintain, and enhance the total program.

School counseling services are available in grades 9-12. There is a full-time counselor in the high school Counseling Center to assist students with their academic, career, and personal-social interests and concerns. In addition to counseling, resources are available concerning careers, colleges, and scholarships. Each student is encouraged to visit with his/her counselor. As part of the continuing guidance services offered to students upon graduation, exit surveys and one-year and five-year follow-up surveys are conducted. Information gathered includes documentation of graduate plans for the future. Surveys also provide information relative to graduates continuing the paths they initially planned. All surveys collect information on the quality of education provided and how helpful it was in preparing graduates for further education and careers.

Honors Program:

Jefferson High School offers an Honors Program for underclassmen, while upperclassmen take Honors, AP and/or dual credit courses. Students will be identified for honors based on academics, performance, assessment data and teacher recommendation. The Honors coursework, AP and dual credit courses are designed for motivated students who want to challenge themselves academically. Jefferson High School does apply a different grading scale to the honors, AP and college credit courses. Grading scales can be found on page 4.

Dual Credit/Dual Enrollment

The **Dual Credit Partnership with Jefferson College** is designed to offer college level courses at a significant discounted cost to students. Jefferson High School, Jefferson College and parents of dual credit students will divide the cost of the coursework evenly by thirds. If a student scores a 27 or higher on the ACT and earns an A or B in the college level course, the parents will be reimbursed for their 1/3 of the cost of the course. Dual Credit courses that can be offered through this Dual Credit Partnership include, but are not limited to:

English: Composition I and Composition II

Math: Intermediate College Algebra, College Algebra, Pre-Calculus, Calculus I

Political Science: U.S. and MO Governments and Constitutions

History: U.S. History I and U.S. History II

Psychology: General Psychology

Arts: Music Appreciation, Art Appreciation

Science: Concepts in Biology

Dual Credit courses must have a minimum number of students enrolled to be offered as Dual Credit to Jefferson High School students. The high school counselor serves as the dual credit coordinator.

Dual credit opportunities are reserved for eligible students who have earned at least 14 credits and have a 3.0 GPA. The student is responsible for applying to the college and completing all steps in the admission process required by the post-secondary institution. Dual credit application is completed with the high school counselor and Jefferson College admissions representative in late spring and/or early August for the fall semester and November/December for the spring semester.

Advanced Placement Courses:

Advanced Placement (AP) is a program of college-level courses and examinations for secondary school students. Over 200 institutions grant advanced standing for qualifying grades on AP examinations. There is a fee for an Advanced Placement examination. For more information concerning AP, contact your counselor or visit the College Board website.

The
Pro

The Jefferson High School A + Program encourages students to stay in school, make career plans, tutor younger students, and graduate with the skills and knowledge required for career success or further education. If students meet the criteria established below, as well as any additional criteria that may be established by the state in the future, and the Missouri General Assembly continues to fund the program, students may be eligible for two years of tuition scholarship to a community college or vocational school.

Goals of the A+ Schools Program

- All students will graduate from high school.
- All students will complete a selection of high school studies that is challenging and has identified learning expectations.
- All students will proceed from high school graduation to college, post-secondary career/technical school or a high-wage job with workplace skill development opportunities.

Student Financial Incentives:

A+ qualified high school graduates may be eligible to receive state-paid tuition assistance for their post-secondary education. The A+ Schools Program financial incentives for post-secondary education are determined by the Missouri General Assembly and are available for any public community college or public career/technical school in Missouri.

Applying:

The first step of participation in the A+ Schools Program is to sign the A+ Agreement Form. All incoming freshmen will sign the Agreement Form and receive the A+ Student Handbook and Citizenship Agreement Form. The A+ Coordinator will check eligibility requirements for all students.

Requirements of the Program:

Students interested in participating in the A+ Program at Jefferson High School must meet the following requirements:

- Complete and sign an A+ School Agreement and it must be turned in to the A+ office
- Attend an A+ designated high school for three consecutive years prior to graduation.
- Maintain a 95% high school attendance record. (4 Years)
- Graduate from Jefferson High School with a cumulative GPA of 2.5 or higher on a 4.0 scale.
- Perform 50 hours of unpaid tutoring or mentoring.
- Score proficient or advanced on the Algebra I End of Course Exam
- Maintain a record of good citizenship and avoidance of the unlawful use of drugs and alcohol for all four years of high school.
- Make a good faith effort to secure all available federal post-secondary student financial assistance funds that do not require payment. (Seniors must fill out a FAFSA form to receive funds from the state.)
- Register for Selective Service, if applicable
- Attend a Missouri community college or postsecondary vocational/technical school on a full-time basis and maintain a GPA of 2.0 first semester, then a 2.5 GPA after that.

<i>Location of course</i>	College campus	High school	High school or Area Technical School	High school
<i>Course taught by</i>	College instructor	High school, Online or College Prof.	High school or ATS teacher	High school teacher
<i>Cost</i>	Full tuition/fees charged	Jefferson College charges \$70.00 per credit hour; SEMO charges \$107.00 per credit hour	No charge to student	Varies (~\$95)
<i>Student Qualifications</i>	Student must have a minimum 3.0 GPA, meet the placement test or the ACT requirement and meet other Dual Enrollment Guidelines	Student must have a minimum 3.0 GPA, meet the placement test or the ACT requirement and meet other Dual Credit Guidelines	All students can enroll in articulated courses; however, to earn college credit the student must meet the Articulation Agreement requirements	Complete the AP Course at JHS and elect to take the AP exam
<i>Written agreement between Jeff Co and/or SEMO and High School?</i>	Yes - Jeff Co	Yes – Jeff Co and SEMO	Yes – Jeff Co	No
<i>Is high school credit given?</i>	Yes	Yes	Yes	For class completion
<i>When is college credit earned?</i>	Immediately upon completion of the course	Immediately upon completion of the course	Upon completion of the course and other requirements	Depends on the test score and on the college/university policies
<i>Are credits transferable to other colleges or universities?</i>	Credits transfer the same as other Jefferson College credits according to transfer agreements with other postsecondary institutions	Credits typically transfer to all colleges/universities, however we recommend contacting admissions offices to discuss transfer credits	Credits are valid at Jefferson College through the articulation agreement with Jefferson High School	Credit is earned based on the student score on the test; each college/university has a policy

ATHLETIC ELIGIBILITY

Missouri State High School Activities Association Eligibility (MSHSAA)

Knowing and following all MSHSAA standards will enable a student to protect his/her eligibility for MSHSAA interscholastic competition. Activity participation should be for all students making appropriate progress toward graduation and otherwise in good standing.

For students in grades 9-12: Grades received the preceding semester will determine eligibility to participate in interscholastic activities.

- The student shall have earned, the preceding semester, a minimum of 3.0 units of credit. This means to pass 6 of 7 classes the previous semester, as long as all 7 classes are credit bearing.
- The student shall currently be enrolled in and regularly attending courses that offer 3.0 units of credit. (student aides and study halls are non-credit classes)
- A beginning ninth grade student shall have been promoted from the eighth grade to the ninth grade for the first semester of eligibility.
- A student must be making satisfactory progress towards graduation as determined by local school policies.

There is a maximum age limit for participation.

MOVIP: Students planning to participate in dual MOVIP classes should visit with their counselor or Activities Director to make sure they will be eligible to participate in MSHSAA sanctioned activities. More information can be found at: www.mshssaa.org

NAIA Eligibility Standards

The NAIA is an athletic association that organizes college and university-level athletic programs. Entering Freshmen must have an 18 on the ACT or 860 on the SAT, 2.0 GPA and graduate in the upper half of their high school class. Please go to www.playnaia.org for information about eligibility to play NAIA athletics.

National College Athletic Association (NCAA)

Before a student is eligible to participate in college athletics at the NCAA Division I or Division II level, the NCAA Clearinghouse must certify the student. Part of that certification process includes making sure that the student has successfully taken the required number of core courses. The required number of core courses is listed below. For further requirements to be deemed eligible contact the Guidance Office.

CORE UNITS REQUIRED FOR NCAA CERTIFICATION

	<u>Division I</u>	<u>Division II</u>
English Core	4 years	3 years
Mathematics Core (Algebra I or higher)	3 years	2 years
Science Core	2 years	2 years
Social Studies Core	2 years	2 years
From English, Math, or Science	1 year	3 years
Additional Core (English, Math, Science Social Science, Foreign Language, Computer Science, Philosophy, Non-doctrinal Religion)	4 years	4 years
TOTAL CORE UNITS REQUIRED*	16	16

***IMPORTANT NOTE:** Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's website to make certain that courses being taken have been approved as core courses. The website is www.eligibilitycenter.org.

In addition student must complete 10 core courses, including seven in English, math or natural/physical science, before the start of their seventh semester. Once students begin their seventh semester, they may not repeat or

replace any of those 10 courses to improve their core-course GPA. For Division I, they must also earn a 2.3 GPA in their core courses; for Division II, a 2.0 GPA.

NCAA Freshman Eligibility Standards

NCAA rules can be complex, so start asking questions. Find out more about the requirements by accessing information on the web at www.eligibilitycenter.org. For more information call 877-262-1492.

Division I

- A Sliding Scale is used to match test scores and core GPAs. The Sliding Scale can be found at www.2point3.org or on Page No. 10 of the Guide for the College-Bound Student-Athlete found at www.eligibilitycenter.org.
- For students enrolling on or after August 1, 2016, the Division I GPA required to be eligible for competition is 2.300.
- For students enrolling on or after August 1, 2016, the Division I GPA required to receive athletic aid and practice is 2.000-2.299

Division II

NCAA Division II requires 16 core courses. Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68. Core GPA requirement is 2.0.

National Collegiate Athletic Association (NCAA) Eligibility Center

All high school student-athletes wishing to compete in college must register with the NCAA Eligibility Center. The NCAA national office does not handle initial-eligibility certifications. Please do not contact the NCAA national office with inquiries regarding an individual's initial-eligibility status, including whether transcripts, student release forms, etc., were received or about when you will be cleared. The Eligibility Center maintains and processes all of the initial-eligibility certifications. You can go to www.ncaa.org for more information.

Student athletes should register at www.eligibilitycenter.org at the start of their sophomore year.

HIGH SCHOOL ASSESSMENTS

Standardized tests are designed to give a common measure of students' performance. They help compare an individual student's performance with the performance of a group of students from a given class, school or school system. Since large numbers of students throughout the country take the same test, "standards" can be developed to show whether school programs are succeeding or how students are performing. Different types of standardized tests have different purposes.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT measures verbal and mathematics reasoning skills important for academic success in college.

It serves three purposes:

- It gives the student practice for the SAT I.
- It is the first step in qualifying for scholarships sponsored by the National Merit Scholarship Corporation and other scholarship programs.
- It gives the student the opportunity to participate in the Student Search Service.

The test is approximately two hours in length, given in the fall, and is primarily taken in the Junior year for NMSQT qualification, however sophomore honors students will be invited to take the test for Missouri Scholars Academy qualification. Students should consult with their counselor for additional information.

ASVAB (The Armed Services Vocational Aptitude Battery)

The ASVAB measures strengths, weaknesses, and potential for future success. The ASVAB also provides career information for various civilian and military occupations and is an indicator for success in future endeavors whether you choose to go to college, vocational school, or a military career. All Jefferson High School students participate in the ASVAB assessment in the fall of 11th grade.

ACT (The American College Testing Program)

The ACT is a battery of four examinations: English, math, reading and science reasoning. Each of these subgroups will yield separate scores measuring developed abilities in that area. The test is required by many colleges and all Missouri colleges as part of the application process for admission. Check with your counselor about taking this test. Students planning to attend a 4-year college/university are encouraged to take the ACT during or after the second semester of Algebra II.

SAT (Scholastic Aptitude Test)

SAT is a test used to predict student performance in college. Required by some schools as part of the application process, this three-hour test has two main sections – verbal and math. Questions in the verbal section are divided into reading passages, analogies and sentence completion. Questions in the mathematical section cover standard multiple-choice, quantitative comparisons and grid-in-answers. The JHS school counselor can provide students and parents with additional information.

Section

4

Course Selection Process

Overview

Course selection is an important component to student success in high school. Students will be working toward meeting certain graduation requirements and must consider what courses meet individual academic and career goals. The Missouri Department of Elementary and Secondary Education and Jefferson High School have specific requirements for graduation and students are responsible for selecting appropriate classes to meet those requirements. Course selection should be completed with the guidance of all stakeholders: students, parents, advisors and counselors.

Schedule Guidelines/Timelines

The scheduling process will begin in January each school year. Students will receive the Career and Educational Planning Guide and course selection worksheet for the upcoming year, followed by individual consultation with their advisor and counselor. Because we are a small school, not all courses listed in the Career and Educational Planning Guide will be offered every year. Students should build and revise their Personal Plan of Study and focus on their upcoming years as they plan for their coursework each school year.

Students will express interest in courses through the course selection worksheet and the master schedule will be built based on student needs each year.

The Jefferson High School Counselor works with the students, teachers and parents during the course selection process.

Students should consult the Career Path coursework aligned with career goals when selecting courses. Each student will develop a personal plan of study designed to maximize the coursework available which is directly related to his/her career path.

Dropping a Class

Students will receive schedules on the registration days prior to the start of the school year.

Once students receive their schedules, students and parents should review the assigned coursework to verify progress toward academic and career goals.

No schedule change request will be considered without valid reason. For example, student signed up for a fine art class and then realizes he needs a practical art for graduation. This would be a valid reason.

Before the school year begins...

If the student or parent wishes to make a schedule change, the counselor should be contacted immediately. Schedule changes will be made before the school year begins with student request, parental consent and counselor approval.

After the school year begins...

No student schedule changes will occur without valid reason, parent consent and parental approval. Students will not be allowed to change their schedules after three days into the semester. This will ensure continuity to coursework and will allow teachers to focus on Course Level Expectations once the student rosters are final.

Dropping an Honors Class

Students enrolled in any honors course past July 1 must remain in the course. Schedule conflict requests regarding any honors course will not be considered after July 1. Student placement is evaluated at semester and based on ability and performance a student may be removed from an honors course and placed in a regular content course.

Section

5

Course Descriptions

ADVISORY

Advisory is a non-credited designated period to allow students to have an opportunity to have extra-instruction in an area of need as determined by their past or current grades. The model is based on RTI Tier 2 instruction. Instruction varies from direct supplemental instruction in a core class to ACT prep.

ENGLISH LANGUAGE ARTS

The goal of the Jefferson High School English Language Arts Department is to ensure our students are effective communicators in the 21st century. This will require competency in writing/composition, speaking/listening, research, literature/reading, vocabulary, and media literacy.

English I

1 credit – full year

9

Prerequisite – None

NCAA Approved

This course is designed to lay the foundation for successful high school writing and a continued development of comprehension and analysis of literature. This course consists of instruction in composition, reading fiction and nonfiction, research, vocabulary development, grammar, media literacy, and speaking/listening. Students will use the writing process to produce research, narrative, persuasive, and expository essays of varying length. Explicit instruction in both comprehension strategies for fiction/ nonfiction, literary analysis, and evaluation will be included. Students will read high-interest independent novels. Students will research a variety of topics and complete a formal research essay/project. Students will actively develop their vocabulary with a special emphasis on academic vocabulary and vocabulary for standardized testing. The grammar covered includes areas needed to improve writing such as sentence structure, rules of usage, and organizational structures. Students will evaluate and create various forms of media including film, television, live performances, online platforms, podcasts, and blogs. Both formal and informal presentations will be included in the development of speaking and listening skills.

English I Honors

1 credit - full year

9

Prerequisite – Reading assessment, MAP Scores, various assessments by 8th grade English Teachers

NCAA Approved

This is an advanced English Language Arts I class. The same ELA I objectives will be addressed but in greater depth and at an accelerated pace. While not required for dual enrollment, the purpose of this course is to prepare the student for college-level English courses; therefore, the standards of instruction and expectations will be based on ACT writing guidelines. Additional literary selections, which will mainly be done outside of class, are included in this course as well as a required summer reading selection and essay. Students will also begin preparatory lessons to prepare them for the ACT test they will take by their junior year. The focus will be on the English portion of the ACT. Students enrolled in this honors course past July 1, must remain in the course; any schedule changes must be made prior to this date. Honors English I fulfills the English I requirement for graduation.

English II

1 credit – full year

10

Prerequisite – successful completion of ELA I or equivalent

NCAA Approved

This course consists of instruction in composition, reading fiction and nonfiction, research, vocabulary development, grammar, media literacy, and speaking/listening. Students will use the writing process to produce research, narrative, persuasive, and expository essays of varying length. Literature will include selections of fiction, nonfiction, poetry, and drama with an emphasis on American selections. Explicit instruction in both comprehension strategies for fiction/ nonfiction, literary analysis, and evaluation will be included. Students will read high-interest independent novels. Students will research a variety of topics and complete a formal research essay/project. Students will actively develop their vocabulary including word parts, academic vocabulary, and vocabulary for enrichment. The grammar covered includes areas needed to improve writing such as sentence structure, rules of usage, and organizational structures with an introductory focus on ACT English skills. Students will evaluate and create various forms of media including film, television, live performances, online platforms, podcasts, and blogs. Both formal and informal presentations will be included in the development of speaking and listening skills.

English II Honors**1 credit – full year****10**

Prerequisite - Successful completion of ELA I Honors or equivalent and Counselor/Teacher recommendation based on assessment scores and class performance.

NCAA Approved

This is an advanced English Language Arts II class. The same ELA II objectives will be addressed but in greater depth and at an accelerated pace. While not required for dual enrollment, the purpose of this course is to prepare the student for college-level English courses; therefore, the standards of instruction and expectations will be based on ACT writing guidelines. Additional literary selections, which will mainly be done outside of class, are included in this course as well as a required summer reading selection and essay. Students will also continue lessons to prepare them for the ACT test they will take by their junior year with a focus on the English and reading sections. Students enrolled in this honors course past July 1, must remain in the course; any schedule changes must be made prior to this date. Honors English II fulfills the English II requirement for graduation.

English III**1 credit – full year****11**

Prerequisite - Successful completion of ELA II or equivalent

NCAA Approved

This course continues to expand and reinforce the student's skills in composition, reading fiction and nonfiction, research, vocabulary development, grammar, media literacy, and speaking/listening. Students will use the writing process to produce research, narrative, persuasive, and expository essays of varying length. Literature will include selections of fiction, nonfiction, poetry, and drama with an emphasis examining various cultures in world literature. Explicit instruction using specialized literary sources with a focus on literary criticism will be included. Students will read high-interest independent novels. Students will have research a variety of topics and complete a formal research essay/project. Students will actively develop their vocabulary including word parts, academic vocabulary, and vocabulary for enrichment. The grammar covered includes areas needed to improve writing such as sentence structure, rules of usage, and organizational structures with an in-depth focus on ACT English skills. Students will evaluate and create various forms of media including film, television, live performances, online platforms, podcasts, and blogs. Both formal and informal presentations will be included in the development of speaking and listening skills.

English III Honors**½ credit – 1 semester****11**

Prerequisite – Successful completion of ELA II Honors or 90% or better in ELA II with teacher recommendation. Composition I is the 2nd semester of this course. Students must meet the Comp I ACT before 2nd semester begins.

NCAA Approved

This course is designed for high-achieving students who will be taking senior English for college credit, and those who plan to attend college. The focus will be on rhetoric: the art of constructing and presenting arguments in speech or writing. The readings will include essays, novels, speeches, poems, and personal narratives by a diverse group of authors. ACT test preparation will also be included in the course-level expectations. Students are required to complete a summer reading novel and assignment. It is recommended that students earn Advanced or Proficient on the ELA II EOC and have a strong command of writing and reading as demonstrated on the ACT test with an English and Reading score of 20+. Core subject teachers will also fill out recommendation evaluations on each student, which will be shared with parents prior to approval of the course. Students enrolled in this honors course past July 1 must remain in the course; any schedule changes must be made prior to this date. Honors English III fulfills .5 credits of the English III requirement for graduation.

English IV**½ credit – 1 semester****12***Prerequisite - Successful completion of ELA III or equivalent***NCAA Approved**

This course is a multimedia English class designed to build verbal and written communication skills while enhancing knowledge of different artistic mediums and examining and analyzing the author's/director's/artist's purpose for transforming material from original work into different mediums. We will explore classic literary works, as well as contemporary pieces. This class will emphasize analytical thinking, literary analysis, formal writing, and the comprehensive study of different cultures and genres (as represented by their literature and form). One unit of this course will also focus on ACT English and Reading preparedness for those students looking to improve their ACT scores. There will be a comprehensive review of English, reading, interviewing, and scholarship writing skills. This class also places an emphasis on job readiness skills. Students will focus on improving their reading comprehension, skills in vocabulary usage, and communications skills as they relate to the job market. They will also complete a job readiness unit that will help prepare them to obtain and then be successful in their career. Students will participate in mock-job interviews and complete cover letters and resumes, as well as shorter writing pieces that will help prepare them for their desired job fields.

Mythology**½ credit – 1 semester****10- 12***Prerequisite – Students in 10th or 11th grade must have a grade of C or better in previous ELA Course***NCAA Approved**

Mythology is a literature class, providing an important background in the classical origins of Western literature and western culture as a whole. The course will include a survey of the major myths of Greek, Roman, Norse, Celtic, and Egyptian antiquity, including the appropriate gods, heroes and heroines, and the stories these cultures told about them. Time will be spent examining the nature and social function of mythology, and exploring this seemingly universal phenomenon. Another area of consideration will be the legacy of mythology in modern literature and popular culture. Mythology will fulfill .5 credits of the required 4 English credits for high school graduation.

Journalism**1 credit - full year****10-12***Prerequisite - Application process during spring course selection; C or better in ELA from previous semester, instructor approval.**Career Path: Arts & Communication; Business, Management & Technology; Human Services*

This is a hands-on, writing-intensive course that will allow students to explore the field of Journalism. Students will apply knowledge in producing a high quality, professionally printed school newspaper. Throughout the year, students will be expected to actively participate in all aspects of newspaper production, including generating story ideas, writing various types of stories, advertising and promotion, designing using Indesign CS3 software, and distributing the publication. Students must go through an application process to be placed in this class and are considered newspaper staff members. Students may be removed by instructor at semester if they are not adequately fulfilling their responsibilities. Journalism will fulfill 1 credit of the required 4 English credits for high school graduation.

Public Speaking**½ credit – 1 semester****10-12***Prerequisite – none***NCAA Approved***Career Path: Business, Management & Technology; Arts & Communication; Human Services*

Students will study the role of the communicator in society on both a verbal and nonverbal level. Since this is a “performance” class, students will be required to organize and prepare for presentations before an audience. No student will be allowed to opt out of an assigned speech/presentation. Public presentations may include but are not limited to school assemblies, guest speaker for another class and competitive speaking in area contests. This course includes lecture, speaking before the class and other venues, critiques, evaluation and watching and listening to others speak. Public Speaking fulfills .5 credits of the 4 English credit requirements for graduation.

College Composition I**½ credit – one semester****11-12***Prerequisite: ACT or Accuplacer requirements; Counselor and Teacher Approval; Apply to Jefferson College***NCAA Approved**

College Comp I is 3 credit hours. Comp I offers the student the opportunity to learn to write competent expository essays and to do preliminary research. Students will review grammar and mechanics, but the emphasis is on the writing process. This course is taught at Jefferson High School through Jefferson College with Jefferson College professors in either lecture format or through an online system. College Comp I will fulfill .5 credits of the required 4 English credits for high school graduation.

College Composition II**½ credit – one semester****12***Prerequisite: Comp I with a grade of C or better; Counselor and Teacher Approval; Apply to Jefferson College***NCAA Approved**

College Comp II is 3 credit hours. Comp II continues the study of the writing process stressed in Comp. I. Students will practice reading and writing critically and analytically, writing exposition, persuasion/argumentation, and the research paper. This course is taught at Jefferson High School through Jefferson College with Jefferson College professors in either lecture format or through an online system. College Comp II will fulfill .5 credits of the required 4 English credits for high school graduation.

MATHEMATICS

Algebra I

1 credit – full year

9

Prerequisite – None

NCAA Approved

The primary goal of this course is to introduce students to the language of mathematics. Topics include numerical and algebraic expressions, equations and inequalities, proportions, functions, linear equations and inequalities, polynomial expressions, factoring, quadratic equations, and graphing. Algebra I is rich in applications and problem solving. Calculators and computer software will be used, when appropriate, to enhance instruction.

Geometry

1 credit – full year

9-12

Prerequisite - Successful completion of Algebra I

NCAA Approved

Geometry is designed to develop spatial concepts and relationships. Development of a precise mathematical language is stressed while reading and problem solving are emphasized throughout. Algebraic principles and proof are integrated throughout the course. Technology is used as an instructional tool. Topics covered in the course are points, lines, planes, angles, polygons, circles, area, volume, symmetry and congruence.

Algebra II

1 credit – full year

11

Prerequisite – Algebra I and Geometry

NCAA Approved

This course is designed for the college-bound student. In this course, the basic concepts from Algebra I are enriched. Topics studied include graphing, analyzing and interpreting functions including trigonometric, polynomial, rational, exponential and logarithmic functions; systems of linear equations and inequalities; matrices; conic sections; exponents and radicals. Calculators and computer software will be used, when appropriate, to enhance instruction. It is recommended that students have a TI-84 or equivalent graphing calculator.

Algebra III

1 credit – full year/or .5 credit

11

Prerequisite -Algebra II

NCAA Approved

This supplemental course is designed for college-bound students seeking to strengthen their mathematics skills in order to take College Algebra upon enrolling in a college or university. Topics will include, but are not limited to the following from Algebra I and II, functions, equations, inequalities, quadratics, polynomials, matrices, exponential and logarithmic functions, and systems of equations. Geometry topics will include symmetry, similarity, congruence, area, volume, polygons, and circles. Topics from Probability and Statistics may also appear. Particular attention will also be devoted to ACT practice and preparation for students who need development in test-taking strategies and skills.

Intermediate College Algebra (Dual Credit) ½ credit – semester

11

Prerequisite – Algebra III, 3.0 gpa, score of 18 or higher on Math ACT or compass test requirement, 18 on ACT reading

This course is designed to meet the needs of college bound students. Intermediate College Algebra will reinforce concepts learned in Algebra II/III and enhance the students' understanding of mathematical applications. Technology will be incorporated throughout the course.

College Algebra (Dual Credit)

½ credit – semester

12

Prerequisite - Successful completion of Algebra II/score of 22 or higher on Math ACT, 18 on Reading ACT, 3.0 gpa

NCAA Approved

This course is designed to meet the needs of college bound students. College Algebra will reinforce concepts learned in Algebra II and enhance the students' understanding of mathematical applications. Technology will be incorporated throughout the course.

Pre-Calculus (Dual Credit)**1 credit – full year****11-12**

Prerequisite – ‘A’ in Algebra II or ‘B’ in Alg. II with teacher recommendation/score of 22 or higher on Math subscore ACT, Reading 18 ACT, and 3.0 gpa

NCAA**Approved**

Career Path: Business, Management & Technology; Health Science, Industrial & Engineering Technology

This accelerated course is designed for students interested in pursuing a math related curriculum in college. Topics include functions, series, sequences, matrices, complex numbers, vectors, applications of trigonometry and an introduction to Calculus. Since this course is designed to prepare students for Calculus, the focus will be on problem solving using mathematical models to represent real world situations. Technology will be incorporated throughout the curriculum. **T1-83 or higher graphing calculator required.**

Calculus I (Dual Credit)**1 credit – full year****12**

NOTE: To be successful in Calculus I, it is recommended that the student earned a grade of C in Pre-Calculus

Prerequisite – Dual Credit College Algebra; ACT Math subscore of 27 or COMPASS requirement, 18 ACT reading, 3.0 gpa

NCAA Approved

Career Path: Business, Management & Technology; Health Services, Industrial & Engineering Technology

Calculus will address limits, derivatives and integrals of polynomial, exponential, logarithmic and trigonometric functions, and applications of differentiation and integration. Graphing calculators and computers will be integrated throughout this course. **T1-83 or higher graphing calculator required.**

SCIENCE

Science courses are structured to allow students of varying abilities to have successful learning experiences. Some courses are quantitative and designed for the student of high ability in mathematics as well as in science. Other courses require less mathematics and emphasize qualitative observations. All courses give the student an appreciation for the way scientists work and arrive at generalizations about natural phenomena and give the student the background information necessary for the understanding of scientific concepts.

All Jefferson High School science courses are laboratory oriented. Laboratory investigations are organized to give students experiences in collecting data, in analyzing and interpreting data and in using mathematics as a tool of science.

Junior and senior electives are offered to students interested in specific aspects of science. Science teachers consider the requirements for the next level before recommending students for the elective class. Occasionally students who do not meet specific course prerequisites may be enrolled in a class with the consent of the instructor.

Required Science Courses

Principles of Physics	1 credit – full year	9
<i>Prerequisite – None</i>		NCAA Approved
This course is a basic course in physics which emphasizes concepts with some mathematical development. Students will develop major concepts in motion, forces, energy, and wave motion. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection and graphical analysis will be emphasized, allowing students to express these models verbally, diagrammatically, graphically and algebraically.		
Honors Principles of Physics	1 credit – full year	9
<i>Prerequisite – B or better in 8th grade Math class; teacher/counselor approval ;</i>		
<i>Concurrent enrollment in Geometry</i>		NCAA Approved
Honors Principles of Physics is an accelerated course offered to ninth grade students. Students will be introduced to the formal study of the physical sciences. Students will develop major concepts in motion, forces, energy and wave motion. Students will learn to build scientific models to describe the physical world by analyzing the results of laboratory experiments. The skills of experimental design, data collection and graphical analysis will be emphasized, allowing students to express these models verbally, diagrammatically, graphically and algebraically. The scientific components presented are the same as Principles of Physics, but the material is more advanced. This course is designed for the student with an Algebra I background who is interested in obtaining knowledge of the physical world. Students enrolled in this honors course past July 1, 2015 must remain in the course, any schedule changes must be made prior to this date.		
Chemistry	1 credit – full year	10
<i>Prerequisite – 9th Grade Science Credit; C or better in Algebra I</i>		NCAA Approved
Chemistry introduces important concepts of chemistry while applying these concepts to the students' everyday lives and experiences. Topics addressed include basic problem solving, scientific measurement, atomic structure, the periodic table, chemical formula writing, chemical reactions, states of matter, chemical bonding, thermochemistry, acids and bases and nuclear chemistry. Basic algebra skills are required.		
Honors Chemistry	1 credit – full year	10
<i>Prerequisite – Honors Physics and/or Geometry along with counselor/teacher approval</i>		NCAA Approved
Honors Chemistry is an accelerated course offered to tenth grade students. Students will be introduced to the formal study of chemistry. Topics addressed include problem solving, scientific measurement, atomic structure, the periodic table, chemical formula writing, chemical reactions, states of matter, chemical bonding, thermal chemistry, acids and bases, and nuclear chemistry. The scientific components presented are the same as Chemistry, but the material is more advanced. This course is designed for the student with a strong math background who is interested in obtaining more in-depth knowledge of the chemistry world.		

Biology **1 credit – full year** **11**
Prerequisite – 10th Grade Science Credit **NCAA Approved**
 Biology examines all aspects of life science including cellular, structural, functional, behavioral, environmental and evolutionary history. Students will develop an appreciation of the biological issues that they will confront in the twenty-first century. Students will conduct experiments, collect and analyze data to gain an understanding of the processes of science.

Honors Biology **1 credit – full year** **11**
Prerequisite – B or above in Chemistry; Counselor Approval **NCAA Approved**
 This course is an accelerated and advanced Biology course. Honors Biology examines all aspects of life science including cellular, structural, functional, behavioral, environmental and evolutionary history on an advanced level. Students will foster their appreciation of the biological issues that they will confront in the twenty-first century. Students will conduct experiments, collect and analyze data to gain an understanding of the processes of science.

Elective Science Courses

Anatomy/Physiology **1 credit – full year** **11-12**
Prerequisite – B or better in Biology; Counselor/Teacher Approval **NCAA Approved**
Career Path: Health Science; Human Services; Industrial & Engineering Technology
 This course will cover the major anatomical structures and physiological processes of the human body. A major emphasis will be places on anatomical directions and root words, tissues, overview of 11 systems, skeletal system development and structures, muscles and muscular physiology, nervous system, circulatory system, respiratory system, and digestive system. This course is designed to be challenging and to be a bridge between high school and college. Furthermore, it has been designed with individuals pursuing a career in the medical or health fields in mind.

AP Physics 1 **1 credit – full year** **11-12**
(Only offered on odd graduation years) **NCAA Approved**
Prerequisite – B or better in Principles of Physics; currently enrolled in Pre-Calculus or Calculus I and/or Teacher Approval.
Career Path: Health Services; Industrial & Engineering Technology; Natural Resources Agriculture
 Advanced Placement Physics 1 is a rigorous and in depth study of the major topics in a first semester college physics class such as Newtonian Mechanics, Work, Energy, Power, Mechanical Waves and Sound and if time allows Electricity. AP Physics builds upon and serves to extend the skills developed in Physics while broadening the topic base of those courses. A major component in the development of reasoning skills will be based upon the student's involvement in the laboratory. Experiments will be performed in each topic that allows students to investigate the physical relationships underlying each topic. The presentation of AP Physics will be made at the university level. The collection of topics that will be followed is based on the recommendations of the College Board for the AP Physics 1 course. Students will be expected to prepare for the AP Physics examination in May. This course demands strong study skills and a desire to invest considerable time and effort in the study of physics. Students enrolled in this honors course past July 1 must remain in the course, any schedule changes must be made prior to this date.

AP Chemistry **1 credit – full year** **11 or 12**
(Only offered on even graduation years) **NCAA Approved**
Prerequisite – A in chemistry; teacher/counselor approval
Career Path: Health Science; Industrial & Engineering Technology

AP Chemistry is a college level course offered to qualified high school students. This course contains lecture and laboratory performed at JHS with all supporting documentation, problem sets, discussion boards, quizzes, practice tests and lab reports. Students take the AP Chemistry test after completing the course can earn college credit hours depending on their AP test score. Students enrolled in this honors course past July 1 must remain in the course, any schedule changes must be made prior to this date.

Robotics**1 credit – full year (elective credit)****9-12***Career Path: Industrial & Engineering Technology*

Students will build and program a robot to compete in the FIRST® Tech Challenge. Students will work together to apply real-world math and science concepts and develop problem-solving, organizational, and team-building skills. Students must be able to work well with others to achieve a common goal. Additional time will focus on the engineering process, principals of robotics, and community outreach. FTC is designed for those who want to compete head to head, using a sports model. The team is responsible for designing, building, and programming their robot to compete in an alliance format against other teams. The robot is programmed using a ROBOTC. Teams, including coaches, mentors and volunteers, are required to develop strategy and build robots based on sound engineering principles. Awards are given for the competition as for well as for community outreach, design, and other real-world accomplishments.

Social Studies

A solid foundation in the Social Studies is necessary for students to develop into responsible and productive members of our world community. Areas such as government, history, economics, geography, sociology and psychology are utilized to help students make informed and reasoned decisions as citizens of a culturally diverse, democratic society.

<p>Government <i>Prerequisite – None</i></p> <p>This course will include the study of federal, state and local governments. Constitutional rights, political institutions, citizen involvement, voter participation and elements of democracy will be stressed. Students will be encouraged to identify, analyze and form opinions on current political issues. The course will also include a study on the American economic systems. Tests on the United States Constitution and the Missouri Constitution will also be given in this course. To be eligible for graduation, a student must pass both the United States and Missouri Constitution tests with a 70% or above.</p>	<p>1 credit – full year</p>	<p>9 NCAA Approved</p>
<p>American History <i>Prerequisite – Successful completion of Government/Civics</i></p> <p>The major aim of this course is to provide students with a strong background in American history from Reconstruction through the present time. Students will be able to demonstrate their understanding of the significant themes that contributed to the formation of the United States through research, discussion, simulation, debate and presentation. Students will use their understanding to cite evidence of those themes in contemporary issues facing our society. Themes will include evolution of American political democracy, cultural pluralism, economic and social equality, and America's development as a major world power. Students will explore and appreciate the diversity of the American experience and the relevance of our nation's past to all individuals living in today's society.</p>	<p>1 credit – full year</p>	<p>10 NCAA Approved</p>
<p>World History <i>Prerequisite – None</i></p> <p>Students will explore the history of the world and the interaction between peoples and civilizations through research, discussion, simulation, debate and presentation. Students will be able to cite significant people, events and geographic influences that impacted the development of western and non-western civilizations. Students will be able to cite and discuss significant contributions in the areas of religion, politics, philosophy, economics, international relations and the growth of technology for western and nonwestern civilizations.</p>	<p>1 credit – full year</p>	<p>11 NCAA Approved</p>
<p>Psychology <i>Prerequisite – None</i> <i>Career Path: Health Science; Human Services</i></p> <p>Students will learn to clarify and explain human development and behavior from infancy through maturity through research, discussion, debate and role play. Human behavior will be explored by students through a study of its normal and abnormal manifestations. Students will discover and be able to explain the importance of applying the scientific method to the study of human behavior.</p>	<p>½ credit – 1 semester</p>	<p>11-12 NCAA Approved</p>
<p>Sociology <i>Prerequisite – None</i> <i>Career Path: Health Science; Human Services</i></p> <p>Students will discover how humans interact within and between groups and groupings. They will explore through research, discussion, debate and inquiry, the general principles dealing with how people get along in groups. Students will demonstrate their understanding of human interaction, social classes, personality, courtship, marriage and the family through oral and written presentations.</p>	<p>½ credit – 1 semester</p>	<p>11-12 NCAA Approved</p>

- Contemporary Issues** **11-12**
Prerequisite - None **NCAA Approved**
Career Path: Business, Management & Technology; Human Services;
 This course will involve students with the issues, problems, and events in our world today. State, local, national and international issues will be highlighted on a continuing basis. Emphasis will be placed on the inter-relationship of concepts from the various social sciences - psychology, sociology, economics and political science - and how they relate to the issues and events mentioned above. A national news magazine will serve as the primary text for the course, with other sources used for historical background and additional data. Students will continue to develop skills in organizing materials and note-taking skills.
- World Wars** **10-12**
Prerequisite - None **NCAA Approved**
Career Path: Human Services
 This **research based** course will focus on major conflicts throughout world history and the impact on societies and cultures. The course is designed to take an in-depth look at events and policy leading up to conflict, major participants, battle strategies, technology, decisive battles, and effects of differing world conflicts.
- Criminal Justice** **10-12**
Prerequisite - None **NCAA Approved**
Career Path: Human Services
 This course will examine the criminal justice system in the United States and its impact on the individual citizen and society. Specific topics to be covered include the history of crime and punishment, correctional system, State and Federal law, models of criminal justice, crime prevention, serial criminals, theories of crime causation, and careers. Students will investigate a mock crime scene.
- Law** **10-12**
Prerequisite – Grade of a B or higher in Government or Criminal Justice and teacher approval. **NCAA Approved**
Career Path: Human Services
 Students will focus on the principles of interpreting, applying, and practicing law. This includes historical, moral, societal, and legislative aspects of developing and interpreting law. Case law, common law, statute, and constitutional law will be addressed. Types of courts, courtroom procedures and practices, and the various areas of judicial system will be studied. Research, preparation, and participation for a mock trial competition are required.
- History through Film** **11-12**
Prerequisite – None
Career Path: Human Services; Arts & Communications
 This course is designed to explore the History through the use of Film/Movies. Each week, we will travel through history and examine different movies based on actual events. We will then through the use of Socratic Discussions, classroom presentations, and writing examine these significant events to which the movies were based. Due to the nature of this course, you will need a signed permission slip from a parent or guardian, as many of the films we will watch may be R rated.

PHYSICAL EDUCATION AND HEALTH

The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. Students in grades 9 & 10 are required to enroll in Physical Education classes. PE uniforms are required for all courses which require students to dress out. The PE uniform consists of a gray or white Blue Jay shirt accompanied by blue athletic shorts that are school appropriate. Uniforms may be purchased through the PE department or brought from home.

Physical Education **1 credit – full year** **9 - 12**

Prerequisite – None

Career Path: Health Science; Human Services

Physical Education consists of health related issues, conditioning and body building activities. Participation in team and individual games and sports which have carry-over values for the adult years will also be included.

Health – Required **½ credit – 1 semester** **10**

Prerequisite – None

Career Path: Health Science; Human Services

In this course, students will be involved in classroom experiences pertaining to health problems and practices of young adults. Personal health, body systems, nutrition, physical fitness, first aid, safety, mental health, stress reduction, disease prevention and control, family and human sexuality, substance abuse, environmental and community health and consumer health will be among the topics.

Strength & Conditioning **½ credit – 1 semester or 1 credit- full year** **9-12**

Prerequisite – Permission of instructor or must be involved in school sponsored sports

Career Path: Health Science; Human Services

This course will stress physical development of a person through the use of weight training, aerobic and anaerobic conditioning, flexibility, agility, speed, power, balance, and plyometrics. The students will be exposed to numerous fitness components through various testing of power, strength and agility. The students will also learn safety issues and how to use proper techniques on each lift. The students will be graded on improvement, participation, attitude and effort. This class is based on increasing performance and decreasing injury.

Health and Human Relations **½ credit – 1 semester** **11-12**

Prerequisite – Health

Career Path: Health Science

This course allows students to gain an awareness of techniques for improving communication skills in relationships. Students will utilize these communication skills to explore stereotyping, racism, abuse and violence that occur in our society. Along with an in-depth study of human sexuality (the reproductive system, contraception, sexually transmitted diseases and AIDS) students will become aware of alcohol/drug abuse and the harmful effects on the mind and body. All of these topics will be examined through research, individual and group projects, oral presentations, and class discussion.

FINE ARTS

VISUAL ARTS

Art I	1 Credit- Full Year	9-12
<i>Prerequisite-None</i>		
<i>Career Path: Arts & Communication</i>		
<p>Art I is an introductory art course that focuses on the study and utilization of the elements of art (color, form, line, shape, space, texture and value), the principles of design (balance, contrast, emphasis, movement, pattern, rhythm, and unity), art criticism, art history, and the production of art. Students will express their visual creativity through a wide variety of studio disciplines, such as, but not limited to, design, drawing, painting, and a variety of three dimensional processes. Art I is a prerequisite to other advanced art courses. This course requires a sketchbook and some materials.</p>		
Art II	1 Credit- Full Year	10-12
<i>Prerequisite- Art I (Grade of 75% or higher or must have approval from art instructor)</i>		
<i>Career Path: Arts & Communication</i>		
<p>Art II is an advanced art course for students that have successfully completed Art I. Art II builds upon and expands the knowledge and skills previously acquired in Art I through art criticism, art history, and the production of art. Students will express their visual creativity through a wide variety of studio disciplines, such as, but not limited to, design, drawing, fiber arts, painting, printmaking, and a variety of three dimensional processes. Portfolio development will be introduced and students will begin to establish materials for their portfolios. Art II is a prerequisite to other advanced art courses. This course requires a sketchbook and some materials.</p>		
Art III	1 Credit- Full Year	10-12
<i>Prerequisite- Art II (Grade of 80% or higher or must have approval from art instructor)</i>		
<i>Career Path: Arts & Communication</i>		
<p>Art III is an advanced art course for students that have successfully completed Art II. Utilizing art criticism, art history, and the production of art, Art III expands on the concepts and the manipulation of the elements of art and principles of design within artwork, while placing emphasis on the students' development of individual styles and interests. Students will continue to build their portfolio that will reflect their technical skills and individual styles by exploring a variety of concepts and media. Art III is a prerequisite to other advanced art courses. This course requires a sketchbook and some materials.</p>		
Art IV	1 Credit- Full Year	10-12
<i>Prerequisite- Art III (Grade of 85% or higher and no missing assignments or must have approval from instructor)</i>		
<i>Career Path: Arts & Communication</i>		
<p>Art IV is an advanced art course for highly motivated students that have successfully completed Art III. Art IV is an intense and focused investigation of art criticism, art history, and the production of art. Students will complete their portfolios that will be utilized for scholarship and/or college application. In addition, students will create artist statements that reflect their personal philosophy of art. This course requires a sketchbook and some materials.</p>		

Performing Arts

The Jefferson High School Music Department goals are that students will recognize through aesthetic awareness that music is a part of all humanity. Students will also acquire skills necessary for life-long music learning and application. Students will be able to prepare and present a musically proficient performance, alone or in an ensemble. Students will also be able to make knowledgeable and discriminating judgments about music. A final and important goal is that students will enjoy and appreciate musical performances within their historical and cultural context.

Concert Band **1 credit - full year** **9-12**

Prerequisite - None

Career Path: Arts & Communication

The JHS Concert Band performs at school assemblies, concerts, all home football games (including home playoff games and the state final playoff game), contests, and, possibly, other civic functions. Students will explore concepts of basic music theory. Concert Band offers students the opportunity to enjoy varied kinds of musical experiences by learning to express the language of music through playing a musical instrument; the opportunity to represent the school at public concerts and other public functions; a chance to experience individual improvement and refinement of one's musical ability through weekly lessons, solos, small ensembles, and honor groups; and an understanding of the democratic process through self-imposed discipline and individual contribution to a cooperative effort. Students will explore concepts of basic music theory.

Jazz Band **1 credit - full year** **10-12**

Prerequisite - Successful audition

Career Path: Arts & Communication

Jazz Band is a public performance oriented class with numerous public concerts scheduled. Students will explore concepts of basic music theory. Music studied includes that of the big-band era of the 40's through the present. Students will learn the concepts of playing in the jazz style (phrasing, improvisation, articulations, rhythm patterns, and blend). Students will be assigned to Jazz Band through auditions. Students who want to be in Jazz Band must concurrently be enrolled in Concert Band unless approved by the director.

Guitar I **1 credit – full year** **9-12**

Prerequisite - none

Career Path: Arts & Communication

Guitar I is a step-by-step, user friendly, interactive approach that is fun yet challenging. Students play music immediately. This course is designed to accommodate each student's aptitude with different options within a unified set of goals. It includes reading standard notation, intro to chords and solo pieces. The style of the music ranges from Blues to Beethoven including "Pop Melodies" like The Beatles, Elton John, Sting and Motown hits.

Concert Choir **1 credit – full year** **9-12**

Prerequisite – None

Career Path: Arts & Communication

This course gives students the opportunity to study the human instrument – the voice. Students will build skills in vocal technique, sight singing, and basic concepts of music theory. Concert Choir performs at concerts and other school functions, and members have the opportunity to participate in solo/ensemble contest and local honor choirs. Students will learn music from a wide variety of cultures and historical periods.

PRACTICAL ARTS

BUSINESS

The goal of the business education curriculum is to enhance the ability in our students to function effectively as economically literate citizens through the development of personal consumer skills, knowledge of social and government responsibility, understanding of business operation, and the ability to apply the tools of technology as they relate to personal and business decision making.

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|---|------------------------------|--------------|
| Computer Applications | ½ credit – 1 semester | 9-12 |
| <i>Prerequisite – None</i> | | |
| <i>Career Path: Business, Management & Technology</i> | | |
| Students will use Microsoft Word, Excel and PowerPoint to create and design more advanced word processing documents, tables, worksheets, charts, ledgers and presentations. Students are expected to produce these documents applying proofreading and editing skills. A unit on effective and efficient internet use and email etiquette will be covered. It is also very important to continue skill and speed building during this semester class. | | |
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| Introduction to Business | ½ credit – 1 semester | 9-12 |
| <i>Prerequisite – None</i> | | |
| <i>Career Path: Business, Management & Technology</i> | | |
| This course will introduce students to the world of business and will help prepare them for the economic roles of consumer, worker, and citizen. Students will understand what a business is, how it operates, and how it is managed. Students will identify forms of ownership and the processes used in production and marketing, finance, personnel, and management in business operations. | | |
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| Accounting
(Only offered on odd graduation years) | 1 credit – full year | 11-12 |
| <i>Prerequisite – None</i> | | |
| <i>Career Path: Business, Management & Technology</i> | | |
| Accounting is designed to build a basic understanding of manual and automated accounting principles. Activities include entering transactions in journals, posting to ledgers, preparing statements and reports, and doing payroll and banking functions. Account activities for the computer are included with many topics. Students taking this course meet the objectives for the future study in accounting as well as other related business fields. | | |
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| Business Management | ½ credit – 1 semester | 11-12 |
| <i>Prerequisite – None</i> | | |
| <i>Career Path: Business, Management & Technology</i> | | |
| Business Management is designed to help students develop an understanding of skills and resources needed to manage a business. Instruction includes a general overview of business in America, forms of business ownership, personnel management, public and human relations, taxation and government regulations. This course will introduce you to the steps of starting, managing and successfully running a business. | | |

Advanced Child Development **½ credit or 1 credit full year** **10-12**

Prerequisite – Parenting grade of “B” or higher

Advanced Child Development provides advanced study in child development and guidance, including the physical, social, and intellectual development of children. Actual experience in supervising children provides the opportunity to improve parenting skills, explore careers related to child development and general employment skills.

Recommend for individuals interested in future employment related to children. ****Student will be responsible for transportation to field experience site****

Industrial Technology

Computer Aided Drawing (CAD) I **1 credit—full year** **9-12**

Prerequisite- none

Career Path: Industrial & Engineering Technology

This is a computer-aided drawing class where students will learn how to use AutoCAD software to create a number of technical drawings. A wide array of commands and techniques are included in the course to help students draw accurately and efficiently. Two-dimensional drawing is the main emphasis, but 3-Dimensional drawing is introduced as well.

Computer Aided Drawing (CAD) II **1 credit—full year** **10-12**

Prerequisite- CAD I

Career Path: Industrial & Engineering Technology

This course is builds on AutoCAD skills learned in CAD. The focus is on residential architecture and has students draw various components of a residential structure from the foundation up.

Woods Technology I **1 credit – full year** **9-12**

Prerequisite – None

Career Path: Industrial & Engineering Technology

Woods I is an introduction to the tools and techniques necessary to be successful in a career involving the fabrication of wood products. Properties of wood, hand and power tool usage, wood fasteners, joinery and finishing techniques will all be examined as part of the course. Project design will be at the forefront of this course while problem-solving skills are emphasized when determining the form and function of the students’ projects. Each semester will feature a project designed and built by each individual student that showcases their mastered skills. Students may be responsible for the lumber costs of personal projects.

Woods Technology II **1 credit – full year** **10-12**

Prerequisite – Woods Technology I

Career Path: Industrial & Engineering Technology

Woods II is a continuation of Woods I with the focus being on cabinet construction and other furniture based on case construction methods. This course explores systems used to construct the various parts of different cabinet styles and also includes cabinet sizing and installation. Cabinet design will be incorporated using hand-drafting along with design software such as AutoCAD. Other intermediate topics will include tool usage, advanced joinery, finishing, and wood properties. Students will also be required to produce an intermediate-level lathe project.

Woods Technology III **1 credit – full year** **11-12**

Prerequisite – Grade of 85% or better in Woods Technology II AND Teacher Recommendation

Career Path: Industrial & Engineering Technology

Woods III is an upper-level independent study woodworking course which focuses on advanced techniques of woodworking. Advanced topics include tool usage, joinery, finishing, and wood properties. Students will also be required to produce an upper-level lathe project.

GENERAL PRACTICAL ARTS

Personal Finance

½ credit – 1 semester

11-12

Prerequisite – None

Career Path: Business, Management & Technology; Human Services

This is an advance level course designed to teach students to recognize rights and responsibilities in a free enterprise system and to understand the role of sound financial planning in keeping one's business and home solvent. The course includes an in-depth study of the following topics: money management, saving and investment, credit management, acquiring housing and transportation, insurance, consumer rights and responsibilities. **This course is a graduation requirement.**

WORLD LANGUAGE

The Jefferson R-VII school district is pleased to offer our World Languages program through Rosetta Stone. The first year of implementation was the 14-15 school year.

Students must take two years of Spanish before they are eligible to request enrolling in another language course such as: French, Arabic, Chinese, etc.

Please keep in mind that most 4 year colleges and universities recommend that students apply have two or more years of the same World Language.

World Languages

1 credit – full year

9-12

Prerequisite – None

NCAA Approved

Career Path: Human Services

This course is an introduction to the Spanish Language. All students will complete ten units of the Rosetta Stone Program, including two studio sessions where the students will converse with a native speaker through the Rosetta Program. Student will also be responsible for daily assignments that will be assigned outside of the Rosetta Program. By completing this course students will have a basic understanding of the Spanish Language.

This course is an introduction to the language and the culture of the (Language) speaking world. Students will demonstrate knowledge of the sound system and verb structures in the present tense. They will describe themselves, ask questions to elicit information about each other, discuss school-related activities, likes and dislikes, hobbies and pastimes. Students will experience culture through music, films, newspapers, magazines, television programs and researching various (Language)-speaking locations. They will develop their basic conversational proficiency through daily oral participation, role-playing, class discussions, listening, reading and writing activities. Students will complete daily class work and homework assignments; they will show proficiency through oral interviews, writing tasks, quizzes and assessments.

OTHER

Academic Enrichment

1 credit – full year

9-11

Prerequisite: Counselor, Principal and At-Risk Coordinator recommendation

This course is designed to teach At-Risk students in 9th grade to adjust to the new high school environment and to become independent learners as well as teach students skills needed to succeed in the general education setting.

Areas of emphasis include: character education, transition to high school, study skills and personal skills.

A+ Tutoring Class

1/2 credit – 1 semester

11-12

Prerequisite: A+ application is on file; student is in good standing for A+, has approval from the A+ coordinator and has completed the mandatory A+ tutoring training.

Career Path: Human Services

The A+ Tutoring program is a class designed to help students enrolled in the A+ schools program meet the tutoring component. The class will teach students tutoring techniques that will prepare them to tutor fellow Jefferson students. The student will be paired up with an R-VII teacher that has students who require tutoring. Students will only receive tutoring hours based on the time they have tutored. The rest of the time students spend in the classroom they will be a mentor to other students or assist the classroom teacher. Grades will be 50% teacher evaluation and 50% reflection and journal writing. This class may only be taken one semester. Interested students must see the A+ Coordinator to register for this class.

Flex	up to 2 credits – full year	12
<i>Prerequisite – Instructor approval and application process</i>		
This course is designed to prepare students for employment in the workplace and meets the crucial goal of preparing individuals for a variety of occupations. Students are given the opportunity to work in a related occupation while still enrolled in school. Student must maintain a 95% attendance rate and avoid suspension or expulsion while in the program. Credits and hours are based on average hours worked.		
Leadership	1 credit – full year	9-12
<i>Prerequisite – Application Process/Instructor Approval and must maintain Student Council membership</i>		
This leadership class is open to all students interested in being involved in Student Council during the upcoming school year and is encouraged for all elected members of Student Council, including the Executive Officers and the Class Officers. Specific areas of instruction include proper completion and evaluation of assigned duties; growing as a leader using the standards of quality leadership; learning and performing the duties of the office for which one holds; actively participating in decision making and problem solving; developing skills in letter writing, telephone etiquette, parliamentary procedure, committee work, delegation, personal organization and public speaking; interacting with administration and the business world; utilizing teamwork and group process; and learning to evaluate progress in terms of set goals. Students will be expected to actively participate in service projects and will have required service hours each semester. Applications are available in the counseling center.		
Mentoring	1/2 credit – 1 semester	11-12
<i>Prerequisite: Completion of A+ Tutoring; recommendation and approval from the A+ coordinator and building level administration Career Path: Human Services</i>		
Students with outstanding mentoring skills will have the opportunity to participate in this class. This class will be a continuation of the A+ Tutoring Class.		
Yearbook	1 credit – full year	10-12
<i>Prerequisite – C or better in ELA, application and instructor approval</i>		
Career Path: Arts & Communication; Business, Management & Technology;		
Yearbook Production is a hands-on class where students develop and produce a high-quality school yearbook. Students will learn about theme development, journalistic writing, design principles, desktop publishing, and product promotion. Those enrolled in the course will make content, coverage, and design decisions in accordance with ethical journalistic standards. Staff members are also responsible for selling advertising. Students must go through an application process to be placed in this class and are considered yearbook staff members. Students may be removed by the instructor at semester if they are not adequately fulfilling their responsibilities. The class has high expectations of accuracy, dependability, confidentiality, and creativity. Students must be willing to go above and beyond minimum standards for design responsibility and time commitments.		

SPECIAL EDUCATION

Students enrolling in the following courses must have an Individualized Education Plan (IEP).

Career Communications

1 credit – full year

12

Prerequisite: Designation in IEP

Career Communications is a course designed to help students develop practical communication skills that can be applied outside of school and in a variety of settings. In this course, students will practice a number of skills related to careers and authentic communication, such as filling out professional job applications, writing professional letters, finding credible information, creating resumes, safely using information technology and the internet, and practicing for interviews. The course will also include instruction on writing basics intended as a refresher on English conventions or as a foundation for further English classes. Basics will include punctuation, mechanics, vocabulary, and grammar, and will be incorporated into creative projects

Career Mathematics

1 credit – full year

12

Prerequisite: Designation in IEP

Career Mathematics is a course designed to help students develop practical math skills that can be applied outside of school and in a variety of settings. In this course, students will practice a number of skills related to independent living, such as budgeting of money, maintenance of a checking account, computation of wages, making purchases, figuring unit prices, money exchange and time management. The course is also intended as a refresher on math basics or as a foundation for further math classes. Basics will include addition, subtraction, units of measure, multiplication and division, along with simple fraction, percent and decimals, and will be incorporated into creative projects involving skills for everyday functioning.

Learning Strategies

1 credit – full year

9-12

Prerequisite: Designation in IEP

Learning Strategies is a course designed to assist students on their IEP goals. Students are provided guidance and support to help meet IEP and graduation requirements. This course is designed with the purpose of facilitating IEP student's success academically and socially. It is designed to aide students with developing good work habits and well developed student skills. The course will also assist with the social adjustment of high school. Modeled behaviors will include development of good study skills and strategies, self-advocacy, good classroom communication, organization, work completion and behavior modification. This course will be used to remediate any academic weaknesses addressed in the student's IEP.

Independent Living Skills

1 credit – full year

9-12

Prerequisite: Designation in IEP

Independent Living Skills is a course designed to assist students with skills necessary to live independently upon graduation from high school. Skills will be developed in the areas of healthy living, safety, etiquette and household management. Classroom instruction includes, but is not limited to, grooming/hygiene, self-help, communication, health, driver's education, transportation, budgeting, locating and renting houses, everyday household chores, cooking, obtaining loans/credit, and utilizing community resources. Individual student transition goals will be worked on as a component of this course.

Section

6

Career & Technical School Programs

JEFFERSON COLLEGE AREA TECHNICAL SCHOOL PROGRAM OFFERINGS

Students interested in programs offered by Jefferson College must complete the appropriate application. Applications may be picked up in the guidance office. Area Technical School programs become available during the sophomore year (apply during freshman year), and continue to be available through the junior and senior years of high school (always apply one year prior to attending). Applications are due by the end of January each year. After that applications are accepted but they will not have the top priority.

Programs offered:

Advanced Residential Carpentry (11 & 12 grades)
 Automotive Technology (12 grade only)
 PLTW: Biomedical Sciences I (10, 11, & 12 grades)
 PLTW: Biomedical Sciences II (11, & 12 grades)
 *Building Repair Technology (10, 11, & 12 grades)
 Business Management (11 & 12 grades)
 Computer Integrated Manufacturing (12 grade only)
 *Culinary Arts (10, 11, & 12 grades)
 Digital Media Technology (10, 11, & 12 grades)
 Early Childhood Education (11 & 12 grades)
 Fire Science Technology (12 grade only)
 *Health Services Assistant (11 & 12 grades)
 Heating, Refrigeration, and Air Conditioning Technology (11 & 12 grades)
 *Metal Fabrication (10, 11, & 12 grades)
 *Residential Carpentry (10, 11, & 12 grades)
 Welding Technology (11 & 12 grades)

*Communication Arts and Math credits are part of the following programs listed with asterisks