



Jackson Christian
ESTABLISHED 1976

Secondary Academic Catalog

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Middle School Course Descriptions

Bible

Our secondary Bible curriculum is designed to form students in and through God's Word into the image of Jesus Christ. It is our prayer and goal that as they grow to understand His will for their life, they will mature in Godly wisdom through spiritual practice and be in step with God's Spirit. We seek to introduce our students to, and continuously point to, God's unconditional love, the radical grace of Jesus, the transformational work of the Holy Spirit, and the life-changing and life-giving promises found in being a child of God.

Sixth Grade

FALL - The Story of God: God's Loving, Merciful, and Faithful Pursuit of His People from Genesis to Revelation

SPRING - What's Up? Discovering the Gospel, Jesus, and Who You Really Are

Seventh Grade

FALL - God-Man: Christ in the Gospels

SPRING - Wise Up: Wisdom in Proverbs

Eighth Grade

FALL - Dynamic Christian Living: The Path Toward Spiritual Maturity, Pt. 1

SPRING - God's Unfolding Kingdom: Old Testament Survey, Pt. 1

English Language Arts

Sixth Grade English

The sixth-grade English Language Arts curriculum focuses on building a strong foundation in grammar, usage, and mechanics to improve writing and speaking skills. Students will learn and apply various reading strategies, literary terminology, and vocabulary to enhance their reading comprehension and overall language proficiency.

Seventh Grade English:

Seventh-grade English Language Arts emphasizes the connections between writing, literature, critical thinking, oral communication, and personal experiences. Students will explore and create a variety of written works, including personal narratives, essays, reviews, persuasive pieces, and descriptive writing, fostering creativity and analytical skills.



Seventh Grade Honors English:

This advanced course challenges students to delve deeper into literature, writing, and critical analysis. In addition to exploring the core seventh-grade curriculum, Honors students will engage with more complex texts and writing assignments that emphasize higher-level thinking, nuanced discussion, and refined composition skills. Students will analyze literary elements, craft sophisticated essays, and participate in enriched discussions designed to foster academic rigor and prepare them for future honors-level English courses.

Eighth Grade:

In eighth grade, students will further develop their reading and writing skills while deepening their understanding of fiction. Through the analysis of short stories and poems, they will examine the elements of fiction and begin exploring the complexities of figurative language. This includes interpreting and applying literary devices such as allegories, allusions, and symbolism, as well as other advanced techniques. Writing assignments will encourage students to use these concepts creatively and analytically, enhancing their ability to interpret and convey deeper meanings.

Eighth Grade Honors English:

Eighth Grade Honors English offers an enriched experience for students ready to engage in more rigorous literary analysis and advanced writing. In addition to the core curriculum, students will study more complex texts—both classic and contemporary—and explore sophisticated themes, structures, and stylistic techniques. Emphasis is placed on analytical essays, close reading, and Socratic-style discussions that require evidence-based reasoning and interpretation. This course prepares students for high school honors and AP-level English by fostering critical thinking, academic writing, and a deep appreciation for literature.

Mathematics**Sixth Grade:**

This course emphasizes an understanding of numbers, ways of representing numbers, and relationships among numbers. The student will develop an understanding of geometric concepts and relationships. Solving algebraic equations; computing with integers, fractions and decimals; proportional reasoning; and geometric reasoning are major topics that will be covered to prepare students for a more in-depth study of these concepts in Pre-Algebra.

Seventh Grade Pre-Algebra:

In this course, students will solidify their understanding of real numbers at a level and in a context appropriate for middle school students and will be introduced to algebraic concepts in a real-world context. Solving linear equations, interpreting graphs, and using rules of exponents are some of the major topics they will learn. Students will build a strong foundation in algebraic thinking as they develop the skills necessary for success in Eighth Grade Pre-Algebra.



Seventh Grade Pre-Algebra Honors:

This accelerated course covers all of the Pre-Algebra standards for both seventh and eighth grade. Students will deepen their understanding of real numbers and explore advanced algebraic concepts in greater depth. Topics include solving multi-step linear equations and inequalities, interpreting and constructing graphs, applying exponent rules, and working with functions. This course is designed to prepare students for Algebra I Honors in eighth grade, offering a rigorous foundation for advanced math pathways in high school.

Eighth Grade Pre-Algebra:

This course is designed to reinforce and extend students' understanding of key pre-algebra concepts to ensure readiness for Algebra I in ninth grade. Students will explore real numbers, linear equations and inequalities, graphing on the coordinate plane, proportions, and exponents. Emphasis is placed on problem-solving, mathematical reasoning, and applying concepts to real-world situations. By the end of the course, students will be well-prepared for success in high school Algebra I.

Eighth Grade Algebra I Honors:

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will explore concepts to include linear equations and inequalities, relationships and functions, linear functions, exponential functions, polynomial expressions and functions, quadratic functions, quadratic equations, system of linear equations and inequalities along with probability and statistics. Taking this 8th grade math course, allows students to complete the Algebra I requirement prior to high school. Students successfully completing this course will take Algebra II Honors in ninth grade. Teacher recommendation required.

Physical Education

Physical Education provides students with the knowledge and skills necessary to perform a variety of physical activities, to maintain physical fitness, and to value as well as enjoy physical activity as an ongoing part of a healthy lifestyle.

Science

Sixth through eighth-grade courses include hands-on lessons and interactive activities to deepen students' understanding of scientific concepts and their real-world applications.

Sixth Grade:

Sixth-grade science explores the topics of energy, ecosystems, and Earth's systems. Students investigate the principles of energy and energy transfer, ecological relationships and the dynamics of ecosystems, and examine the circulation of air and water, along with factors influencing weather and climate.



Seventh Grade:

Seventh-grade science explores topics in chemistry, biology, and Earth sciences. Students explore the structure of matter, chemical reactions, and materials in chemistry, then investigate cellular structures, heredity, and organism systems in biology. Finally, they examine Earth's natural hazards, resources, and the impacts of human activity on the environment, including climate change.

Eighth Grade:

Eighth-grade science explores life, space, and Earth sciences, offering a well-rounded understanding of the natural world. Students delve into the history of life on Earth, how organisms adapt to their environment, and human influences on genetic inheritance. They study space science, including the Earth-Sun-Moon system, the solar system's formation, and Earth's place in the universe. Additionally, students investigate Earth's dynamic geological processes, the rock cycle, and the planet's history through time.

Social Studies**6th Grade - Early Civilizations Through the Fall of the Western Roman Empire:**

The 6th-grade curriculum introduces students to the foundations of history and geography, guiding them through the development of early civilizations. Students explore the social, political, economic, and cultural achievements of ancient societies, developing an understanding of how these civilizations shaped the world. The journey begins with the basics of historical study and progresses through key regions and empires, ending with the transformation of Europe during medieval times.

Seventh Grade - The Middle Ages to the Exploration of the Americas:

The 7th-grade curriculum builds upon the foundation from 6th grade, covering the Middle Ages through the early modern period. Students examine diverse civilizations across the globe, gaining insight into the interconnectedness of cultures and the development of trade, technology, and ideas. The course culminates with Europe's transformation into the modern age and its exploration of the Americas.

Eighth Grade - United States History and Geography: Colonization of North America to Reconstruction

The 8th-grade curriculum focuses on the history and geography of the United States, from the early colonization of North America through the transformative period following the Civil War. Students explore the political, economic, and cultural development of the nation, delving into key events, figures, and movements that shaped the United States. This course emphasizes critical thinking, primary source analysis, and connections between historical events and contemporary issues.

Electives

Elective class offerings in middle school are designed to enhance and enrich the core curriculum, offering students the opportunity to discover and develop new interests and skills. Some of the topics offered include Chorus, Band, Art, Computer Science, Spanish, and Reading.



High School Course Descriptions

Bible

Our secondary Bible curriculum is designed to form students in and through God's Word into the image of Jesus Christ. It is our prayer and goal that as they grow to understand His will for their life, they will mature in Godly wisdom through spiritual practice and be in step with God's Spirit. We seek to introduce our students to, and continuously point to, God's unconditional love, the radical grace of Jesus, the transformational work of the Holy Spirit, and the life-changing and life-giving promises found in being a child of God.

Ninth Grade

FALL - Dynamic Christian Living: The Path Toward Spiritual Maturity, Pt.

SPRING - God's Unfolding Kingdom: Old Testament Survey, Pt. 2

Tenth Grade

FALL - Behold Your God: Discovering the Majesty of God in Scripture, Pt. 1

SPRING - Hope for God's Kingdom: New Testament Survey, Pt. 1

Eleventh Grade

FALL - Behold Your God: Discovering the Majesty of God in Scripture, Pt. 2

SPRING - Hope for God's Kingdom: New Testament Survey, Pt. 2

Twelfth Grade

FALL - The Inner Man: Developing Strong Spiritual Leadership, Pt. 1

SPRING - The Inner Man: Developing Strong Spiritual Leadership, Pt. 2

Computer Science Foundations

Computer Science Foundations (CSF) is a course intended to provide students with exposure to various information technology occupations and pathways such as Networking Systems, Coding, Web Design, and Cybersecurity.

Grade Level: 9/10/11/12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No



English Language Arts

English I

English I builds a strong foundation in reading, writing, grammar, and critical thinking to support students' academic growth and communication skills. Students will be exposed to various genres of literature, multiple writing tasks, and ACT targeted grammar instruction. Students will engage in reading and writing activities designed to refine their understanding of language, structure, and style. By the end of the course, they will be more confident in analyzing texts and expressing their ideas.

Grade Level: 9 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

English I (Honors)

English I Honors offers an accelerated approach to developing advanced reading, writing, and grammar skills through a diverse range of literature. Students will refine their writing voice, enhance thesis development, and master ACT grammar and syntax through rigorous writing assignments and targeted exercises. Students will engage in deeper, more independent exploration of texts and ideas. By the end of the course, students will be equipped to analyze, interpret, and communicate ideas clearly, accurately, and persuasively at a more advanced level.

Capstone Project: Students will explore the concept of tragedy and the tragic hero in William Shakespeare's plays. Students will analyze how Shakespeare's characters embody the elements of a tragic hero through a literary analysis essay. They will research the Greek background of tragedy and how Shakespeare adapted and deviated from it. There will be a presentation portion where students will explain their findings and relate them to a modern day tragic hero.

Grade Level: 9 Prerequisites: B or above previous English course Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

English II

English II students will explore a range of literary genres, including drama, historical fiction, and allegorical texts, to examine universal themes such as identity, power, and the human experience. Through close reading, analytical writing, and discussion, students will develop critical thinking skills and engage with complex texts from various cultural and historical contexts. Writing instruction will emphasize argumentative and literary analysis, preparing students for the demands of academic writing and standardized assessments. Additionally, students will strengthen their mastery of grammar, usage, and writing mechanics essential to success on the ACT English section.

Capstone Project:

Students will write a comparative literary analysis exploring how *The Book Thief* and *The Alchemist* reflect Joseph Campbell's Hero's Journey. Through close reading, students will analyze how each protagonist's experiences—trials, mentors, and transformation—convey broader philosophical ideas and cultural values. Focus will be placed on literary elements such as archetype, structure, and characterization to highlight themes of personal growth through adversity.



Grade Level: 10 Prerequisites: English I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

English II Honors

Honors English II prepares students for the college-level coursework they will encounter in their Junior and Senior year English classes. Units in Honors English II include an Introduction to Rhetoric, Poetry, Philosophy, Greek Myth, and Ethics. Students are taught the fundamentals of analyzing literature of varying genres (rhetoric, poetry, novel, non-fiction), and continue to develop and solidify the composition skills required for AP English Language, AP Literature, and Dual Enrollment. Additionally, students in Honors English II engage in intensive usage and grammar studies in preparation for the English section of the ACT.

Capstone Project: Students will complete a research project in which they make an original claim about Greek Myth and its relevance to, or connection to, modern Western Culture. Students will write a research paper supporting their claim as well as defend their thesis to a panel of faculty and peers.

Grade Level: 10 Prerequisites: English II/B or above previous English course Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

English III

English III will focus on rhetoric and the role it plays in argument as students read selections that contribute to the American Voice. To achieve this end, students will look at multiple perspectives in order to get a clearer picture on both American and world approaches to argument. Building on rhetorical foundations laid in 9th and 10th grade, students will broaden their skill set and be introduced to the rhetorical triangle, rhetorical canon, schemes and tropes, and continue to develop a more mature writing style.

Grade Level: 11 Prerequisites: English II Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

English III Honors

English III Honors is an advanced level course focusing on the in-depth analysis of American literature, including novels, plays, poetry, and short stories, from various historical periods, emphasizing critical reading, writing skills development, research techniques, and thoughtful discussion to prepare students for college-level work; students will delve deeper into literary elements, themes, and authorial intent while honing their argumentative and analytical writing abilities through rigorous assignments and complex texts.

Grade Level: 11 Prerequisites: English II/B or above previous English course Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

English IV



In the English IV curriculum, students will explore literary and nonfiction texts that span British Literature from medieval to postmodernism times and also include thematically connected contemporary literature from various cultures. Students will learn communication skills through language, reading, writing, speaking and listening that will prepare them for college and career.

Capstone Project:

Grade Level: 12 Prerequisites: English III Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

English Composition I (3 credit-hour course) Fall semester

This Dual-Credit course, offered in person through Freed-Hardeman University, is an introduction to college writing. Students draft and revise essays written in a variety of rhetorical modes.

Grade Level: 12 Prerequisites: Dual Enrollment Eligibility Requirements Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

English Composition II (3 credit-hour course) Spring semester

This Dual-Credit course, offered in person through Freed-Hardeman University, is an introduction to research and argumentative writing. Students write research papers, critical essays, and argumentative essays using MLA style.

Grade Level: 12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

AP Language

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

Capstone Project: Students students will take the AP English Language and Composition Exam in May to assess their college readiness and potentially earn college credit. This 3 hour and 15 minute AP exam is composed of a Section of multiple choice questions and three free response questions: a synthesis response, a rhetorical analysis response, and an argument response.

Grade Level: 11 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

AP Literature

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.



Grade Level: 12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Foreign Language

Spanish I

Spanish I is an introduction to Spanish with students acquiring basic grammar and vocabulary necessary for beginning communication through participation and engagement in class. Students acquire these grammar structures and vocabulary through listening, reading, writing and speaking in Spanish. Students develop an awareness of language and culture in Spanish-speaking communities in Spain, Latin America, and the United States through reading, listening and speaking.

Grade Level: 9 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Spanish II

Spanish II is a continuation of immersion in the Spanish language as well as the culture. Students examine in greater depth the everyday life of Spanish and Latino peoples and build on the vocabulary and grammar concepts from Spanish I.

Grade Level: 10 Prerequisites: Spanish I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Spanish III (Honors)

Spanish III is an elective course for those interested in using their Spanish beyond the classroom. Spanish III students learn to communicate with a higher quality of fluency and oral proficiency. Emphasis is placed on refining grammar, improving pronunciation, and building a richer vocabulary. This course is designed to prepare students to continue to take Spanish in college.

Grade Level: 11/12 Prerequisites: Spanish II Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Dual Enrollment Spanish

Dual Enrollment Spanish is offered through Freed-Hardeman University. This course focuses on continual development of skills learned in Honors Spanish 3. Students will continue conversational Spanish but the class emphasis is Spanish vocabulary, grammar, and culture. (3 hours college credit per semester)

Grade Level: 12 Prerequisites: Spanish III and Dual Enrollment Eligibility Requirements Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes



Mathematics

Algebra I

This course uses problem situations, physical models, and appropriate technology to extend algebraic thinking and engage student reasoning. Problem solving situations will provide all students an environment, which promotes communication and fosters connections within mathematics, to other disciplines and to the real technological world. Topics include: operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, nonlinear equations, factoring, linear systems and exponents.

Grade Level: 9 Prerequisites: Pre-Algebra Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Algebra I Honors

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will explore concepts to include linear equations and inequalities, relationships and functions, linear functions, exponential functions, polynomial expressions and functions, quadratic functions, quadratic equations, system of linear equations and inequalities along with probability and statistics.

Grade Level: 9 Prerequisites: Pre-Algebra Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Algebra II

This course extends the content of Algebra I and provides further development of the concept of a function. Topics include: relations, functions, equations and inequalities; conic sections; polynomials; algebraic fractions; imaginary and complex numbers; sequences and series.

Grade Level: 10 Prerequisites: Algebra I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Algebra II (Honors)

This course is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, conics and concepts along with trigonometry skills and concepts. It also introduces matrices and their properties, transformations and sequences. Intensive work with the graphing calculators is included. The topics in this course are important for students' success on the ACT and other college mathematics entrance exams. Upon completion of this course, students should be prepared to take Pre-calculus and/or College Algebra.

Grade Level: 9 Prerequisites: Algebra I/ B or above in Algebra I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes



Geometry

High school geometry covers a wide range of concepts including reasoning skills, logic, parallels and polygons, triangles, perimeter and area, shapes in space, surface area and volume, similar shapes, circles, and trigonometry. An inductive and deductive approach will be used to discover and aid in understanding the concepts and terminology of elementary geometry. Important formulas will be derived and applied to solve real world problems.

Grade Level: 11 Prerequisites: Algebra I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Geometry (Honors)

High school Geometry Honors covers a thorough study of concepts including reasoning skills, logic, parallels and polygons, triangles, perimeter and area, shapes in space, surface area and volume, similar shapes, circles, and trigonometry. An inductive and deductive approach will be used to discover and aid in understanding the concepts and terminology of elementary geometry. Important formulas will be derived and applied to solve real world problems. This course also covers an introduction to trigonometry.

Grade Level: 11 Prerequisites: Algebra I/B or above in Algebra I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Bridge Math

This course provides a general overview of mathematics and seeks to reinforce concepts learned in Algebra I, Geometry/Trig, and Algebra II. Emphasis is placed on preparing students for the ACT math test and ensuring readiness for college mathematics.

Grade Level: 11 Prerequisites: Algebra I & II, Geometry and ACT math score less than 21 Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Advanced Algebra and Trig

Students in this course build upon foundational algebra concepts by delving deeper into advanced algebraic topics like polynomial functions, rational expressions, exponential and logarithmic functions, while simultaneously introducing the core principles of trigonometry, including trigonometric ratios, unit circle, and graphing trigonometric functions, all with a focus on solving equations, graphing, and applying these concepts to real-world problems.

Grade Level: 11/12 Prerequisites: Algebra I & II, Geometry and ACT math score of 21 or greater Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Statistics- Fall Semester

This course is designed to help students be successful in a college level, basic statistics class. Topics include data collection and summarization, probability and probability distributions, properties of the Normal Distribution and Binomial Distribution and using sample data to estimate properties of the population. Students will also learn how to estimate values of population parameters and use hypothesis testing.



Grade Level: 12 Prerequisites: Two years of algebra Course Length: Full Year Credits: 1.0
Teacher Recommendation Required: No

Dual Enrollment Introductory Statistics (3 credit-hour course) Spring Semester

An introduction to basic statistical techniques, including frequency distributions, averages, data analysis, samplings, tests of hypothesis, linear regression, chi-square tests, and related areas in probability theory.

Grade Level: 12 Prerequisites: Two years high school algebra, ACT math score of 21 or greater, and dual enrollment eligibility requirements Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Dual Enrollment College Algebra (3 credit-hour course) Spring Semester

The concept of function is central to this course. Students will learn general information about functions and their graphs as well as specific information about many types of functions including linear, quadratic, higher-degree polynomial, rational, exponential, and logarithmic. Solutions to equations, inequalities, and applied problems will be obtained using both algebraic and graphic methods. Extensive work with graphing calculators is completed.

Grade Level: 12 Prerequisites: Two years high school algebra, ACT math score of 21 or greater, and dual enrollment eligibility requirements Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

AP Calculus AB (Honors)

AP Calculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college calculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

Grade Level: 12 Prerequisites: Two years of algebra Course Length: Full Year Credits: 1.0
Teacher Recommendation Required: Yes

Personal Finance

An introductory course designed to enable students to develop an individual financial plan. Topics include the responsible use of credit (including credit cards), savings and investments, taxes, real estate, employee benefits, and retirement planning.

Grade Level: 10, 11, 12 Prerequisites: None Course Length: Semester Credits: 0.5 Teacher Recommendation Required: No



Science

Agricultural Science

Agricultural Sciences is designed to help students understand the importance of agriculture in daily life by exploring basic principles of agribusiness, agricultural mechanics, animal science, natural resources, and horticulture systems.

Grade Level: 11/12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Biology

Biology is a survey class in which students are introduced to the basic principles of cytology, biochemistry, genetics, taxonomy, ecology, botany, and anatomy and physiology. Emphasis is placed on the comparison of the various forms of living organisms and Man's obligation to maintain synergy within the ecosystem.

Grade Level: 10 Prerequisites: Chemistry I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

AP Biology (Honors)

Honors Biology is a survey class in which students are introduced to the basic principles of cytology, biochemistry, genetics, taxonomy, ecology, botany, and anatomy and physiology. Emphasis is placed on the comparison of the various forms of living organisms and Man's obligation to maintain synergy within the ecosystem. The major difference between general and advanced biology is the pace at which information will be covered and the depth to which the information is covered. Most materials used in these two classes are very similar but more detail will be required of students in advanced biology.

Grade Level: 10 Prerequisites: Algebra Honors Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Dual Enrollment Biology I (4 credit-hour course) Fall Semester

A general survey of the major kingdoms (except Animalia) and the phyla of plants throughout the world. This course introduces students to basic cell structure, energy transfer, metabolic processes, reproduction, taxonomic, and ecological aspects of plants. This course is delivered through an online format.

Grade Level: 12 Prerequisites: Dual Enrollment Eligibility Requirements Course Length: Semester Credits: 1.0 Teacher Recommendation Required: Yes

Dual Enrollment Biology II (4 credit-hour course) Spring Semester

A general survey of the major animal-like protists and animal phyla throughout the world. This course also introduces students to basic cell structure, cell division, reproduction, and genetics. This course is delivered through an online format.

Grade Level: 12 Prerequisites: Dual Enrollment Eligibility Requirements Course Length: Semester Credits: 1.0 Teacher Recommendation Required: Yes



Chemistry I

In this introductory chemistry course, students will explore chemistry and learn how it influences our daily lives. Lessons focus on the scientific method, theories and scientific laws; matter and change; scientific measurement, atomic structure and the periodic table; electrons in atoms; ionic, metallic and covalent bonding; chemical names and formulas; and chemical quantities.

Grade Level: 9 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Chemistry I (Honors)

This course is a study of the basic laws of chemistry, covering the common elements of the periodic system, their structure, interactions, and energy relationships. The course is accompanied by work in the mathematical solution of chemical problems, and laboratory use of experimental data. This course is especially important for students planning on attending college in a scientific or health-related field of study. The design of this course is intended to help students prepare for the rigors of lab-science courses that may be encountered in college. A high level of understanding in mathematical problem solving and the scientific methods is necessary for success in this course. Honors Chemistry will utilize the same curriculum as the Chemistry course but will move at a faster pace and will include additional inquiry and lab activities.

Grade Level: 9 Prerequisites: Algebra I Honors and/or Algebra II Honors Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Chemistry II

Students who have shown themselves to be exceptional chemistry students may opt to take Chemistry II. This class is designed to parallel the subject matter required for a college level chemistry class.

Grade Level: 11/12 Prerequisites: Chemistry I Honors Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

AP Chemistry (Honors)

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics.

Grade Level: 11/12 Prerequisites: Chemistry I Honors Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Environmental Science

The course provides students with an opportunity to develop an understanding of interrelationships in the natural world. In addition, it allows them to identify natural and man-made environmental problems and design and evaluate possible solutions for these problems.



Grade Level: 11/12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Human Anatomy and Physiology (Honors)

Anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. The curriculum provides a basis for students to develop a strong conceptual understanding of the following human body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. Students have the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. This course is designed for college preparation, especially for biology and health career majors.

Grade Level: 11/12 Prerequisites: Biology I Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

AP Physics (Honors)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

Grade Level: 11/12 Prerequisites: Algebra II Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Social Studies

World History and Geography

Students will study the rise of the nation-state in Europe, the origins and consequences of the Industrial Revolution, political reform in Western Europe, imperialism across the world, and the economic and political roots of the modern world. Students will explain the causes and consequences of the great military and economic events of the past century, including the World Wars, Great Depression, Cold War, and Russian and Chinese Revolutions. Students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world. Students will explore geographic influences on history, with attention to political boundaries that developed with the evolution of nations from 1750 to the present and the subsequent human geographic issues that dominate the global community. Additionally, students will examine aspects of technical geography and how these innovations continuously impact geopolitics in the contemporary world.

Grade Level: 10 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

American History



In U.S. History the students will study from the second Industrial Revolution to the present. The students will utilize different methods that historians use to interpret the past and its effect on the future, including the use of primary source documents.

Grade Level: 11 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

American History I (Honors/Dual Enrollment 3 credit-hour course) Fall Semester

In Honors American History the students will be studying from the Explorers to the westward expansion. The students will utilize different methods that historians use to interpret the past and its effect on the future, including the use of primary source documents.

Grade Level: 11 Prerequisites: Dual Enrollment Eligibility Requirements Course Length: Semester Credits: 0.5 Teacher Recommendation Required: Yes

American History II (Honors/Dual Enrollment 3 credit-hour course) Spring Semester

In Honors American History the students will be studying from the second Industrial Revolution to the present. The students will utilize different methods that historians use to interpret the past and its effect on the future, including the use of primary source documents.

Grade Level: 11 Prerequisites: Dual Enrollment Eligibility Requirements Course Length: Semester Credits: 0.5 Teacher Recommendation Required: Yes

Government

The Government course focuses on the foundations of the United States Government, the State Governments, and local Governments. It will be a study of the function and powers of Government at all levels. **Grade Level: 11, 12 Prerequisites: None Course Length: Semester Credits: 0.5 Teacher Recommendation Required: No**

Economics

Students in this course explore scarcity and economic reasoning, supply and demand, market structures, trade and the role of government in the economy.

Grade Level: 11, 12 Prerequisites: None Course Length: Semester Credits: 0.5 Teacher Recommendation Required: No

Electives

**Electives vary by semester depending upon availability and student need.*

Athletics/ Strength and Conditioning

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness and performance. Students will benefit from comprehensive



weight training and agility activities. Students will learn the basic fundamentals of strength training and speed & agility. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness.

Grade Level: All Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Introduction to Art

This course is built to accommodate the student who needs to fulfill their fine arts requirement toward graduation and to develop the interest of rising artists. Units revolve around the elements of design. Sketchbooks are used extensively to produce original work.

Grade Level: All Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Advanced Art

This course is built to advance the serious art student's ability to create and develop an original style and perception. The advanced art class builds on the skills and knowledge students learned in art 1. Students learn to create original art in a variety of media, and develop their understanding of art history and aesthetics.

Grade Level: 10, 11, 12 Prerequisites: Intro to Art Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Band

The JCS Band Program is a Fine Art based program that seeks to develop the artistic and creative abilities of students while also promoting excellence, leadership, responsibility, and teamwork.

Grade Level: 9, 10, 11, 12 Prerequisites: Intro to Art Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Chorus

The JCS Choral Program is a Fine Art based program that seeks to develop the artistic and creative vocal abilities of students while also promoting excellence, leadership, and desire to use their gifts to glorify God. This program is designed to familiarize high school students with the many techniques of vocal production through the study of a variety of choral literature in an ensemble setting.

Grade Level: 9, 10, 11, 12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Contemporary Issues

In Contemporary Issues, students study various dynamic issues facing today's society enabling them to discover their values and responsibilities as citizens in that society. The course will utilize six social studies standards of essential content knowledge and four process skills are integrated for instructional



purposes. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues.

Grade Level: 11, 12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Family and Consumer Science

The focus of Family and Consumer Science education is the individual, the family, and the community. Real-life applications will be used in the classroom with engaging projects and guest speakers. Students will explore standards related to careers and budgeting, home maintenance and interior design, event planning, and prenatal development.

Grade Level: 11, 12 Prerequisites: None Course Length: Semester Credits: 0.5 Teacher Recommendation Required: No

Introduction to Business

Introduction to Business is an introductory course designed to give students an overview of the Business Management and Administration, Marketing, and Finance career clusters. The course helps students prepare for the growing complexities of the business world by examining basic principles of business, marketing, and finance in addition to exploring key aspects of leadership, ethical and social responsibilities, and careers. Students' academic skills in communications, mathematics, and economics are reinforced with activities modeled in the context of business topics.

Grade Level: 12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Introduction to Health Science

Introduction to Health Science introduces students to the world of the health sciences. Students will explore healthcare systems, legal and ethical issues in healthcare, career opportunities, anatomy, and basic health care skills.

Grade Level: 12 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Multimedia

This course covers basic design skills in Gipper Design. This course offers students the opportunity to practice design and contribute to Jackson Christian social, sport, and event graphics to build their portfolio and skill set for the future. Limited number of seats available for this course.

Grade Level: All Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Psychology



In Psychology, students study the development of the individual and the personality. Students will study the concepts of Research Methods, Neuroscience, Sensation and Perception, Altered States of Consciousness, Learning, and Psychological Disorders. While studying each topic, students will be given opportunities to relate the concepts to their own lives or to explore the concepts in real world settings.

Grade Level: 11, 12 Prerequisites: None Course Length: Semester Credits: 0.5 Teacher Recommendation Required: No

Sociology

In Sociology, students study dynamics and models of individual and group relationships. Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

Grade Level: 11, 12 Prerequisites: None Course Length: Semester Credits: 0.5 Teacher Recommendation Required: No

Work Study

Work study is a senior level course designed to provide students with hands-on, real-world work experience related to their chosen career field, allowing them to apply classroom knowledge in a professional setting through internships, shadowing, or project-based learning, ultimately developing valuable skills and career readiness while exploring potential career paths. Students actively participate in a work setting, applying skills and knowledge learned in previous classes to real-world situations while being closely monitored and guided by mentors or supervisors at their worksite. Regular reflection on experiences, including journaling and presentations, allows students to analyze their learning and professional development.

Grade Level: 12 Prerequisites: Graduation Requirement Evaluation Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: Yes

Yearbook

In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless and creative publication highlighting our school community's memories and events.

Grade Level: All Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No

Wellness

The content of the course includes seven standards: Disease Prevention and Control, Nutrition, Substance Use and Abuse, Mental/Emotional/Social Health, Sexuality and Family Life, Safety and First Aid and Personal Fitness. Each content area is addressed in a classroom and/or physical activity setting.



Grade Level: 9 Prerequisites: None Course Length: Full Year Credits: 1.0 Teacher Recommendation Required: No



Graduation Requirements

In keeping with guidelines of the Tennessee Department of Education, NCSA, and Cognia, Jackson Christian offers two academic diplomas in the university track which meet or exceed state requirements. Requirements for earning these diplomas are as follows:

Diploma- denotes the university track course of study with no GPA requirement

4 units of Bible Note: all students must pass Bible each semester enrolled at JCS.
4 units of English
4 units of Mathematics
4 units of Science
3 units of Social Studies (World Geography or History; American History; Economics/Government)
2 units of Foreign Language (same language)
1 unit of Fine Arts (visual or performing)
1 unit of Wellness
1 unit Computer science (Beginning with the class of 2028)
1/2 unit of Personal Finance
1/2 unit of an elective

Honors Diploma- In order to be recognized with an Academic Honors Diploma, a student must meet the following criteria:

- Cumulative average of 93% and above
- Honors/AP/Dual Enrollment: 7 credits minimum

All students will be required to take the ACT or SAT and file their scores with the school counselor's office at JCS prior to being awarded either diploma.

Commencement Participation

Generally certain guidelines will be in effect for participation in the year-end graduation ceremony and receipt of the Jackson Christian diploma. A student must meet the criteria for total credits and specific course credits as set forth in this handbook. Exceptions to this policy will be considered on an individual basis as follows: A senior with failed courses or credit deficiencies from the prior three years of high school that were not made up in an approved program and are required for graduation will generally not be allowed to participate in the commencement exercise. A student who is "on track" for graduation at the start of the senior year and failed course(s) during the senior year that can only be made up in summer school, may be allowed to participate in the graduation ceremony. Other requirements established for seniors must be satisfactorily completed before participation in commencement or issuance of diploma will be granted. These might include, but are not necessarily limited to having senior pictures made for the yearbook and senior composite in a timely manner at the studio designated by Jackson Christian (no purchase necessary; sitting fee is applicable), completion of the Senior Checklist, following the



appropriate dress code for all ceremonies and senior activities, avoiding serious behavior infractions during the last weeks of the school year, fulfilling all financial obligations owed to Jackson Christian or any of its organizations, etc.

Valedictorian and Salutatorian

A student's cumulative numerical average grades from grades 9-12 will be used to determine Valedictorian and Salutatorian at the end of the seventh semester of high school and will include transfer credits. In order to be eligible for these distinctions at graduation, students must be on track to receive the Honors Diploma as well as be enrolled at Jackson Christian from the beginning of the junior year. In the event of a tie, co-winners will be named. Numerical averages will be carried out to four decimal places. The credits a student transfers to Jackson Christian before their junior year must be approved by the Jackson Christian Administration to receive an Honors Diploma. Students transferring to Jackson Christian after the completion of the junior year would be eligible for selection as honor graduates, per administration approval, but NOT as Valedictorian or Salutatorian. Jackson Christian does not rank students beyond the rank of Valedictorian and Salutatorian.

Early Graduation

Jackson Christian may award a high school diploma early to an enrolled student in accordance with the guidelines established by JCS and the state of Tennessee. This opportunity is intended to allow students to take significant next steps in their educational journey that would not otherwise be possible. This opportunity is intended to allow students to go beyond the typical academic requirements. Students must meet with administration to present the early graduation request at least one school year prior. Students may apply for early graduation based on the following policies and procedures.

The student must:

1. Be able to meet Jackson Christian's graduation requirements by the proposed graduation date.
2. Have a college, university, or post-secondary opportunity he or she intends to attend or participate in that requires the student to graduate early for a specific purpose.
3. Be on track to meet NCAA academic requirements, if applicable.
4. Complete the early graduation application and be approved.

As is the case with all students, all fees owed to the school are nonrefundable and charged upfront at the beginning of the school year. If early graduates choose to participate in May Graduation Ceremonies and related events, they agree to adhere to all expectations laid out by Jackson Christian in order to participate.



Dual Enrollment

Jackson Christian's Dual Enrollment program allows students to receive both high school credit and university credit simultaneously through Freed-Hardeman University allowing students to establish an official university transcript. This opportunity is open to juniors and seniors who meet Freed-Hardeman University's required criteria for dual enrollment: a 3.0 cumulative with at least a 21 ACT composite or 3.5 cumulative GPA. A score of 21 or higher is required on the math subsection to qualify for College Algebra and Statistics.

Prerequisites vary by the course chosen and must be met prior to registration. Students must earn a "C" or higher in the dual enrollment classes to continue with additional courses in that subject area.

The TN Dual Enrollment Grant typically covers the cost of tuition for dual enrollment courses but does not cover the cost of textbooks or lab fees. More about the TN Dual Enrollment Grant can be found [here](#).

On-Campus Course Offerings

American History I

American History II

English Composition I

English Composition II

College Algebra

Statistics

Additional courses are available in an online format and can be found [here](#).

For more information, contact:

Chris Gann

158 East Main

Freed-Hardeman University

Henderson, TN 38340

1-800-348-3481

cgann@fhu.edu



Advising

The College and Career office is a resource for information concerning academic, social and emotional needs for students.

We assist students in developing their individual talents and potential by determining proper academic placement, teaching study skills, time management, personal development and other life skills. Promoting understanding and cooperation among students and their peers, students and their teachers and parents is of prime importance to school success.

Counselors are responsible for coordinating all standardized testing which is administered to their students. We are also available for interpreting individual test scores for parents and teachers. Counselors may also assist classroom teachers in assessing a student's learning style and in making recommendations for success.

College Placement:

Jennifer Johnson

jennifer.johnson@jcseagles.org

College and Career Counseling

Because each student is uniquely gifted, with varied interests and aptitudes, the College and Career Counseling program at Jackson Christian is individualized for each student. Our counselor assists students in exploring various career paths and future educational goals. Students are guided through the process of researching colleges, universities, and technical schools that align with their career aspirations.

Counselors assist students in the college and scholarship application process. Jackson Christian Schools utilizes SCOIR for college and career planning.

Grade level specific information and planning tasks will be sent from the College and Career Counselor.

NCAA

All student athletes must become certified by the NCAA eligibility center to be considered for competition at an NCAA Division I or II school. Click [here](#) for more NCAA and NAIA eligibility information.

College Visit Days

All juniors are eligible for one College Visit Day and all seniors are eligible for two College Visit Days. Please let the office know when you plan to be absent. Official documentation from the admissions office of the school you visit is required. Should additional days for visits be required please submit those requests to the office for approval. These absences are considered school business and do not count towards exam exemption.



Registration Policies and Procedures

Class Registration Process

In early February the College and Career counselor will meet with students during the school day to present courses for their upcoming school year as well as any new offerings, four-year plans, grades, graduation requirements, and post-secondary plans.

After these meetings, students will have time to discuss course choices with teachers, parents, and counselors in preparation for grade level with parents. Parents and students will have an opportunity to learn more about grade-level relevant information and select classes together during class meetings offered in the evenings during the spring semester. Families will be advised to consider several alternative courses as possible course selections in the event requested courses are not available. Some electives and science offerings may be offered in a rotation based on student needs.

Once course requests have been entered, teachers will approve students requests for those courses requiring a teacher recommendation.

Prior to the start of school, students will receive their schedules via FACTS. Only valid schedule changes may be made at this time, which include updating course selections based on summer school credits or correcting a scheduling error made by the school. Invalid schedule changes include requesting changes based on teacher or time of day preference.

The registration process for 12th grade students is similar to the process for 9th-11th grade students but includes a meeting between the academic advisor and the family. These meetings may be held in 1:1 settings during the school day or in small groups in the evening.



Academic Procedures

Course Levels

All courses offered at Jackson Christian are at a college preparatory level or higher.

Honors courses substantially exceed the college prep course standards. Honors courses include the following content area appropriate components at a level and frequency higher than standard college preparatory courses. To enroll in an honors course, a student is recommended by their current content area teacher. Students should have records of at least a B or higher in prerequisite courses, a record of good attendance and a history of academic responsibility including meeting academic deadlines.

Dual Enrollment courses are college-level courses with a curriculum prescribed by the university issuing the credit. All grades earned in DE courses will appear on the student's university transcript.

Advanced Placement (AP) courses are college-level courses with a core curriculum prescribed by the College Board. The AP National Examination is provided by and graded by the College Entrance Examination Board (CEEB) and is administered to AP students in May of each year. Individual colleges and universities have their own specific standards for granting college credit for AP work. To enroll in an AP course, students should be recommended by their present teacher in that discipline and meet any required prerequisites. All AP students at Jackson Christian are encouraged to take the AP exams in May, and there is a registration fee for these exams. The AP exam fee is set by the College Board and is subject to change. The curriculum uses the approved Advanced Placement Curriculum and textbooks.

Grading

The purpose of the grading system at Jackson Christian School is to strategically and accurately evaluate, enhance, and report student learning based on the academic standards.

Our goal is to ensure that the grades students earn reflect their true understanding and mastery of the course material, not just the completion of assignments. This means grades are based on how well students demonstrate their knowledge and skills on assessments or performance tasks rather than simply finishing their homework or classwork.

While completing assignments is still an essential part of learning, it's crucial for students to consistently put in effort not only in class but also at home. Daily study and regular practice are necessary to master the material, and this understanding is demonstrated most clearly through assessments and performance tasks.

To provide you with more insight into your progress, report cards for core classes show how students are progressing based on the current units or topics being covered. This will allow you to see how you are mastering the specific content being taught in each course throughout the year.

In each unit or topic, you will generally see three types of assignments:



- Practice (i.e., homework, class work, etc.) – These assignments are meant to give students the opportunity to practice the skills they’re learning.
- Formative assessments (i.e., quizzes) – These are smaller assessments designed to frequently gauge student understanding as they progress through each unit.
- Summative assessments (i.e., tests) – These evaluate overall understanding and mastery of the content at the end of a unit or section.

While completing all assignments is essential, they vary in weight, with practice assignments being worth less, formative assessments being worth more, and summative assessments being worth the most as they evaluate students' overall mastery of the material. Grades can be calculated using the following method:

“Percent” Method - Example

1. Regardless of points, each assignment score is converted to the 100% scale.
 - a. Practice Assignment: $7/10 = .70 / 70\%$ (weight of 1)
 - b. Formative Assignment: $15/17 = .88 / 88\%$ (weight of 5)
 - c. Summative Assignment: $11/15 = .73 / 73\%$ (weight of 10)
2. The decimal score is multiplied by its weight.
 - a. $.70 \times 1 = .7$
 - b. $.88 \times 5 = 4.4$
 - c. $.73 \times 10 = 7.3$
3. All the scores are added together and then divided by the total weight.
 - a. $(.7 + 4.4 + 7.3) / 16$ (total weight: $1 + 5 + 10 = 16$)
 - b. $= .775 (77.5\%)$
4. Once the grade has been calculated for each grade book category (units/topics), the category scores are averaged together to get the final course grade.

The following legend will be used for all academic and conduct evaluations:

Letter Grade	Language	Description
A = 93 – 100	Mastery	The student has demonstrated an in-depth understanding and/or application of the concepts that meets or exceeds the expectations of the learning targets and/or standards.
B = 85 – 92	Proficient	The student has demonstrated progress towards understanding and/or applying the concepts that almost meets the expectations of the learning targets and/or standards.
C = 75 – 84	Partial	The student has partial success at demonstrating and understanding the concepts outlined in the learning targets and/or standards but still requires guidance or practice to demonstrate proficiency.
D = 70 – 74	Minimal	The student has very little success at demonstrating an understanding and/or application of the concepts outlined in the learning targets and/or standards.
F = 0 – 69	Lack of Evidence	There is insufficient evidence to determine a student’s level of understanding and application of the learning targets and/or standards.



I = Incomplete (calculated as a zero in the grade book)
 M = Missing (calculated as a zero in the grade book)
 S = Satisfactory
 U = Unsatisfactory
 E = Excellent
 P = Pass
 F = Fail
 N= Needs Improvement
 NG= No Grade

Grade Point Average

UnWeighted Scale (Traditional Classes)	Weighted Scale (Honors Classes)
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
D = 1 point	D = 2 points
F = 0 points	F = 0 points

Progress Reports and Report Cards

Progress Reports may be viewed by parents at any time on RenWeb which may be accessed on the school website at www.JCSEagles.org. All students and parents must have a valid email address on file with the high school office in order to access student records on RenWeb. Report Cards are computer generated and are available only on RenWeb at the end of each grading period. Progress reports are sent via email every Tuesday afternoon.

College and Career Counselor

The secondary school counselor is prepared to assist students in grades 6-12 with personal, educational, and vocational needs and concerns. Individual counseling appointments may be requested by the student. The counselor is also available to work with teachers concerning problems with individual students and to assist in any way to facilitate the school's programs.

Testing

The purpose of assessment at Jackson Christian School is to:



- Evaluate, enhance, and report student learning based on the academic standards.
- Use data to improve instructional practices and program outcomes.

Standardized achievement tests are administered on an annual basis at Jackson Christian. The tests generally measure the student's scholastic progress. Jackson Christian Middle School administers the NWEA-MAP growth test to measure student growth and proficiency in reading, language arts, math, and science. The Aimsweb assessment is also administered to identify students needing ongoing intervention. To provide an early measure of college and career readiness, 8th grade students will also take the Pre-ACT. Test scores, as well as all school records, are protected by the right to privacy.

The following test are administered at the high school level:

PSAT/NMSQT – Preliminary Scholastic Assessment Test/National Merit Qualifying Test (CEEB Test Program): The PSAT is given in October to high school students who choose to participate and is the basis for merit scholarships for juniors. It is the same format as the SAT and is useful for test practice purposes and as an indicator of future SAT scores.

ACT – American College Testing Program (ACT Test Program): Every spring, all ninth graders will take the Pre-ACT. Tenth and eleventh graders will take the official test.

AP – Advanced Placement Tests (CEEB Test Program): AP tests are given in May. The tests are usually three hours in length and are based on college level courses taken in high school. The tests are scored 1 through 5. Usually, a score of 3 or better earns college credit in that subject. College credit depends on the individual college's policies regarding acceptance of AP courses and each student's performance on the AP exam.

Semester Exams

Students will take exams at the end of each semester. These will be administered during a special schedule with no more than two exams scheduled on any day. The exam schedule will be announced prior to exam week. Students are expected to adhere to all exam procedures and guidelines which will be published and posted in advance of these exam days. Semester exams will count for 1/5 of the final semester average for 7-12th grade courses and 1/7 of the final semester average for 6th grade courses. Semester exams will be administered for all core academic classes in grades 6-8. Students should plan to take exams at the scheduled time. Should a student need to be absent for any reason other than illness, an special approved absence from the Director of Secondary is required for a student to be able to make-up an exam. All absences must be coordinated through the office. Permission from the Director of Secondary is necessary for any deviation from this policy.

Ninth- twelfth grade students may be exempt from exams if they meet the following requirements:

- Semester average of a 93 or higher in each class requiring an exam.



- Five or fewer absences for the semester. This includes both a full day's absence and missing more than 15 minutes of any class (e.g., missing 15 minutes of one class = 1 full absence).

Averaging Policy/ Credit Recovery

The Averaging Policy allows high school students to gain full credit even though they failed the first semester. This is possible only if the average of both semester grades is 75 or better. However, credit will not be given when the second semester grade is the failing grade. Summer school courses are not part of this policy. If a student is successful under this policy, the Report Card/Transcript credits only are changed to reflect the fact. The earned credit for the second semester of the course is changed manually from 0.5 to 1.0. Grades remain on record as earned. In certain subjects, if it is in the best interest of the student, he or she will be withdrawn from the course and required to repeat the course the following school year.

Credit recovery occurs when the course grade in a graduation required course is a failing grade and a student is required to recover credit. A student cannot recover more than 2 credits per school year outside of Jackson Christian and cannot recover more than 2 credits in any single discipline of the 4 core subject areas while attending Jackson Christian. The student who needs to recover credit will enroll in an accredited recovery program, complete the course, and earn the necessary recovery credit at a personal expense before returning to Jackson Christian for the next school year. The student is responsible for having the earned credit sent to JCS before the start of the next school year. The student will not be allowed to return to classes until the recovery credit is complete and the transcript is received by the counseling office. The student should see an academic counselor for a complete list of approved credit recovery programs. Credit recovery grades do not replace the failed grade on the transcript. Both grades remain on record as earned. The course and new grade are added to the transcript and averaged into the cumulative GPA.

Beyond

At Jackson Christian we strive to develop the heart, mind, soul, and strength of each student in a learning environment that fosters the uniqueness of the individual. We know that oftentimes students have interests outside of the school setting but still want to be a part of a community of learners. BEYOND allows students the opportunity to pursue excellence outside of the classroom with a hybrid schedule of in-person and online classes. Hybrid scheduling allows students to be a part of the Jackson Christian family and reach individual goals that make them unique. Students must have a clear goal, be able to work independently, and be in good academic standing. All applicants must complete an application and interview process.

