

IRONTON HIGH SCHOOL



2017 - 2018

PROGRAM OF STUDIES

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Ironton High School

Program of Studies

2017-2018

Ironton City Board of Education

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***The Ironton High School Program of Studies has been approved by the
Ironton City Board of Education and the Ohio Department of Education.***

PURPOSE

The purpose of this publication is to help the student select courses that will be best for him/her at Ironton High School. The courses a student selects are individual and should reflect his/her interests, achievements, and ambitions as well as a realistic view of their potential.

IRONTON CITY SCHOOLS MISSION STATEMENT

To provide quality education assuring every student achieves his/her maximum potential, through a challenging curriculum and co-curricular activities, provided by highly qualified, dedicated employees, in a safe environment, in partnership with parents and community.

IRONTON HIGH SCHOOL MISSION STATEMENT

The faculty of Ironton High School believes that all students should be provided with the opportunity to learn. Our mission is to prepare students academically, ethically, physically and socially; to provide students with access to technologies and experiences which make them respectful, productive citizens; and to enable students to adapt to changing economic and social conditions.

PHILOSOPHY

The basic philosophy of the guidance program of the Ironton City Schools is that each individual is a worthwhile person. The process of assisting individuals to discover and develop their abilities, limitations and interests is of prime importance. Guidance is helping the student, through his/her own efforts, to identify and solve problems and thus promote academic success, personal happiness and usefulness to society.

REGISTRATION PROCEDURE

Class registration is a very important procedure for all students. Their interest and general academic success throughout school is dependent upon their personal curriculum choice. For this reason, students should always consult parents as well as guidance counselors when completing their schedules. They should also try to orient themselves toward a particular vocational/technical or college-bound profession in order to list courses more relative to their future employment needs. Both interests and abilities of the student should be given careful consideration when making career decisions.

In order to complete registration, a copy of a student's class selections must be signed by one of his/her parents to indicate approval. If the schedule copy is not returned by the student or parent within two weeks, the school can only assume that there are no objections and grant approval for the schedule to be used during the coming year.

Guidance services are always available to every student in the school. Parental appointments in regard to any scheduling problems may be arranged through appointment by calling 532-3911. It is the function of our Guidance Department to aid students in making wise course selections by helping them to recognize their individual abilities, limitations, and interests. The counselor also helps the students with various personal problems so that they may better adjust and gain maximum satisfaction from the school program.

The Minimum Recommended College Preparatory Program for Many of Ohio Colleges and Universities

If you plan to attend an Ohio college or university, there are certain courses you should take in high school in order to be eligible for “unconditional” admission. If a student does not have these courses, he may be admitted “conditionally” with the understanding that needed courses be completed while in college at the student’s expense.

The recommended college preparatory program is as follows:

- 4 units of English, with emphasis on composition
- 4 units of social studies; Modern World History, American History, American Government, Economics, Geography & Financial Literacy
- 4 units of mathematics, including Algebra I, Algebra II, and Geometry
- 4 units of natural science with significant laboratory experience, such as Physical Science, Biology and Chemistry
- 2 units of foreign languages in the same language
- 1 unit of visual or performing arts (courses, which satisfy this requirement, are: band, vocal music, art..)

In short, the adoption of “Conditional/Unconditional” admissions plan does not mean that students without a college preparatory background will be denied admission. It merely means that, as has always been the case, students will be required to make up course deficiencies usually within the first year in college.

**REQUIREMENTS FOR
GRADUATION AND DIPLOMA WITH HONORS
AT IRONTON HIGH SCHOOL**

In order to strengthen the overall educational program at Ironton High School, and in its quest for academic excellence, the Ironton City Board of Education adopts the following requirements.

- I. A diploma will be granted by the Board to anyone who successfully completes the minimum requirements set by the Board, or the individualized education program developed for the person pursuant to Section 3323.08 of the Revised Code, and who has attained the score designated by the State Board of Education indicating passage of the Ohio Graduation Test in the areas tested, earning state required scores for graduation on the new PARCC exams, or is excused from taking such test by virtue of a handicapping condition. An honors diploma will be granted to anyone who successfully completes the minimum curriculum or the individualized education program developed for the person pursuant to Section 3323.08 O.R.C., and who attained the designated score indicating passage of the Ohio Graduation Test or PARCC exams in the required areas and meeting the additional requirements established by the state Board of Education and the Ironton Board of Education.

- II. To be awarded a diploma with honors, the student shall be required to meet at least all but one of the criteria listed in the following paragraphs for either the college preparatory or the career-technical curriculum. A student shall not be required to meet more than the specified number of criteria, nor shall any student be required to meet any one specified criterion.
 - A. **Academic Diploma with Honors:** Students must meet 7 of the 8 criteria below. Students who complete the college preparatory curriculum in the high school must meet any seven of the following eight criteria in order to receive an Academic Diploma with Honors:
 - 1. Earn four units of English;
 - 2. Earn four units of mathematics, including Algebra I, Geometry and Algebra II or equivalent and another higher level course or a four year sequence of courses that contain equivalent content;
 - 3. Earn four units of science, including Chemistry and Physics;
 - 4. Earn four units of Social Studies;
 - 5. Earn either three units of one foreign language or two units of two foreign languages;
 - 6. Earn one unit of Fine Arts (courses which satisfy this requirement are band, vocal music, art.);
 - 7. Maintain an overall high school grade point average of at least 3.5 on a 4.0 scale up to the last grading period of the senior year;
 - 8. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score (1210) on the Scholastic Assessment Tests (SAT).

 - B. **Career Technical Diploma with Honors:** Students must meet 7 of the 8 criteria below. Students who complete at least two years of an intensive career-technical education or technical education curriculum in the high school must meet any seven of the following eight criteria in order to receive a Career Tech Diploma with Honors:
 - 1. Earn four units of English, which may include one unit of applied communication;
 - 2. Earn four units of mathematics, which will include Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content;
 - 3. Earn four units of science, including physics and chemistry;

4. Earn four units of social studies;
5. Electives: 4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship or be part of an articulated career pathway which can lead to post secondary credit;
6. Maintain an overall high school grade point average of at least a 3.5 on a 4.0 point scale up to the last grading period of the senior year;
7. Obtain a composite score of 27 on the American College Testing Program's (ACT) Tests or an equivalent composite score (1210) on the Scholastic Aptitude Test (SAT).
8. Achieve the proficiency benchmark established for the appropriate Ohio Career – Technical Competency Assessment or equivalent.

III. Units of credit will be awarded in accordance with the Program of Studies Manual.

IV. A total of 25 credits are required for graduation from Ironton High School. The following credits are required for Ironton High School students and Career Center Technical Program students.

Subject Area	High School	Career Center/Technical Program
English	4 credits	4 credits
Mathematics	4 credits	4 credits
Social Studies	4 credits	3 credits
Science	4 credits	3 credits
Health	1/2 credit	1/2 credit
Physical Education	1/2 credit	1/2 credit
Fine Arts	1 credit	1 credit
Electives	7 credits	9 credits

V. State Testing & Graduation Requirements

Beginning with the class of 2018, students are now required to take seven end-of-course American Institutes for Research (AIR) assessments throughout their high school career. In order to be eligible for graduation, students must earn a cumulative passing score of 18 points and to ensure that students are well rounded, all students must earn a minimum of four points in math, four points in English, and six points across science/social studies. End-of-course exams will be administered each spring for the following courses and the scores that your child has earned are recorded below.

Must have a minimum of 4 points combined.		Must have a minimum of 4 points combined.		Must have a minimum of 6 points combined.		
English 9	English 10	Algebra	Geometry	Biology	American History	American Government
Students must earn a minimum of 18 total points in order to be eligible for graduation. 1 – Limited 2 – Basic 3 – Proficient 4 – Accelerated 5 - Advanced						

Scores will be reported in a 1-5 scale (1 Limited, 2 Basic, 3 Proficient, 4 Accelerated, 5 Advanced). If a student scores limited or basic on any of the tested areas, they will have the opportunity to retest once they have received intervention in the Blast Off program, offered during elective courses at Ironton High School.

VI. Credits for courses earned by tutoring shall be allowed only as per the requirements listed in the Program of Studies Manual issued by the School District.

Guidelines for Honor Graduates

To earn the distinction of an honor graduate, students must meet each of the following requirements (will begin with the Class of 2020):

1. Earn a 4.25 Grade Point Average (GPA) at the end of their Senior year.
2. Be college ready in each of the four parts of the ACT assessment (English 18, Mathematics 22, Reading 22, Science 23).
3. Earn an Academic Diploma with Honors or a Career Technical Diploma with Honors (see pages 6-7).

Guidelines for Weighted and Advanced Placement Classes

1. Weighted sections of the core group classes are:

English 9	Physical Science
English 10	Biology
English 11	World History
English 12	American History
	American Government
	Senior Social Studies

2. Elective weighted classes are:
 - Algebra II
 - Pre-Calculus
 - Physics I
 - Spanish IV
 - German IV
 - Calculus
 - Chemistry II
 - Principles of Engineering
 - Engineering Tech Prep I
 - Engineering Tech Prep II
3. Elective Advanced Placement (AP) classes are American Government, and English 12.
4. The grade point values under the weighted and AP systems are:
 - A=5 points; B=4 points; C=3 points; D=1 point; F=0 points
5. Weighted and AP classes will be open to students willing to do the additional work at a faster pace. Ohio Achievement Tests, AIR scores, previous grades in discipline area, and teacher recommendations will be taken into consideration.
6. A student that establishes a grade point average above a 4.000 by taking weighted classes will slightly lower their grade point average if they elect to take non weighted classes. However, the grade point average will never drop below a 4.000 as long as the student receives A's in the non weighted classes.

FRESHMAN CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
Physical Education I	1/4
Health	1/2
English (choose one):	
• English 9	1
• English 9 (Weighted)	1
Mathematics (choose one):	
• Algebra 1	1
• Algebra 1A	1
• Geometry	1
Science (choose one):	
• Physical Science	1
• Physical Science (Weighted)	1
Social Studies (choose one):	
• Modern World History	1
• Modern World History (Weighted)	1

NOTE: Required subjects may be chosen from College Credit Plus equivalent courses.

<u>Elective Subjects</u>	
Advanced Music Studies	1
Art	1
Boys Physical Training Spring Semester (Football only)	1/4
Career Foundations I	1/2
Computer Applications I	1
German I	1
Girls Physical Training Fall Semester	1/4
Girls Physical Training Spring Semester	1/4
Independent Living	1/2
Introduction to Engineering	1
Marching/Symphonic Band	1
Personal Skills	1/2
Principles of Biomedical Science	1
Reading/Writing Intervention 9	1/2
Spanish I	1
Student Intervention	1/2
Yearbook/School Publications	1

NOTE: One Fine Art credit must be earned at the 9th or 10th grade level.

SOPHOMORE CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
Physical Education II	1/4
English (choose one):	
• English 10	1
• English 10 (Weighted)	1
Mathematics (choose one):	
• Algebra 1B	1
• Informal Geometry	1
• Geometry	1
• Algebra II	1
• Algebra II (Weighted)	1
Science (choose one):	
• Biology	1
• Biology (Weighted)	1
Social Studies (choose one):	
• American History	1
• American History (Weighted)	1

NOTE: Required subjects may be chosen from College Credit Plus equivalent courses.

<u>Elective Subjects</u>	
Advanced Music Studies	1
Advanced PE	1/4
AIR Mathematics Intervention	1/2
AIR Reading Intervention	1/2
Art/Advanced Art	1
Career Foundations II	1/2
Computer Applications 2 - Video Game Design	1
Foods & Nutrition I	1/2
Foods & Nutrition II	1/2
German II	1
Girls Physical Training Fall Semester	1/4
Girls Physical Training Spring Semester	1/4
Human Systems (Biomedical Science)	1
Interactive Media I	1
Introduction to Auto Mechanics	1
Marching/Symphonic Band	1
Performance Choir (audition required)	1
Physical Training (Fall Semester)	1/4
Physical Training (Spring Semester)	1/4
Principles of Engineering	1
Spanish II	1
Student Intervention	1/2
Tech Prep Teacher Academy Educational Foundations	1
Yearbook/School Publications	1

NOTE: One Fine Art credit must be earned at the 9th or 10th grade level.

NOTE: Electives may be chosen from present or lower grade level.

JUNIOR CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
English (choose one):	
• English 11	1
• English 11 (Weighted)	1
Mathematics (choose one):	
• Informal Geometry	1
• Plane Geometry	1
• Algebra II	1
• Algebra II (Weighted)	1
• Advanced Math	1
• Pre-Calculus (Weighted)	1
Science (choose one):	
• Human Anatomy & Physiology	1
• Chemistry I	1
Social Studies (choose one):	
• American Government	1
• American Government (Weighted/AP)	1

NOTE: Required subjects may be chosen from College Credit Plus equivalent courses.

<u>Elective Subjects</u>	
Academic Coaching	1/2
Advanced Music Studies	1
Advanced PE	1/4
AIR Reading Intervention	1/2
AIR Math Intervention	1/2
AIR Science Intervention	1/2
AIR Social Studies Intervention	1/2
Art/Advanced Art	1
Auto Mechanics I	4
Computer Applications II – Video Game Design	1
Career Research & Development	1/2
Engineering Tech. Prep. I	2
Foods & Nutrition I	1/2
Foods & Nutrition II	1/2
German III	1
Girls Physical Training Fall Semester	1/4
Girls Physical Training Spring Semester	1/4
Interactive Media II	1
Journey to College for Juniors	1/2
Marching/Symphonic Band	1
Medical Interventions (Biomed)	1
Performance Choir (audition required)	1
Physical Training (Fall Semester)	1/4
Physical Training (Spring Semester)	1/4
Spanish III	1
Sign Language	1
Street Law	1
Student Intervention	1/2
Tech Prep Teacher Academy Practical Experience	2
Tech Prep Health Technologies I	3
Yearbook/School Publications	1

NOTE: Electives may be chosen from present or lower grade level.

SENIOR CURRICULUM

<u>Required Classes</u>	<u>Credit</u>
English (choose one):	
• English 12	1
• English 12 (Weighted/AP)	1
Mathematics (choose one):	
• Algebra IIB	1
• Algebra II	1
• Senior Transition Math	1
• Advanced Math	1
• Pre-Calculus (Weighted)	1
• Calculus (Weighted)	1
Science (choose one):	
• Human Anatomy & Physiology	1
• Human Anatomy & Physiology II	1
• Physics (Weighted)	1
• Chemistry II (Weighted)	1
Social Studies (choose one):	
• Senior Social Studies	1
• Senior Social Studies (Weighted)	1

NOTE: Required subjects may be chosen from College Credit Plus equivalent courses.

<u>Elective Subjects</u>	
Academic Coaching	1/2
Advanced Music Studies	1
Auto Mechanics II	4
Career Research & Development	1/2
Computer Applications II – Video Game Design	1
Cooking Around the World I	1/2
Cooking Around the World II	1/2
Engineering Tech. Prep. II	2
Foods & Nutrition I	1/2
Foods & Nutrition II	1/2
German IV (Weighted)	1
Girls Physical Training Fall Semester	1/4
Girls Physical Training Spring Semester	1/4
Interactive Media III	2
Journey to College for Seniors	1/2
Marching/Symphonic Band	1
Performance Choir (audition required)	1
Physical Training (Fall Semester)	1/4
Physical Training (Spring Semester)	1/4
Sign Language	1
Spanish IV (Weighted)	1
Student Intervention	1/2
Street Law	1
Tech Prep Teacher Academy, Practical Experience	3
Tech Prep Health Technologies II	3
Yearbook /School Publications II	1

NOTE: Electives may be chosen from present or lower grade level.

COURSE DESCRIPTIONS

ACADEMIC COACHING AND STUDENT INTERVENTION

Academic Coaching This course is designed for students who excel academically in core courses at Ironton High School. It allows the student to assist the classroom teacher by being a peer tutor in our student intervention classes. The tutor will work with the classroom teacher to help students achieve success in the regular curriculum. This is a semester course worth a 1/2 credit.

Student Intervention This course is designed for students who are in need of extra help to develop and strengthen skills needed to achieve success in the general education curriculum. The student will work hand in hand with the classroom teacher to obtain understanding of related information in deficient areas. Peer academic coaches will be used to assist the intervention students with skills they need to succeed in their academic courses, PARCC exams, and/or the Ohio Graduation Test. This is a semester course worth a 1/2 credit.

ART DEPARTMENT

Art I This is a general arts course in which students will learn and apply the basic elements of art and principles of design. Using a variety of medium, students will learn the basics of drawing, painting, ceramics, and an assortment of other artistic styles. This is a full year course with a \$10.00 lab fee.

Art II This course will build on the basic skills and knowledge acquired from Art I. Students are given more freedom in their work and the opportunity to fine-tune their artistic abilities. Projects will become a little more in-depth as well as allow the students to begin taking more freedoms on deciding and creating their work. This is a full year class with a \$10.00 lab fee.

Art III This course builds from skills and knowledge Art I and Art II. Students will be given the opportunity to work with mediums on a more advanced and larger scale. Students will be given a wider freedom in deciding and create their work. Each student is required to purchase a sketchbook. This is a full year class with a \$10.00 lab fee.

Art IV This course is designed to be student centered building from previous knowledge obtained in Art I, II, and III as well as prepare those students wishing to pursue arts based career. Students will work in a variety of advanced materials and have more chances to pursue work that is of interest to them. Students will focus on established artists of the past as well as study how iconic artists today and use this knowledge in creating their own art. Greater emphasis will be placed on refining their compositions and mastering the elements/principles of art. Students may be required to purchase additional supplies for their own personal use as well as purchase their own sketchbook. This is a full year course with a \$10.00 lab fee.

CAREER AND COLLEGE READINESS

Career Foundations I & II These entry level courses are designed to provide freshman and sophomore students with continued instruction on Ohio Means Jobs which includes self awareness, career awareness, and career exploration. In addition to this content the students will have exposure to skills such as anti-bullying, organizational, conflict resolution, note taking, and *The Seven Habits of Highly Successful Teens* by Sean Covey. These are semester courses worth ½ credit each.

Career Research & Development This is a Jr/Sr level course designed to provide students with instruction on Ohio Means Jobs which includes self awareness, career awareness, and career exploration. Students in this course will learn how to effectively plan for their future incorporating both employment, education and training goals, build financial literacy skills, and integrate the Ohio Means Jobs website as they begin to manage their career and educational choices. This is a semester course worth ½ credit.

Journey to College for Juniors This course will take place in the 2nd semester of the school year and will be dedicated to developing the primary resources needed to ensure success on the ACT. In addition to certified staff, ACT on-line prep will be used. This is a semester course worth ½ credit.

Journey to College for Seniors This course will take place in the 1st semester of the school year and will be dedicated to developing resources, both financial and intellectual, to ensure success at college for our students. Students will receive ACT test preparation and guidance on completing college applications. In addition to certified staff, ACT on-line prep will be used. The guidance counselor and college advisor will assist students with college applications, financial aid, and applying for scholarships. Students will also gain knowledge in filling out job applications, constructing resumes and conducting mock job interviews. This is a semester course worth ½ credit.

COMPUTER EDUCATION DEPARTMENT

Computer Applications I Computer Applications is a course designed to provide students with the computer skills necessary to do well in college and to live and work in a technological society. Students will gain hands-on training in document processing using MS Word, spreadsheet skills using Excel, and presentation skills using PowerPoint. Additional skills will be developed accessing information safely and ethically from the Internet. This course provides occupational preparation for careers in the computer applications field through a focused curriculum, and real-life situations.

Computer Applications II Video Game Design Computer Applications II is a course designed to teach student to program drawings, animations, and games using JavaScript, Processing JS, and Gamestar Mechanic. Students will gain an understanding of game design. Students are empowered to teach each other and can share whatever they create, and explore what others have created and learn from each other. Prerequisite: Computer Applications I.

Yearbook I, II/School Publications In this course, students will develop and strengthen skills used to produce the Ironton High School Year Book and other publications. These skills include ad sales and money management, interviewing and writing, print layout and design, photography, time management and deadlines, plus public relations. Moreover, students will become proficient in desktop publishing through Balfour/Taylor Publishing's online program, the use of Microsoft Office and Photo editing software. Yearbook requires responsibility toward the expectations of administrators, parents, and peers in the area of journalism ethics, decisions as to coverage, and the care of expensive equipment.

Interactive Media I & II (Grades 10-11) During the course of each year, Students will complete a minimum of 3 from the following units:

- **Information Technology:** Students will become familiar with technology history and basic programming concepts. They will become familiar with employability within the Interactive Media field. Students will become familiar with terms for Business law and ethics associated with Interactive media. Students will become familiar with technology trends, file management techniques and general information technology principles.
- **Computer Hardware:** Students will understand how to troubleshoot basic computer hardware problems such as evaluating power supply, hard drive, printer, etc. Students will also be able to adequately perform software and troubleshooting with Microsoft Office and Operating systems such as Windows 7.
- **Creating and Editing Digital Graphics:** This course explores graphic Design and software associated with interactive Media. Students will develop skills using such software as Adobe Photoshop in the PC and Macintosh platforms. Students will develop problem solving and critical thinking skills needed for today and tomorrow.
- **Web Design:** This course explores graphic Design and software associated with interactive Media. Students will learn basic HTML and JavaScript programming with a basic text editor. Students will then develop skills using such software as Adobe Dreamweaver in the PC and Macintosh platforms. Students will develop problem solving and critical thinking skills needed for today and tomorrow.

Interactive Media III (Video and Sound) This course explores audio and video aspects of interactive media. Students will develop video and audio editing skills using programs like i-Movie and Garage Band. Students will prepare a weekly news magazine for broadcast within the school and on the local cable channel (Tiger Talk News). Students will develop problem solving and critical thinking skills needed for today and tomorrow. Prerequisite: Interactive Media I

ENGLISH DEPARTMENT

English 9 Basic English skills including grammar, punctuation, and usage, are covered with emphasis on sentence structure and composition. Oral and written communication skills are stressed. English 9 encompasses the study of the short story, the novel, poetry, and drama. Students will read the play *Romeo and Juliet* by William Shakespeare. In addition, the following may be read: *Tex* by S.E. Hinton, and/ or *Necessary Roughness*.

English 9 (Weighted) This course entails all of which is covered in English 9 with additional expectations including essays, research papers, projects, and oral presentations. Four novels will be covered in-depth, one of which will be a summer reading assignment. The following are required texts: *To Kill a Mockingbird* by Harper Lee, *Animal Farm* by George Orwell, *Romeo & Juliet* by William Shakespeare, and *Tears of a Tiger* by Sharon Draper.

English 10 This is a course designed to reinforce and build upon the Basic English language skills. It includes grammar and vocabulary study, composition, with an emphasis on preparation for graduation exam, and a general study of world literature and interpretative skills. In English 10, some of the supplementary texts may include *A Separate Peace*, *To Kill a Mockingbird*, *Of Mice and Men*, and *Night*.

English 10 (Weighted) In addition to the basic curriculum for English 10 as described in the Program of Studies, Weighted English 10 will include the following:

- *reading a novel over the summer break followed by a test on the novel the first week of school
- *greater emphasis upon critical thinking and writing skills
- *learning to work independently on various assignments
- *more homework assignments

English 11 English 11 emphasizes the recognition and interpretation of these types of American literature: poetry, drama, essay, short story, novel, and biography. Students will learn to identify elements and themes common to all literature types. This course features the writing process and written and oral communication skills. A research paper is required. The following are required texts: *The Crucible* by Arthur Mille and *Catcher in the Rye* by J.D. Salinger.

English 11 (Weighted) In addition to the requirements of the general English 11 course, an in-depth study of four American novels with analytical compositions/projects and comprehensive tests will be expected. One of those novels will be read over the summer. Required texts include: *The Scarlet Letter* by Nathaniel Hawthorne, *The Crucible* by Arthur Miller, *The Great Gatsby* by F. Scott Fitzgerald, and *Catcher in the Rye* by J.D. Salinger.

English 12 English 12 is a survey of British and world literature concentrating on the novel, short story, drama and poetic forms. Monthly projects include book reports and research activities with some oral presentations. Creative writing is emphasized.

English 12 (Weighted) (AP) AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. At the conclusion of this course students will be offered the opportunity to take the AP English Literature and Composition exam and earn college credit. There is a fee for this test that the student will incur.

AIR Reading/Writing Intervention This course is designed for sophomores and juniors who have yet to pass the ELA AIR assessment or seniors who have not passed the Reading and/ or Writing portion of the Ohio Graduation Test (OGT). This course may also include freshmen and/or sophomores who have received poor averages in the regular classroom or on previous state assessments. This class will count toward credits needed to graduate, but will not fulfill English requirements to graduate. This is a semester course worth a 1/2 credit.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Personal Skills This class helps students take responsibility for themselves and others. Communication skills, managing stress and forming healthy relationships are covered in this course. This is a semester class worth a 1/2 credit.

Independent Living This class will prepare students to take care of themselves and others. Skills to be taught include choosing and preparing nutritious meals, caring for clothing and basic sewing. Achieving goals, decision making and dealing with the consequences of our decisions will be emphasized. This is a semester class worth a 1/2 credit.

Foods & Nutrition I This course is designed for students who want to further their knowledge in food selection and preparation. The relationship between nutrition and wellness will be studied and students will learn to make healthy food choices. Prerequisite: This class is open to juniors and seniors and to sophomores who have completed Independent Living and Personal Skills. This is a semester class worth a 1/2 credit.

Foods & Nutrition II This class is designed for students who want to further their knowledge in food selection, planning, preparation and presentation. The relationship between food choices and nutrition, wellness and fitness will be studied. Students will have numerous cooking labs gaining experience in planning, preparing and presenting a variety of foods. This class will feature a study of the diversity of global and cultural foods and their preparation. Prerequisite: This class is open to juniors and seniors who have completed Foods & Nutrition I. This is a semester class worth a 1/2 credit.

Cooking Around the World I, II This course is for students who are seniors who have completed Foods & Nutrition I and II. The student will study various countries around the world, learning about their culture, nutrition and food customs. Cooking labs of various foods will help the student gain more experience in food preparation, presentation, and customs of various places in the world. Prerequisite: The class is open to seniors who have taken Foods & Nutrition I and II. This is a semester class worth a 1/2 credit.

GRADS I, II, III, and IV Graduation-Reality and Dual Role Skills is an in-school program for pregnant and parenting adolescents with an emphasis on high school graduation and economic independence. Curriculum includes maintaining a healthy pregnancy, developing parenting skills, balancing school, work and family, and setting goals for the future.

FOREIGN LANGUAGE DEPARTMENT

American Sign Language I This course offers students the opportunity to learn the basic ASL communication. The course includes sign vocabulary, fingerspelling, numbers, and expressive and receptive signing activities. The course will also incorporate a history of ASL as well as becoming knowledgeable of aspects of Deaf Culture which is an integral part of meaningful language use. ASL I is designed to give students a good basis for signed communication.

Spanish I An introduction to Spanish is offered in this class. Students work with textbooks, tapes, and a workbook that correlates both the laboratory and the text. The course consists of elementary listening, speaking and writing skills, as well as elementary grammar and translation. It also offers a brief cultural study, which includes geography, music, literature, and history of the Spanish-speaking countries.

Spanish II Spanish II is a continuation of Spanish I. This course completes the basic grammar of the language and introduces the student to more advanced translation, conversation, and composition. Emphasis is placed upon the cultural and historical background of Spain and Latin America.

Spanish III Spanish III is a review and continuation of the grammar studied in Spanish I and II. More emphasis is placed on oral reading and composition skills. Readings will provide information and insights into Hispanic culture. Students will participate in dialogues and discussions of readings in Spanish.

Spanish IV (Weighted) Spanish IV utilizes a text, tapes, and other reading materials. Students will master advanced grammar, and composition skills will continue to be emphasized. Readings will deal with Hispanic life with customs and contemporary Hispanic literature will be introduced. Students will listen to audiotapes. Oral proficiency is stressed individually, in dialogues, and in-group situations. This class is open to seniors only.

German I The objectives of this course are to develop listening, speaking, reading, and writing skills in German. A basic German vocabulary is built by the use of cognates and related words in English. Pronunciation is taught with songs, poems, proverbs, and tongue twisters. Grammar is introduced as needed for comprehension and communication in the language. Students are exposed to magazines, newspapers, maps and films to learn about the customs and people of Germany.

German II Vocabulary building and more intensive study of grammar leads up to the reading of contemporary literature. Conversation in simulated everyday situations is stressed and deepens the cultural understanding. Creative projects within the frame of the German language and customs are encouraged.

German III German III is designed to review and continue grammar already learned. The reading of contemporary materials will provide the topics for conversation and composition. Reading, writing, and speaking skills are enhanced. German III students will be required to purchase a German/English dictionary.

German IV (Weighted) In German IV the student will have reached such a degree of proficiency that the discussion of German literature, films and current events can take place in the chosen language. Composition will be practiced with emphasis on style as well as grammar. German IV students will need to have a German/English dictionary for class.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Health This course includes a study of behavior, psychosis, mental illness, endocrine glands, first aid, drugs, alcohol, and tobacco. Liberal use is made of speakers, films, debates, and reports. One-half unit of credit in health is required for graduation. Health is taken during the freshman year.

Physical Education I, II The physical education program is organized to build a student socially, mentally, and physically. Physical education includes the following programs: fitness testing, touch football, soccer, floor hockey, tennis, basketball, volleyball, weight-training, badminton, track and field, softball and golf. One full unit of credit in physical education and health is required for graduation. All students in grade nine must take physical education. Health should be taken during the freshman year.

The only exception to the physical education requirement occurs when a student has a physical disability. In such a case, a doctor's statement must be submitted each year stating disability exists (1, 2, 3, and/or 4 years). The doctor's statement will excuse a student from physical education classes but not from the Health class. **NOTE: Physical Education I and II are required of all students.**

Advanced PE The physical education program is organized to build a student socially, mentally, and physically. Physical education includes the following programs: fitness testing, touch football, soccer, floor hockey, tennis, basketball, volleyball, weight-training, badminton, track and field, softball and golf. This is a semester course worth 1/4 credit.

Physical Training Physical training involves extensive weight training with moderate amounts of running. This is a semester course worth a 1/4 credit.

MATHEMATICS DEPARTMENT

Sequence of Math Courses

All math placements will be determined by the student's state test scores, teacher recommendations and/or grades in previous math courses.

Eighth	Freshmen	Sophomore	Juniors	Seniors
	Algebra I A	Algebra I B	Informal Geometry	Algebra II or Algebra II B
	Algebra I	Geometry or Informal Geometry	Algebra II W, Algebra II B or Algebra II	Sr. Transition Math, Advanced Math, or Pre-Calculus-W
Algebra I	Algebra I	Geometry or Inf. Geometry	Algebra II W or Algebra II	Sr. Transition Math, Advanced Math, or Pre-Calculus-W
Algebra I	Geometry	Algebra II or Algebra II-W	Advanced Math or Pre-Calculus-W	Calculus-W, Advanced Math, or Senior Transition Math

- Algebra II W students must have completed Geometry with a 75% or above average.

Algebra I Basic algebraic skills including addition, subtraction, multiplication, and division of integers, equation solving, word problems, graphing of linear and quadratic equations, inequalities, statistics and simplifying polynomials.

Algebra I A This is a full year course. This course will concentrate on the material covered in the first half of Algebra I. This class will also help prepare students for topics that will be on the AIR.

Algebra I B This is a full year course for upperclassmen only. This course will concentrate on the material covered in the second half of Algebra I. The class will also help prepare students for topics that will be on the AIR.

Informal Geometry/Data Analysis This course covers basic geometry, graphing, statistics, and probability at a slower pace without formal proofs. Students will have plenty of opportunity to review and use algebraic concepts as they study geometry.

Geometry This mathematics course deals with the study of points, lines, and planes. The course consists of proving theorems and applying these to real life problems. There is also some construction of geometric figures. Algebra I is a prerequisite for this course. It is recommended that the upperclassman student have a C average in Algebra I before taking Plane Geometry. Incoming freshmen are required to have a minimum of a B average in Algebra I before taking Plane Geometry.

Algebra II This course will have a review of Algebra concepts. Some of the topics reviewed will include linear equations/inequalities. Other topics covered will be matrices, determinants, working with polynomials, radicals, quadratic functions, and polynomial functions. The last part of the course will have an introduction to conic sections, rational expressions, and rational equations.

Algebra II B Slower paced Algebra II class (see description above) with emphasis on real life application.

Algebra II (Weighted) This course will have a quick review of Algebra I topics. Topics reviewed will include linear equations/inequalities and systems of linear equations/inequalities. Other topics covered in this course will be matrices, determinants, working with polynomials, radicals, quadratic functions (using quadratic formula), complex numbers, polynomial functions, rational expressions, logarithms, statistics, and some basic trigonometry.

Advanced Mathematics This course is designed to help students learn and retain mathematical concepts. One goal is to prepare students for the transition from skills oriented algebra courses to more concept oriented higher-level mathematics courses. A second goal is to teach students critical thinking-skills and problem solving techniques. Grades: 11 or 12
Prerequisite: Algebra II.

Pre-Calculus (Weighted) Pre-Calculus is a course designed to prepare college-bound students for a first course in calculus. The topics covered are a prerequisite for calculus. Intermediate algebra, analytic geometry, trigonometry, and statistics are integrated with other important topics in mathematics by an approach that stresses functions.

Calculus (Weighted) This course is designed for students planning on majoring in engineering, life sciences, economics and business, physical sciences and mathematics. Content includes functions, continuity of functions, limits, differentiation and integration of functions, trigonometric functions and logarithmic and exponential functions. Practical concepts are developed from graphical, numerical and algebraic perspectives to give students a full understanding of calculus. Prerequisite: Pre-Calculus.

Senior Transition Math This course is designed for students planning on attending a 4-year college. The class emphasizes the Algebra concepts. ALEKS, a computer web based software, will be used in class. Prerequisite: Algebra II or Algebra II W.

AIR Math Intervention This course is designed for students who have not passed the math portion of the AIR or Ohio Graduation Test (OGT). This class will count toward credits needed for graduation, but will not fulfill the math requirements to graduate. This is a semester course worth a 1/2 credit.

MUSIC DEPARTMENT

Advanced Music Studies An in-depth examination of music theory and history including music notation and chord structure and an overview of music time periods with an emphasis on ensemble design, composers, and development of musical styles. A basic understanding of music notation is important for success, but not required for admission. This course is a full year course worth one credit.

Marching/Concert Band Marching fundamentals and a wide variety of popular and traditional marching literature are taught during the fall semester. Students are required to attend after-school rehearsals and a three-week band camp in August. Marching drills are written for a particular band size and instrumentation, therefore anyone interested in joining after band camp is not guaranteed participation in marching drills. Concert instrumentation and literature are used during the spring semester. Musical selections range from modern popular to classical literature with both sacred and secular music being utilized. Students are required to attend all performances including, but not limited to, concerts, football games, parades, and contests. Permission of the director and possible auditions are required for admission.

Performance Choir "Singers" is Ironton High School's performance choir. Students will learn to part-sing a wide variety of musical pieces, study music theory and appreciation, and prepare various programs for performance in school and in the community. Upper class status, plus an interview and audition, are required for admission to the class. Students are expected to attend all rehearsals and performances, some of which may occur outside of regular school hours and at various locations. One credit hour will be awarded for the successful completion of the course.

SCIENCE DEPARTMENT

Physical Science This is a full year, one-credit course with emphasis on physical science. The course consists of textbook work, demonstrations, and laboratory experience. It includes introductory material on the science of measurement and a review of fundamental mathematics. Areas of study are physics, chemistry, astronomy, meteorology, and geology. Specific topics include: measurement, force and sound, electricity, magnetism, heat, light, radioactivity, the atom, periodic table, compounds, molecules, ions, chemical reactions, organic compounds, the solar system, time, the moon, the space program, the universe, atmosphere, winds, clouds, air masses, storms, weather forecasting, pollution climate, geologic time, rocks and minerals, volcanoes, earthquakes, mountain building, weathering erosion, oceanography, land and water pollution.

Physical Science (Weighted) This course will include all of which is covered in physical science with additional requirements. Students will be expected to write additional answers on tests, and apply fundamental (basic) information about physical science to more complex issues. One additional research assignment will also be applied to this class.

Biology Biology is a required, full year course, with an emphasis on life science. Areas of study include cell structure and function, photosynthesis, cellular respiration, DNA and protein synthesis, cell division, reproduction and development, genetics and natural selection. The course consists of discussion of textbook material, demonstrations and laboratory activities. Assignments will include reading assignments, interpreting graphs, tables and charts, and written work in preparation for the PARCC. This class is offered at the sophomore level.

Biology (Weighted) In addition to the requirements for Biology, this class will focus on more critical thinking questions along with out of class assignments such as papers and projects.

Human Anatomy & Physiology This is an elective course in human anatomy and physiology open to juniors and seniors, who intend to pursue biological, medical, or health related programs at the college level. The course includes a study of the systems of the human body.

Prerequisite: Biology

Human Anatomy and Physiology II This elective course is a continuation of Human Anatomy & Physiology and is open to seniors only. It is intended for those who are interested in medical or other health-related careers. Using a systems approach to human anatomy, this in-depth course is taught at a fast-pace and is lab-intensive. Prerequisite: Human Anatomy & Physiology or recommendation from the instructor.

Chemistry I Chemistry is an experimental science that deals with the substances that make-up our environment and the various changes that take place in these substances. The course content provides a strong foundation for the college-bound students and those planning to enter the medical professions. This course is divided into a study of quantitative chemistry in the first semester and qualitative chemistry in the second. Prerequisite: Algebra I.

Chemistry II (Weighted) This course is a continuation of Chemistry I intended for students who plan to major in physical science, medicine or engineering at the college level. Topics covered are oxidation-reduction, organic and biochemistry. Experimental and laboratory work is a major component of this course. Prerequisite: Chemistry I.

Physics (Weighted) Physics is the study of physical laws by the liberal use of fundamental ideas about motion, light waves, electricity, electronics, and how they relate to everyday life. This course is highly recommended for students preparing to go to college or technical school in the fields of science, engineering, math, medicine, or education. Prerequisite: Algebra I and Geometry

AIR Science Intervention This course is designed for juniors and seniors who have not passed the science portion of the Ohio Graduation Test (OGT). This class will count toward credits needed for graduation, but will not fulfill science requirements to graduate. This is a semester course worth a 1/2 credit.

SOCIAL STUDIES DEPARTMENT

Modern World History A social studies class integrating the United States history into the worldview from 1750 to the present. The class will incorporate concepts from history, political science, economics, geography, ethnic and gender diversity, cultural diversity, and sociology.

Modern World History Weighted A social studies integrating United States history into the worldview from 1750 to the present. The course will incorporate concepts from many social studies disciplines. Emphasis will be placed on demonstrating understanding through written expression. The course will also incorporate the study of appropriate works from literature and the fine arts.

American History This course covers U.S. History from 1877 to the present. This period may include a review of the Civil War, the Progressive Era, World Wars I and II, and the post war era leading up to the 1990's. Assignments will include reading assignments, map work, evaluation of primary sources, and written work in preparation for the Ohio Graduation Test. This class is offered at the sophomore level.

American History Weighted In addition to the requirements for Integrated Social Studies II, this class will focus on subjective testing and critical thinking skills. Students will be required to read novels, biographies and papers, and prepare presentations at the discretion of the teacher. When time permits, literature, art and primary sources will be integrated into the course. Overall, this course will focus on college preparation.

American Government The basic structure and organization of the three branches of the American governmental systems at the national, state, and local levels are studied in this class. Particular emphasis is given to current social and political problems and events.

American Government (Weighted) (AP) AP US Government and Politics is a college-level course available to highly motivated juniors and seniors. The curriculum consists of an introductory study of US government that includes extensive reading assignments, knowledge and use of research tools, production of research projects, problem solving and evaluation of information sources. At the conclusion of the course students will be offered the opportunity to take the AP US government exam and earn college credit. There will be a test fee for the AP test that the student will incur.

Senior Social Studies This course will integrate six areas of social studies: Economics, Psychology, Sociology, Geography, History, and Government. Emphasis will be on financial literacy, including the relationship of supply and demand on society and the market, the consequences of choices affecting budgets, savings, credit, philanthropy, and investments of both persons and governments, and the effect of interest on both borrowers and savers. This class will be offered the twelfth grade level.

Senior Social Studies (Weighted) In addition to the requirements for Senior Social Studies, this class will focus on more subjective testing and critical thinking skills. Out of class assignments such as papers or extra reading will be at the discretion of the instructor.

Street Law This is a year-long social studies elective that serves as an introductory course to law and the legal systems in the United States. Like any introductory course, Street Law is a survey. This course will touch on broad and specific legal topics to give students a better understanding of law and how it affects you in real life. Classes will use case studies, individual research, group discussion/debate, guest speakers and mock trials throughout the course in order to reach our goal. This is a full year course and is available to Juniors and Seniors.

AIR Social Studies Intervention This course is available to students who have not passed the social studies portion(s) of the AIR or Ohio Graduation Test (OGT). This class will count towards credits needed for graduation, but will not fulfill social studies requirements to graduate. This is a semester course worth a 1/2 credit.

TECHNICAL, TRADE AND INDUSTRIAL EDUCATION DEPARTMENT

Tech Prep Teacher Academy Educational Foundations (Sophomore and Junior) Career paths for community related professions such as teaching, daycare providers, social work, psychology, counseling, and coaching. Courses will prepare students for entry level and professional career options within the area of study. Students will participate in field trips and classroom labs.

Tech Prep Teacher Academy Practical Experience (Junior and Senior) Students who have completed or enrolled in the Educational Foundations course must complete this course at the Junior and Senior level to complete the program. Students will participate in Field Experiences in early-childhood, elementary, and middle schools and complete activities that are related to a classroom teacher. Students will compile a professional portfolio, complete multi-media presentations, complete informational displays, and other opportunities related to a career in teaching.

Introduction to Engineering Students will learn problem-solving skills through the development of visual definition and recognition skills. Students will learn to sketch simple geometric shapes and, with the aid of state-of-the-art software, turn their sketches into 3-D solid models.

Principles of Engineering (Weighted) Students will do in-depth surveys to become aware of the skills and competencies required in the fields of engineering, architecture, and their related technical occupations.

Engineering Tech. Prep. I, Biotechnical Engineering (Weighted) Relevant projects from the diverse fields of biotechnology, bio-engineering, bio-medical engineering and bio-molecular engineering enable students to apply and concurrently develop secondary level knowledge and skills in biology, physics, technology and mathematics. Units include bio-medical design, bioprocesses (forensics), genetics, agricultural, and environmental engineering. This program gives students experience in the life science fields of engineering.

Civil Engineering and Architecture This course provides an overview of the fields of civil engineering and architecture while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software and equipment to develop a building project that covers: project planning, site planning, building design, and project documentation and presentation.

Engineering Tech Prep II, Engineering Design and Development (Weighted): An engineering resource course in which students work in teams to research, design and construct a solution to an open-ended engineering problem. Students apply principles learned in preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the course.

Digital Electronics (DE) Digital electronics is the foundation of all modern electronic devices such as mobile phones, MP3 players, laptop computers, digital cameras and high-definition televisions. Students are introduced to the process of combinational and sequential logic design, engineering standards and technical documentation.

PLTW Biomedical Science – Curriculum The rigorous and relevant four-course PLTW Biomedical Science sequence allows students to investigate the roles of biomedical professionals as they study the concepts of human medicine, physiology, genetics, microbiology, and public health. Students engage in activities like investigating the death of a fictional person to learn content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease, all while working collaboratively to understand and design solutions to the most pressing health challenges of today and the future. Each course in the Biomedical Science sequence builds on the skills and knowledge students gain in the preceding courses. Schools offer the three PLTW Biomedical Science foundation courses within a period of three academic years from the start of implementation and may also offer the capstone course.

Principles of Biomedical Science In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Human Body Systems Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. Prerequisite: Principles of Biomedical Science.

Medical Interventions Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Prerequisite: Human Body Systems.

Biomedical Innovation In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution. Prerequisite: Medical Interventions.

Tech Prep Health Technologies I (Junior) Students will focus on Pre-Nursing and Health Care Careers. This course focuses on basic Anatomy and Physiology, medical terminology, CPR and First Aid, basic nursing skills, medical law and ethics, and human growth and development. Students will demonstrate skills in classroom lab.

Tech Prep Health Technologies II (Senior) Students will complete training for State Tested Nursing Assistant. Students are required to complete supervised clinical work in a nursing home setting. Students will explore health care careers in depth, such as: lab assisting, respiratory therapy, surgical tech, ultrasound tech, and phlebotomy. Students will learn medical math and basic EKG interpretation.

Introduction to Auto Mechanics Offered as an elective for one credit, this class is designed to provide an introduction to automobiles for automobile drivers, driver trainees, and for those who intend to go on to more specialized technical training. It is further directed to those whose goals are job selling, design, and production where a basic knowledge of automotive fundamentals is essential. Students will gain helpful information on how they can efficiently and safely use their vehicles and attend to maintenance when necessary. The course covers hand tools, engine, fuel, and ignition, electrical systems, complete chassis, drive line, preventative maintenance, and buying a new or used car.

Auto Mechanics I and II This course consists of the basic fundamentals and techniques of automobile maintenance and repair. The instruction is directed to acquaint the student with the parts of the automobile, care and use of tools and instruments, and interpretation of tables and charts, with provision for practical experience in analysis of engine failure. Students learn the procedures in purchasing replacement parts, the billing of services, and an appreciation of good business management in a modern automobile service organization. This class is open to juniors and seniors only and is considered a two-year vocational program.

CREDIT FOR TUTORING

Credit for tutoring, other than home instruction, shall be granted under the following conditions:

1. Prior approval for tutoring must be issued by the principal of the school if credit is to be granted.
2. The teacher shall be properly certified in the subject being tutored and shall be officially approved by the Board of Education for tutoring in the school system. The Board will maintain a list of available tutors in the various subject areas for student assistance.

3. One-half credit courses:

A student will meet with the tutor a minimum of twenty daily sessions of one hour each (twenty clock hours total) and be assigned a minimum of forty additional hours homework to make a total of sixty clock hours for each one-half unit of credit granted.

One-credit courses:

A student will meet with the tutor a minimum of forty daily sessions of one hour each (forty clock hours total) and be assigned a minimum of eighty hours homework to make a total of 120 clock hours for each full credit granted.

4. A maximum of two units of tutored credit may be counted toward graduation.
5. The principal shall require the tutor to submit a notarized record of the work covered and a grade reporting the quality of work done. It shall also be necessary for each tutored student to pass a comprehensive exam formulated by the faculty department responsible for the subject area of instruction during the regular school term.
6. No regularly enrolled secondary student is permitted to be tutored for credit in any subject which, at that time, is being offered and taught at Ironton High School.

In addition, no student may be tutored for credit until after the final grade card indicating failure has been issued in the course. There will be one exception to this rule and is explained as follows: If a student has a complete schedule of classes during the daily scheduled periods up to the date of graduation, and still needs one or more required classes, he/she may be tutored.

7. Under no circumstances will a teacher be permitted to tutor a student for credit during regular school hours nor while the teacher is working on extended service (such as summer time work) employed by the Ironton City Board of Education.
8. The Administration of the Ironton City Schools reserves the right to deny credit for any course tutored which indicates a student's intent to avoid or to circumvent regularly available classroom course offerings.
9. The parent of a pupil under age eighteen must approve participation in a program covered in the Board Policy.
10. None of the required thirteen core subjects may be taken by tutoring or by correspondence unless the student has failed that subject during the regular school term.
11. An instructional plan must be submitted prior to pupil participation. The instructional plan must include: (a) instructional objectives; (b) an outline including major instructional activities, materials, and environments; and (c) a description of criteria and methods for assessing pupil performance.

**AFTER SCHOOL PROGRAM FOR
VOCATIONAL SCHOOL STUDENTS WITH DEFICIENCIES**

Regarding the after school make-up program for students with deficiencies, the following policy was adopted:

A total of sixty (60) hours will be required for all students who have failed a class and wish to make up the credit:

- Eighteen (18) two-hour sessions - 36
- Eighteen (18) hours of homework - 18 (one hour per session)
- Six (6) hours end of class project - 6

**IRONTON CITY SCHOOLS
NONDISCRIMINATION POLICY**

The Ironton City Schools district affirms that no person shall, on the basis of sex, race, color, national origin, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted under its auspices.

This shall extend to employees therein and to admission thereto. Inquiries concerning the application of this policy may be referred to the superintendent or designated coordinator. This policy shall prevail in all board policies concerning school employees and students.

The Board designates:

William M. Dressel
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

Complaints should be referred to:

Title VI (race, color, and national origin)
William M. Dressel
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

Title XI (sex)
William M. Dressel
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

Section 504 (handicap)
William M. Dressel
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

SUGGESTED COLLEGE PREP CURRICULUM

Subject Area	Grades			
	Ninth	Tenth	Eleventh	Twelfth
English	English 9 or English 9 W	English 10 or English 10 W	English 11 or English 11 W	English 12 or English 12 W
Science	Physical Science or Physical Science W	Biology or Biology W	Chemistry	Physics W or Chemistry II W
Mathematics	Algebra I or Geometry	Geometry or Algebra II or Algebra II W	Algebra II or Algebra W or Ad. Math or Pre-Calculus W	Pre-Calculus W or Calculus W
Social Studies	Modern World History or Modern World History W	American History or American History W	American Government or American Government W	Senior Social Studies or Senior Social Studies W
Foreign Language	Spanish I or German I	Spanish II or German II	Spanish III or German III	Spanish IV W or German IV W
Computer Education	Computer Applications I			
Health/PE	Health (1 semester) Phys. Ed. (1 semester)	Phys. Ed. (1 semester)		
Electives	<p align="center">*****SEE PAGES 9 THROUGH 12 FOR ELECTIVES*****</p> <p align="center">*A Fine Art credit is required as a 9th or 10th grade elective.</p>			

**SUGGESTED COLLEGE PREP CURRICULUM
WITH INTERACTIVE MEDIA SPECIALIZATION**

Subject Area	Grades			
	Ninth	Tenth	Eleventh	Twelfth
English	English 9 or English 9 W	English 10 or English 10 W	English 11 or English 11 W	English 12 or English 12 W
Science	Physical Science or Physical Science W	Biology or Biology W	Chemistry	Physics W or Chemistry II W
Mathematics	Algebra I or Geometry	Geometry or Algebra II or Algebra II W	Algebra II or Algebra II W or Pre-Calculus W	Pre-Calculus W or Calculus W or Sr. Transition Math
Social Studies	Modern World History or Modern World History W	American History or American History W	American Government or American Government W	Senior Social Studies or Senior Social Studies W
Foreign Language	Spanish I or German I	Spanish II or German II	Spanish III or German III	Spanish IV W or German IV W
Computer Education	Computer Applications I	Interactive Media I Multimedia Design/	Interactive Media II	Interactive Media III
Health/PE	Health (1 semester) Phys. Ed. (1 semester)	Phys. Ed. (1 semester)		
Electives	<p align="center">*****SEE PAGES 9 THROUGH 12 FOR ELECTIVES***** *A Fine Art credit is required as a 9th or 10th grade elective.</p>			

SUGGESTED TECH/PREP CURRICULUM WITH EMPHASIS ON ENGINEERING

Subject Area	Grades			
	Ninth	Tenth	Eleventh	Twelfth
English	English 9 or English 9 W	English 10 or English 10 W	English 11 or English 11 W	English 12 or English 12 W
Science	Physical Science or Physical Science W	Biology or Biology W	Chemistry	Physics W or Chemistry II W
Mathematics	Algebra I or Geometry	Geometry or Algebra II or Algebra II W	Algebra II or Algebra W or Pre-Calculus W or Advanced Math	Pre-Calculus W or Calculus W or Sr. Transition Math
Social Studies	Modern World History or Modern World History W	American History or American History W	American Government or American Government W	Senior Social Studies or Senior Social Studies W
Foreign Language	Spanish I or German I	Spanish II or German II	Spanish III or German III	
Technology Courses	Introduction to Engineering (1 period)	Principles of Engineering (1 period)	Engineering Tech Prep I (2 periods)	Engineering Tech Prep II (2 periods)
Health/PE	Health (1 semester) Phys. Ed. (1 semester)	Phys. Ed. (1 semester)		
Electives	<p align="center">*****SEE PAGES 9 THROUGH 12 FOR ELECTIVES*****</p> <p align="center">*A Fine Art credit is required as a 9th or 10th grade elective.</p>			

See page 29 for description of Tech/Prep Concept

**SUGGESTED TECHNICAL/VOCATIONAL CURRICULUM
(JR. & SR. Years)**

Subject Area	Grades			
	Ninth	Tenth	Eleventh	Twelfth
English	English 9	English 10	English 11	English 12
Science	Physical Science	Biology	Science Elective	Science Elective
Mathematics	Math Elective	Math Elective	Math Elective	Math Elective
Social Studies	Modern World History	American History	American Government	History Elective
Computer Education	Computer Applications I			
Health/PE	Health (1 semester) Phys. Ed. (1 semester)	Phys. Ed. (1 semester)		
Technical Vocational			Specific Technical/Vocational Program (Ex. Auto Mechanics I)	Specific Technical/Vocational Program (Ex. Auto Mechanics II)
Electives	*****SEE PAGES 9 THROUGH 12 FOR ELECTIVES***** *A Fine Art credit is required as a 9 th or 10 th grade elective.			

**TWO-YEAR TECHNICAL/VOCATIONAL PROGRAMS
AT IRONTON HIGH SCHOOL**

Auto MechanicsInteractive Media**Health Technology**Teacher Academy**
Engineering Tech PrepBiomedical Science

**TWO-YEAR TECHNICAL/VOCATIONAL PROGRAMS
AT COLLINS CAREER CENTER**

AgriScience
Auto Collision
Technology Auto
Mechanics Technician
Building Maintenance
Carpentry
Cosmetology
Commercial Truck Equipment
Technology
Early Childhood Education
Electricity

Forensic Science
Graphic Design
Heating and Air Conditioning
Health Academy
Hospitality/Tourism
IT Programming
Mass Media Engineering
Networking
STEM – Exercise Science
STEM – Health Science
STEM – Med Lab Tech

STEM – Nursing
STEM – IT Net
STEM – IT Prog
STEM - Robotics
STEM – Vet Science
Welding

TECH PREP

Tech Prep is one of the newest options in education. As a Tech Prep student, during your Junior and Senior years, you will attend one-half of each day taking academic courses that will help you prepare for college. The remainder of each day, you will be participating in high-tech lab courses that simulate the real world of work. The technology courses are taught in state-of-the-art laboratories by experts in engineering technologies, business technologies, and health technologies.

The goal of Tech Prep is to help students prepare for further study in an associate degree program at a technical college or university. By the year 2000, 75 percent of all jobs required some level of education beyond high school, and the majority of these required technical training. Tech Prep gives you a chance to succeed in the advanced high-tech workplace of today and tomorrow.

Tech Prep

Information Technologies (Interactive Media)

- **2 periods**

Students training in the area of interactive media will become competent in creating, designing and producing interactive multimedia products and services. This program of study emphasizes the development of digitally-generated or computer-enhanced media. Students will use multimedia technology to develop products and programs for business, training, entertainment, communications and marketing.

Tech Prep

Health Technologies

- **3 periods**

Students develop multiple skills needed in today's health care industry. Coursework is completed in a health care environment utilizing equipment, which is typically used on a day-to-day basis in hospitals, long-term care facilities, clinics, physician's offices, etc. Areas of instruction include: 1) Medical Terminology; 2) Human Anatomy and Physiology; 3) Medical Ethics and Law; 4) Basic EKG; 5) CPR and First Aid; and 5) Phlebotomy.

Postsecondary education opportunities include technical or college degree programs in licensed practical nursing, registered nursing, respiratory care, and surgical technology.

Tech Prep

Engineering Technologies

- **2 periods**

Students considering pursuing a career in either the engineering or architectural fields must be aware of the fact that, at the college level, the curriculum is very demanding and requires a student to have a strong high school academic background. The recommended curriculum aligned with demanding college preparatory courses will insure that students who successfully complete this program will have the necessary educational qualifications to apply for admission to engineering or architectural programs at colleges throughout the United States.

Tech Prep

Teacher Academy

- **2 or 3 periods**

Students enrolled in the junior and senior program for at least 5 periods, will have a complete professional portfolio, experience in all areas of teaching, and an advanced knowledge of the required education and licensure.

