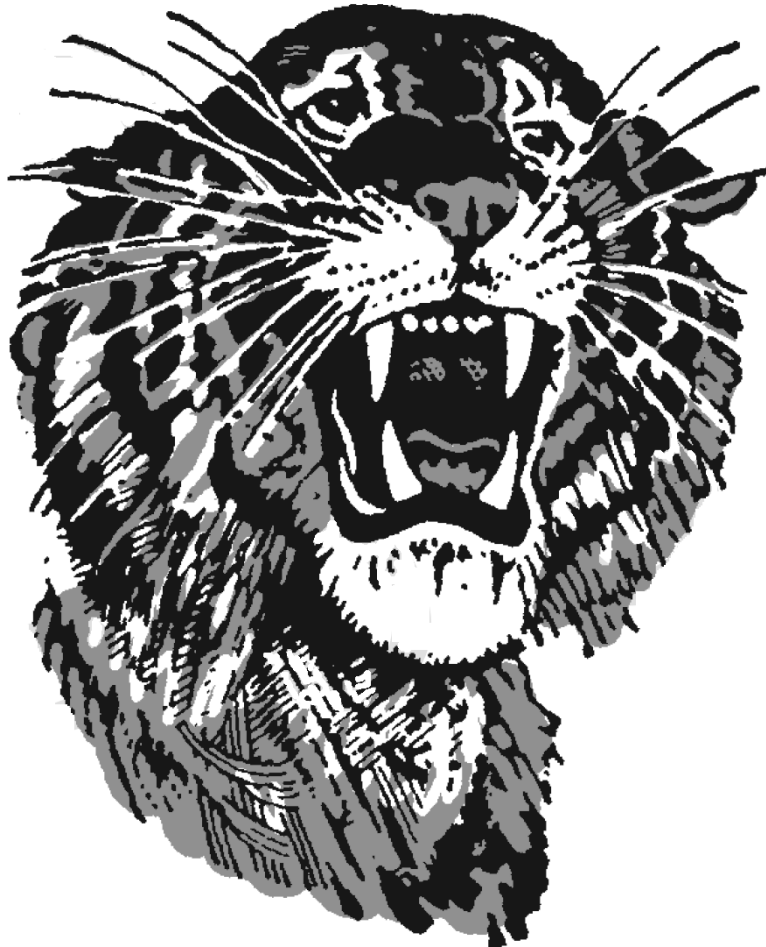


IRONTON HIGH SCHOOL



A National Blue Ribbon School of Excellence



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Ironton High School

Program of Studies

2022-2023

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Ms. Beth Campbell..... Secretary to the Guidance Counselors

This Ironton High School Program of Studies has been approved by the Ironton 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 (740) 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.

RECOMMENDED COLLEGE PREPARATORY PROGRAM

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, they 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

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. The student must also attain the score designated by the State Board of Education indicating passage of the state assessments or is excused from taking such test by virtue of a handicapping condition. Students in the Class of 2023 and beyond are additionally responsible for earning a minimum of two of the following diploma seals and at least one of the two must be Ohio-designed: Ohio Means Jobs Readiness Seal, Industry-Recognized Credential Seal, College Readiness Seal, Military Enlistment Seal, Citizenship Seal, Science Seal, Honors Diploma Seal, Seal of Biliteracy, Technology Seal, Community Service Seal (Local), Fine & Performing Arts Seal (Local), Student Engagement Seal (Local).
- 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 6 of the 7 criteria below. Students who complete the college preparatory curriculum in the high school must meet any six of the following seven criteria in order to receive an Academic Diploma with Honors:
1. Earn four units of mathematics, including Algebra I, Geometry and Algebra II or equivalent and another higher level mathematics course;
 2. Earn four units of science, including Chemistry and another advanced science (Physics, Chemistry II, or Anatomy II);
 3. Earn four units of Social Studies;
 4. Earn either three units of one foreign language or two units of two foreign languages;
 5. Earn one unit of a high school Fine Art credit (courses which satisfy this requirement are band, vocal music, art);
 6. 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;
 7. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score (1280) on the Scholastic Assessment Tests (SAT).
- B. **Career Technical Diploma with Honors:** Students must meet 9 of the 10 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 nine of the following ten criteria in order to receive a Career Tech Diploma with Honors:
1. Earn four units of mathematics, which will include Algebra I, Geometry, Algebra II or equivalent and another higher level mathematics course;
 2. Earn four units of science, including two units of advanced science;
 3. Earn four units of social studies;
 4. Earn two units of the same foreign language;
 5. Electives: 4 units of Career-Technical minimum;
 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 (1280) on the Scholastic Aptitude Test (SAT).
 8. Earn an industry recognized credential or achieve the proficiency benchmark established for the appropriate Ohio Career – Technical Competency Assessment or equivalent.
 9. Complete a field experience and document the experience in a portfolio specific to the student's area of focus;
 10. Develop of comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
- C. **STEM Diploma with Honors:** Students must meet 8 of the 9 criteria below:
1. Earn five units of mathematics, students must take algebra I, geometry, algebra II (or equivalent), and two other higher level mathematics courses;
 2. Earn five units of science which includes two units of advanced science;
 3. Earn three units of social studies;
 4. Earn either three units of one foreign language or two units of two foreign languages;
 5. Earn one unit of a high school Fine Art credit (courses which satisfy this requirement are band, vocal music, art);
 6. 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;

7. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score (1280) on the Scholastic Assessment Tests (SAT).
8. Complete a field experience and document the experience in a portfolio specific to the student's area of focus;
9. Develop of comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.

D. **Arts Honors Diploma:** Students must meet 8 of the 9 criteria below:

1. Earn four units of mathematics, which will include Algebra I, Geometry, Algebra II or equivalent and another higher level mathematics course;
2. Earn three units of science, including one unit of advanced science;
3. Earn three units of social studies;
4. Earn either three units of one foreign language or two units of two foreign languages;
5. Must earn two units of electives with a focus in fine arts;
6. 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;
7. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score (1280) on the Scholastic Assessment Tests (SAT).
8. Complete a field experience and document the experience in a portfolio specific to the student's area of focus;
9. Develop of comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.

E. **Social Science and Civic Engagement Diploma with Honors:** Students must meet 8 of the 9 criteria below:

1. Earn four units of mathematics, which will include Algebra I, Geometry, Algebra II or equivalent and another higher level mathematics course;
2. Earn three units of science, including one unit of advanced science;
3. Earn five units of social studies;
4. Earn either three units of one foreign language or two units of two foreign languages;
5. Must earn three units of electives with a focus in social sciences and/or civics;
6. 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;
7. Obtain a composite score of 27 on the American College Testing (ACT) tests or an equivalent composite score (1280) on the Scholastic Assessment Tests (SAT).
8. Complete a field experience and document the experience in a portfolio specific to the student's area of focus;
9. Develop of comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.

III. Units of credit will be awarded in accordance with 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 studies:

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	½ credit	½ credit
Physical Education	½ credit	½ credit
Fine Arts	1 credit	0 credit
Electives	7 credits	10 credits

- V. State Testing & Graduation Requirements:

Students in the Class of 2023 and beyond are required to earn a competency score (684) on Ohio's high school Algebra I and English II tests. Students who fail to earn a competency score will be offered additional support and will retest. In addition to competency, all students must also demonstrate readiness by earning two of the following diploma seals: Ohio Means Jobs Readiness Seal, Industry-Recognized Credential Seal, College-Ready Seal, Military Enlistment Seal, Citizenship Seal, Science Seal, Honors Diploma Seal, Seal of Biliteracy, Technology Seal, Community Service Seal (Local), Fine & Performing Arts Seal (Local), Student Engagement Seal (Local). At least one of the two must be Ohio-designed seals.

- 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 HONORS GRADUATES

To earn the distinction of an honor graduate, students must meet each of the following requirements:

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 Ohio diploma with honors (see pages 3-5).

GUIDELINES FOR WEIGHTED AND ADVANCED PLACEMENT CLASSES

1. Weighted sections of the core group classes are:
 - English 9
 - English 10
 - English 11
 - English 12 (AP)
 - Physical Science
 - Biology
 - World History
 - American History (AP)
 - American Government
 - Senior Social Studies
2. Elective weighted classes are:
 - Algebra II
 - Pre-Calculus
 - Calculus
 - Physics I
 - Chemistry II
 - Spanish IV
 - German IV
3. Elective Advanced Placement (AP) classes are American History 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, state testing scores, previous grades in discipline area, and teacher recommendations will be taken into consideration.
6. A student that establishes a grade point average above 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 their non-weighted classes.

FRESHMAN CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
Freshman Foundations	½
Health	½
English (choose one):	1
• English 9	
• English 9 (Weighted)	
Mathematics (choose one):	1
• Algebra I	
• Geometry	
Science (choose one):	1
• Physical Science	
• Physical Science (Weighted)	
Social Studies (choose one):	1
• Modern World History	
• Modern World History (Weighted)	

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

<u>Elective Subjects</u>	<u>Credit</u>
Art	1
Boys Physical Training	¼
German I	1
Girls Physical Training	¼
Independent Living	½
Interactive Media I	1
Introduction to Engineering	1
Math Lab	½
Marching Band	1
Personal Skills	½
Physical Education I & II	¼
Principles of Biomedical Science	1
Reading/Writing Intervention	½
Spanish I	1
Student Intervention	½
Symphonic Band	½

NOTES: One Fine Arts credit must be earned at the 9th or 10th grade level. ½ credit of Physical Education is required for graduation for all students. This requirement must be fulfilled by possible Collins Career Center students prior to their Junior year.

SOPHOMORE CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
Financial Literacy	½
English (choose one):	1
• English 10	
• English 10 (Weighted)	
Mathematics (choose one):	1
• Algebra IB	
• Informal Geometry	
• Geometry	
• Algebra II	
• Algebra II (Weighted)	
Science (choose one):	1
• Biology	
• Biology (Weighted)	
Social Studies (choose one):	1
• American History	
• American History (Weighted/AP)	

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

<u>Elective Subjects</u>	<u>Credit</u>
Advanced Art	1
Foods & Nutrition	½
Foods & Nutrition II	½
German II	1
Human Systems (Biomedical Science)	1
Interactive Media II	1
Introduction to Auto Mechanics	1
Introduction to Culinary Arts I	½
Mathematics Intervention	½
Performance Choir (by audition)	1
Principles of Engineering	1
Reading Intervention	½
Spanish II	1
Tech Prep Teacher Academy Level I	1

NOTES: One Fine Arts credit must be earned at the 9th or 10th grade level. ½ credit of Physical Education is required for graduation for all students. This requirement must be fulfilled by possible Collins Career Center students prior to their Junior year.

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

JUNIOR CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
Career Research & Development	½
Journey to College for Juniors	½
English (choose one):	1
• English 11	
• English 11 (Weighted)	
Mathematics (choose one):	1
• Informal Geometry	
• Algebra II	
• Algebra II (Weighted)	
• Pre-Calculus (Weighted)	
• Advanced Math	
Science (choose one):	1
• Human Anatomy & Physiology	
• Chemistry I	
Social Studies (choose one):	1
• American Government	
• American Government (Weighted)	

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

<u>Elective Subjects</u>	<u>Credit</u>
Academic Coaching	½
Auto Mechanics I	4
Engineering Tech Prep I	2
Foods & Nutrition III	½
Foods & Nutrition IV	½
German III	1
Interactive Media III	1
Science Intervention	½
Studio Art	1
Tech Prep Teacher Academy Level 2	1 or 2
Tech Prep Teacher Academy Level 3	2 or 3

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

SENIOR CURRICULUM

<u>Required Subjects</u>	<u>Credit</u>
Career Research & Development	½
Journey to College for Seniors	½
English (choose one):	1
• English 12	
• English 12 (Weighted/AP)	
Mathematics (choose one):	1
• Algebra II	
• Algebra IIB	
• Senior Transitional Math	
• Advanced Math	
• Pre-Calculus (Weighted)	
• Calculus (Weighted)	
Science (choose one):	1
• Human Anatomy & Physiology	
• Human Anatomy & Physiology II	
• Chemistry II (Weighted)	
• Physics (Weighted)	
Social Studies (choose one):	1
• Senior Social Studies	
• Senior Social Studies (Weighted)	

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

<u>Elective Subjects</u>	<u>Credit</u>
Auto Mechanics II	4
Cooking Around the World I	½
Cooking Around the World II	½
Engineering Tech Prep II	2
German IV (Weighted)	1
Interactive Media IV	2
Spanish IV (Weighted)	1
Studio Art II	1
Tech Prep Teacher Academy Level 4	
Tech Prep Teacher Academy Education and Training Capstone	

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

COURSE DESCRIPTIONS

ACADEMIC COACHING AND STUDENT INTERVENTION

Academic Coaching (Semester Course, ½ credit) – 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.

Student Intervention (Semester Course, ½ credit) – 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 and/or state assessments. This is a semester course worth a ½ credit.

ART DEPARTMENT

Art I (Year-Long Course, 1 credit) – 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 mediums, students will learn the basics of drawing, painting, ceramics, and an assortment of other artistic styles. This course focuses on general arts practicing, and building critical thinking skills.

Advanced Art (Year-Long Course, 1 credit) – This course will build on the basic skills and knowledge acquired from Art I as well as research into important Art movements in history. Students will be given more artistic freedom in their work and the opportunity to fine-tune their artistic abilities. Projects will become more in-depth in design as well as students working to expressing more of their own styles through constant experimentation of varying medium styles.

Studio Art I & II (Year-Long Course, 1 credit) – This course is designed to be students centered building from previous knowledge obtained in Art I and II as well as prepare those students wishing to pursue arts based careers. Students will work in a variety of advanced materials and have more chances to pursue work that is of interest to them. Students will study 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.

CAREER AND COLLEGE READINESS

Freshman Foundations (Semester Courses, ½ credit) – In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, team building, communication and leadership skills. Instruction in strategies to improve learning and develop study skills; e.g., tips to improve study habits and test performance. Additional topics will include technology etiquette, Google Suite, MS Office and career planning.

Financial Literacy (Semester Course, ½ credit) – In this course, students will develop personal financial plans for individual personal well-being and related careers. Students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics will include analyzing services from financial institutions, consumer protection, investing and risk management. Students will also focus on problem-solving, study skills, work ethics, nutritional and food selections, family dynamics and personal health.

Career Research & Development (Semester Course, ½ credit) – This is a Junior/Senior 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.

Journey to College for Juniors (Spring Semester Course, ½ credit) – 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.

Journey to College for Seniors (Fall Semester Course, ½ credit) – 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.

Note: All career and college readiness courses are required, schedule permitting.

ENGLISH DEPARTMENT

English 9 (Year-Long Course, 1 credit) – 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 and may also read the novels ***Necessary Roughness*** by Marie G. Lee and ***Among the Hidden*** by Margaret Peterson Haddox.

English 9 (Weighted) (Year-Long Course, 1 credit) – This course includes everything covered in English 9 with additional expectations, including essays, research projects, and oral presentations. Three 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, ***Romeo & Juliet*** by William Shakespeare and ***The Odyssey*** by Homer.

English 10 (Year-Long Course, 1 credit) – This is a course designed to reinforce and build upon the Basic English language skills. It includes reading literature (novels, poetry, and short stories) and informational text, composition with heavy emphasis on expository and argumentative essays, and the study of vocabulary and grammar. In English 10, some of the supplementary texts may include ***To Kill a Mockingbird***, ***Lord of the Flies***, and other relevant works.

English 10 (Weighted) (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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) (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – English 12 is a survey of British and world literature concentrating on the novel, short story, drama and poetic forms, and projects which include research activities with some oral presentations. Creative writing is emphasized.

English 12 (Weighted) (AP) (Year-Long Course, 1 credit) – 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.

Reading/Writing Intervention (Semester Course, ½ credit) – This course is designed for upperclassmen who have yet to pass the ELA state assessment. 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.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Personal Skills (Semester Course, ½ credit) – This class helps students take responsibility for themselves and others. Communication skills, managing stress and forming healthy relationships are covered in this course.

Independent Living (Semester Course, ½ credit) – 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.

Foods & Nutrition I, II (Semester Course ½ credit) – 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.

Foods & Nutrition III, IV (Semester Course, ½ credit) – 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.

Introduction to Culinary Arts I, II (Semester Courses, ½ credit) – These courses will introduce students to culinary arts and food service operations. Students will prepare food products and beverages according to standard recipes. They will apply plating and presentation principles to deliver attractive menu items, establish food specifications and prep lists, and develop ingredient and portion control guides. Safety and sanitation, standard knife skills and culinary math will be emphasized.

Cooking Around the World I, II (Semester Courses, ½ credit) – Students 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.

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

Spanish I (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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. *Prerequisite: Spanish I.*

Spanish III (Year-Long Course, 1 credit) – 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. *Prerequisite: Spanish II.*

Spanish IV (Weighted) (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to seniors who completed Spanish III.*

German I (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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. *Prerequisite: German I.*

German III (Year-Long Course, 1 credit) – 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. *Prerequisite: German II.*

German IV (Weighted) (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to seniors who have completed German III.*

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

Health (Semester Course, ½ credit) – 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. Health should be taken during the freshman year.

Physical Education I, II (Semester Courses, ½ credit) – 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.

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.

Advanced PE (Semester Course, ¼ credit) – 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.

Physical Training (Semester Course, ¼ credit) – Physical training involves extensive weight training with moderate amounts of running.

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 Grade	Freshman	Sophomore	Juniors	Seniors
	Algebra I	Algebra 1 B	Informal Geometry	Algebra II or Algebra II B
	Algebra I	Geometry or Informal Geometry	Algebra II W, Algebra II B or Algebra II	Senior Transition Math, Advanced Math, or
Algebra I	Algebra I	Geometry or Informal Geometry	Algebra II W or Algebra II	Senior Transition Math, Advanced Math, or
Algebra I	Geometry	Algebra II or Algebra II-W	Advanced Math or Pre-Calculus-W	Calculus-W, Advanced Math, or Senior Transition

NOTE: Algebra II-W students must have completed Geometry with a 75% minimum.

Algebra I (Year-Long Course, 1 credit) – 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. If students take Algebra I in the 8th grade, they must receive a 3 or better on the Algebra I state test in order to take Geometry as a freshman. If students receive a 1 or 2 on the test, they will need to repeat Algebra I as a freshman.

Algebra I B (Year-Long Course, 1 credit) – This full year course for upperclassmen will focus on power standards from material addressed in Algebra I. This class will help prepare students to succeed on the Algebra state assessment as required for graduation. *Prerequisite: Algebra I.*

Informal Geometry (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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. *Freshman Prerequisite: Minimum of a "B" average in Algebra I in 8th grade and a proficient score on the Algebra state assessment.*

Algebra II (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to sophomores, juniors, and seniors who have completed Algebra I.*

Algebra II B (Year-Long Course, 1 credit) – Slower paced Algebra II class (see description above) with emphasis on real life application. *Prerequisite: Open to sophomores, juniors, and seniors who have completed Algebra I.*

Algebra II (Weighted) (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to sophomores, juniors, and seniors who have completed Algebra I.*

Advanced Mathematics (Year-Long Course, 1 credit) – 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) (Year-Long Course, 1 credit) – 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. *Prerequisite: Algebra II.*

Calculus (Weighted) (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – This course is designed for students planning on enrolling in postsecondary education. The class emphasizes the Algebra concepts. A computer-based software may be used in class. *Prerequisite: Open to seniors who have completed Algebra II.*

Math Intervention (Semester Course, ½ credit) – This course is designed for students who have not passed the math portion of the state test. This class will count toward credits needed for graduation, but will not fulfill the math requirements to graduate.

Math Lab (Semester Course, ½ credit) – This course is designed to assist freshmen in the successful completion of high school Algebra I with an emphasis on earning a proficient score on the state test. Students will receive instruction that address problem areas as well as providing parallel support for topics being discussed in Algebra I.

MUSIC DEPARTMENT

Marching Band (Year-Long Course, 1 credit) – 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.

Symphonic Band (Spring Semester Course, ½ credit) - 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 and contests. Permission of the director and possible auditions are required for admission.

Varsity Singers (Year-Long Course, 1 credit) – “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. *Prerequisite: Open to sophomores, juniors, and seniors.*

SCIENCE DEPARTMENT

Physical Science (Year-Long Course, 1 credit) – 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) (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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 state test. *Prerequisite: Open to sophomores, juniors, and seniors.*

Biology (Weighted) (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to sophomores, juniors, and seniors.*

Human Anatomy & Physiology I (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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 I.*

Chemistry I (Year-Long Course, 1 credit) – 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) (Year-Long Course, 1 credit) – 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) (Year-Long Course, 1 credit) – 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.*

Science Intervention (Semester Course, ½ credit) – This course is designed for juniors and seniors who have not passed the biology portion of the state test. This class will count toward credits needed for graduation, but will not fulfill science requirements to graduate.

SOCIAL STUDIES DEPARTMENT

Modern World History (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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 (Year-Long Course, 1 credit) – 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 state assessment. *Prerequisite: Open to sophomores, juniors, and seniors.*

American History (Weighted) (AP) (Year-Long Course, 1 credit) – AP US History is designed to be equivalent of a two semester college or university introductory American History course. In AP US History students investigate significant events, individuals, developments and processes in nine historical periods from 1491 to present. Students employ the same skills, practices and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making comparisons; and utilizing reasoning about contextualization, causation and continuity and change over time. This course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. American and national identity; migration and settlement; politics and power; work exchange and technology; America in the world; geography and the environment; and culture and society.

American Government (Year-Long Course, 1 credit) – 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) (Year-Long Course, 1 credit) – This course for juniors will be an in depth study of the Constitution, amendments, three branches of government, local and state governments, and the federal bureaucracy. Students will use primary sources to research the origins, functions and powers of the federal government. Papers and projects will be assigned throughout the course. Students will be prepared to achieve advanced scores on the American Government state test.

Senior Social Studies (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to seniors.*

Senior Social Studies (Weighted) (Year-Long Course, 1 credit) – 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. *Prerequisite: Open to seniors.*

CAREER TECHNICAL EDUCATION AND TRADE DEPARTMENT

Interactive Media I, II, III (Year-Long Courses, 1 credit) **IV** (Year-Long Course, 2 credits) – Scheduled time for production work and related activities of school publications such as Tiger Talk News and The OWL Yearbook. Students will create professional print, video and audio productions for distribution in traditional and new media channels. Students will plan, produce, edit, and launch media products. Students will develop scripts and storyboards, compose shots and operate cameras, capture sounds using microphone hardware, apply special effects techniques, and edit to achieve the final product. Students will be able to use animation and graphic design for video and published documents.

Tech Prep Teacher Academy Level 1 – In this first course in the career field, students will examine the goals of education and training as well as environments in which education and training are delivered. They will identify learners' and stakeholders' roles, rights and responsibilities in educational systems; assess legal and ethical issues related to education; and determine careers of interest in education and

training. Employability skills and state requirements for becoming an educator will also be addressed. Field experience will be incorporated into this course.

Tech Prep Teacher Academy Level 2 – Students will apply developmentally appropriate techniques to advance learners’ social and emotional growth. They will create classroom environments to maximize the learning potential of each learner. Additionally, students will create and enforce classroom rules, establish classroom routines and model self-discipline for learners. Conflict resolution, positive discipline and behavioral-modification techniques will be emphasized throughout the course. Field experience will be incorporated into this course.

Tech Prep Teacher Academy Level 3 – Students will examine and apply the theoretical foundations of human growth and development to children and adolescents. Additionally, learners will determine children’s learning styles; stages of social, emotional, cognitive and physical development; and needed accommodations in educational settings.

Tech Prep Teacher Academy Level 4 (Only course offered for college credit) – Upon successful completion, students will receive 2-4 semester hours of college credit if they score an 85 or higher on their Teaching Professions portfolio and have a passing score on the WEBXAM. This credit is approved by higher education as CTAG credit at any Ohio public university. Students will research the historical perspectives and theories of education used in the forming of their own personal educational philosophy. Students will assess legal, ethical and organizational issues. Additionally, students will assess developmental appropriate practices and identify challenging issues associated with teaching children with diverse needs. Career planning, professional guidelines and ethical practices will also be emphasized. Field experience will be incorporated into this course.

Level 5 Education and Training Capstone – Students apply Education and Training program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

Introduction to Engineering Design - Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work. Students will design and build a glider using basic flight concepts taught in the classroom.

Principles of Engineering - Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, automation and flight. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Engineering College Tech Prep - Environmental Sustainability - In Environmental Sustainability, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges.

Engineering College Tech Prep 1 - Civil Engineering and Architecture – Students learn important aspects of building and site design and development. They apply math, science, and standard engineering

practices to design both residential and commercial projects and document their work using 3-D architectural design software.

Engineering College Tech Prep 2 - Aviation and Aerospace Engineering - In the Introduction to Flight Course, students will take a closer look at the aircraft they may one day operate. Students will begin with an exploration of the types of aircraft in use today before going on to learn how aircraft are made and how they fly. Students will understand how aircraft are categorized, be able to identify their parts, and learn about aircraft construction techniques and materials. They will gain an in-depth understanding of the forces of flight—lift, weight, thrust, and drag—including how to make key calculations. They will then touch on aircraft design, looking at stability, aircraft controls, and maneuvering flight. The course will conclude with a focus on career skills related to these topics. The introduction the students receive will give a background in piloting, aviation engineering, geospatial/drone science technology and space systems engineering.

Digital Electronics - This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

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.*

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.

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

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.

Complaints should be referred to:

Title VI

Joseph Geletka
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

Title XI

Joseph Geletka
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

Section 504

Joseph Geletka
Ironton City Schools
105 South Fifth Street
Ironton, Ohio 45638
(740) 532-4133

SUGGESTED COLLEGE PREP CURRICULUM

Subject Area	Freshman	Sophomore	Junior	Seniors
English	English 9 or English 9 W	English 10 or English 10 W	English 11 or English 11 W	English 12 or English 12 AP
Science	Physical Science or Physical Science W	Biology or Biology W	Chemistry I	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 Advanced 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 AP	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
Health/PE	Health (1 semester) Physical Ed. (1 semester)	Physical Ed. (1 semester)		
Electives	SEE PAGES 9 THRU 12 FOR ELECTIVES A Fine Arts credit is required during 9 th or 10 th grade.			

SUGGESTED TECHNICAL/VOCATIONAL CURRICULUM (JUNIOR & SENIOR Years)

Subject Area	Freshman	Sophomore	Junior	Seniors
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) Physical Ed. (1 semester)	Physical 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 THRU 12 FOR ELECTIVES A Fine Arts credit is required during 9 th or 10 th grade.			

TWO-YEAR TECHNICAL/VOCATIONAL PROGRAMS AT IRONTON HIGH SCHOOL

Auto Mechanics Teacher Academy Biomedical Sciences
Interactive Media Engineering Tech Prep

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

The curriculum at Collins Career Technical Center is organized into career academies and clusters listed below:

Health Academy

- Patient Care Technician
- STEM-LPN
- Medical Assisting
- Dental Assisting
- Veterinary Science

Services Academy

- Early Childhood Education
- Cosmetology
- Agriscience

- Law/Public Safety
- Human Services
- Hospitalist & Tourism
- Culinary Arts

Technology Academy

- Networking
- Graphic Design
- Mass Media
- Clean Energy/HVAC
- Energy & Power/Electricity

- Machining & Robotics

Trade & Industry Academy

- Welding
- Heavy Equipment Operations
- Auto Collision
- Auto Technology
- Carpentry
- Building Maintenance

[illegible]