



2020-2021

JGHS Course Catalog





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A message from the High School Director



Welcome to The Jones-Gordon High School (JGHS)! This school year, we are celebrating 10 years of service to learners across the state of Arizona. A lot has changed in the past decade of teaching and learning. We outgrew not one but two school campuses, earned our accreditation, and, most importantly, helped countless students achieve their dreams. As we look ahead to the next 10 years, our commitment to the Jones-Gordon core values ignites our vision and drives the work we do. With mindfulness, resilience, creativity, courage, curiosity, and kindness, we look forward to helping each and every one of you reach your goals.



Samantha De Palo, M.Ed.
JGS Director of High School

The JGHS mission is to provide an unparalleled, individualized, and holistic education.

JGHS Highlights

- Strengths-based, student-centered
- Small class sizes
- Robust, technology-infused, college-prep curriculum
- A structured, holistic approach integrating executive function & social/emotional learning
- Optional one-on-one daily FLEX hour supporting students with learning differences
- Daily advisory period to assist with 4-year planning, self-advocacy, goal-setting, and leadership skills
- A positive "culture of kindness"
- Experienced, supportive, and collaborative faculty who are exemplary teachers *and* mentors



About the JGHS Program

A **small, independent private school**, The Jones-Gordon School (JGS) fosters the social, emotional, and academic growth of diverse learners in grades 1–12. **Our progressive high school program is designed—from start to finish—to meet the individual needs of each of JGS’s students.**

JGHS students benefit from being a part of a small, family-like school community; work exclusively in small groups and classes taught by highly-qualified, experienced, and caring certified teachers; have the ability to work at levels appropriate for their individual capabilities and goals; and are guided through the high school-to-college process through an ongoing advisory program.

The Jones-Gordon School is accredited by **Cognia** (formerly known as **AdvancED**). Additionally, JGS is an approved private day school through the Arizona Department of Education, registered with the **National Collegiate Athletic Association (NCAA)**, and holds membership with the **College Board**.

Affiliations with national organizations include the International Dyslexia Association (IDA), The Dyslexia Foundation, Supporting Emotional Needs of the Gifted (SENG), Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), the Council for Exceptional Children (CEC), and the National Science Teachers Association (NSTA).

Graduation Requirements & Grading Scale

Graduation Requirements: 22 credits
(5-6 credits/year minimum)

Subject Area	Credits Required
English	4
Math	4
Lab Science	3
Social Studies*	3
CTE** or Fine Art	1
Electives	7

*Must include American History and Government

**Career & Technical Education

Grade	Percent	Quality Points
A—Excellent	90-100	4.0
B—Above Average	80-89	3.0
C—Average	70-79	2.0
D—Below Average	60-69	1.0
F—Failure	59 or below	0



Credit Transfer Policy

Students who have completed (or plan to complete) course work at a non-JGS secondary school may transfer certain credits to satisfy JGS graduation requirements. External coursework may be considered for transfer credit if **all** of the following conditions are met:

- The course work is completed at an **accredited institution**.
- The course work is **substantially similar** to JGS high school level courses.
- The final grade posted for each potential transfer course is a **“D” or better**.
- The course work **does not duplicate or overlap** the primary coursework for other credit-bearing courses.

No more than twenty (20) credits from other academic institutions can be counted toward the diploma requirements for The Jones-Gordon School.

In order to achieve graduation requirements for The Jones-Gordon School, a student must complete a **minimum of 3.5 credits** at The Jones-Gordon School. These credits must include a minimum of two (2) course credits from two different core subject areas (i.e., English, math, science, social studies).

Grades in transfer courses will not be counted toward a student's JGS GPA.

Students wishing to transfer credit from a non-accredited and/or homeschool program are required to take **JGS-provided equivalency exams** in core subject area courses. Successfully passing one test earns **0.5 credit**. *Electives course credits will transfer at the discretion of the High School Director.*

College courses may be transferred to fulfill JGS high school graduation requirements on a case by case basis using the following credit conversion:

- 3-4 credit college courses = 1 JGS credit
- 2 credit college courses = 0.5 JGS credit

1 credit college courses do not transfer to JGS credit.



Policy on Repeated Courses

A repeated course can count in either **one** of the following two ways:

1. Counting only one course as a replacement grade.

- The student forfeits his/her grade in the first attempt at the course as well as the credit previously earned;
- The original course still appears on the transcript, but the credits earned/attempted is reported as zero (0);
- The previous grade does not count in GPA calculations, and the previous credit earned is not counted toward graduation requirements.

2. Counting both courses toward different credit types.

- The original course appears on the transcript and the credits earned/attempted are reported for both courses;
- Both course grades are reflected in GPA calculations;
- One course counts towards the subject credit for that course (e.g., Algebra I, math credit) and one may count toward another type of credit (e.g., Algebra I, elective credit);
- For core classes, repeated courses cannot count toward the same type of graduation credit (e.g., Algebra I and Algebra I cannot count as 2.0 math credits).

Courses repeated to improve a passing grade:

- Core courses may be repeated one time, regardless of the grade earned. If a student earns a "C" or lower, he/she may elect a one-time retake of the course for a higher grade. All attempts at repeated courses are recorded on a student's transcript.

Courses repeated to obtain a passing grade:

- Failed courses may be repeated until the student achieves a passing grade, up to three times. If a student cannot achieve a passing grade for a required core course within the attempt limit, they must seek credit from another approved institution.
- By default, students who earn an "F" in a repeated course retain the credit and grade previously earned.

Electives courses may be repeated for credit as long as the course grades from each semester are factored into GPA calculations (e.g., two semesters of the same art course). Guidelines for repeating electives courses vary class by class.

NOTE: *not all courses are available every semester.*



Academic Integrity Policy

The Jones-Gordon School adheres to a strict academic integrity policy. Academic honesty is expected of all Jones-Gordon students with respect to all intellectual efforts inside and outside the formal classroom setting. The following activities constitute academic dishonesty and are grounds for appropriate sanctions, which include but are not limited to grade penalties, loss of privileges, and dismissal:

1. **All forms of academic deceit**, as evaluated by The Jones-Gordon School faculty and staff;
2. **Copying work** from another student and/or from an unauthorized source;
3. **Referencing any unauthorized materials** (e.g., internet sources, text messages, audio recordings, internet translators, etc.) during an exam or assignment;
4. **Depending on the aid of others** (e.g., tutors, peers, parents, etc.) to the extent that work submitted is not representative of the student's abilities;
5. **Plagiarism**, defined as intentionally or unintentionally treating the work of another person (including websites, textbooks, internet sources, peers, tutors, parents, etc.) as one's own.

First Offense (Addressed by teacher)

Consequences include but are not limited to:

- Teacher conference with student and/or parent/guardian;
- Student is given an alternative assignment;
- Student receives a grade of zero on the assignment;
- Teacher declines to write a letter of recommendation

Second Offense (Addressed by teacher and High School Director)

Consequences include but are not limited to:

- Conference with student and/or parent/guardian;
- Reduced course grade, up to "F";
- Privileges revoked;
- Possible suspension

Third Offense (Addressed by Head of School/ Administration)

Consequences include but are not limited to:

- Admin. conference with student and parent/guardian;
- Student withdrawn from the course with a grade of "F";
- Exclusion from academic awards, honors, or ceremonies;
- Exclusion from participation/ leadership in clubs, student government, athletic teams, or other extracurricular activities for a period of one year from date of the violation;
- Possible expulsion from The Jones-Gordon School

Appeals Process

Students wishing to contest decisions resulting from the administration of The Jones-Gordon High School Academic Integrity Policy may submit their appeals in writing to the Head of School.



ENGLISH / LANGUAGE ARTS

English 9

This foundational course focuses on establishing and advancing essential grammar and sentence structure knowledge, academic writing strategies and skills, and reading comprehension. Students are exposed to a variety of writing styles and structures through in-depth analysis of both fiction and non-fiction texts. A focus is placed on learning how to find textual evidence to demonstrate comprehension and answer a variety of writing prompts.

NCAA Approved

English 10

This intermediate English course expands on the content and skills acquired in English 9. In this course, students learn and apply more complex grammatical structures, vocabulary, and reading strategies. Students write on a regular basis and learn various types of essays and structures. Students also read multiple short stories and novels that vary in the genre: nonfiction and fiction. At the end of the course, students are able to analyze different types of text as well as respond to writing prompts in organized structures.

PREREQUISITES: English 9 (1.0 credits) | NCAA Approved

English 11

This upper-level English course builds on the content and skills acquired in English 10. In this course, students learn and apply complex grammatical structures, vocabulary, and reading strategies. Students write on a daily basis, focusing specifically on rhetorical analysis and argumentative writing. Students also read multiple short stories and novels that vary in the genre: nonfiction and fiction. With these readings, students analyze the rhetoric used by the authors to accomplish their purposes. At the end of the course, students are able to analyze the rhetorical devices and strategies used in written work and apply this knowledge to real-world examples, while being able to respond to questions in an organized structure.

PREREQUISITES: English 10 (1.0 credits) | NCAA Approved

English 12

In this upper-level English course, students build on their prior course experiences and skills to analyze and think critically about challenging classical and contemporary texts. They show mastery of sophisticated language, grammar, and organizational techniques through their ability to use contextual evidence in an argumentative research paper experience. Additionally, students focus on speaking and listening communication skills, as well as writing for real-world applications.

PREREQUISITES: English 11 (1.0 credits) | NCAA Approved

AP English Language and Composition®

In this intensive course, students learn and write the three types of essays seen on the AP English Language and Composition® exam: rhetorical analysis, argument, and synthesis. Through an in-depth analysis of writing structures, students are able to apply their knowledge to effectively compose these three types of essays within a given amount of time. Additionally, students learn the various reading strategies needed to analyze different types of texts, specifically non-fiction. Finally, students learn the test-taking strategies needed to successfully perform on the exam. By the end of the course, students are able to read complex texts and respond with organized essays that utilize a myriad of vocabulary words and stylistic grammar.

PREREQUISITES: English 10 (1.0 credits) | NCAA Approved

AP English Literature and Composition®

The 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 create meaning. Students learn to consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone.

PREREQUISITES: English 11 (1.0 credits) | NCAA Approved



MATHEMATICS

Algebra 1

Algebra 1 is designed to give students a foundation for all future mathematics courses. The fundamentals of algebraic problem-solving are explained. Students explore the foundations of Algebra, solving equations, solving inequalities, an introduction to functions, linear functions, systems of equations and inequalities, exponents and exponential functions, polynomials and factoring, quadratic functions and equations, radical expressions and equations, and data analysis and probability. Throughout the course, students learn how to apply the concepts in real-life situations.

NCAA Approved

Geometry

This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume and surface area analysis, similarity and congruence, trigonometry, and analytic geometry. Emphasis is placed on developing critical thinking skills as they relate to logical reasoning and argument. Students are required to use different technological tools and manipulatives to discover and explain much of the course content.

PREREQUISITES: Algebra 1 (1.0 credits) | NCAA Approved

Algebra 2

Algebra 2 is a review and extension of the concepts taught in Algebra 1. Topics covered will include Algebra 2 foundations, function families, quadratic functions and complex numbers, polynomials expressions and equations, exponential and logarithmic functions, rational functions, statistics, periodic functions and trigonometry, and applying trigonometric functions. Graphing calculator skills are taught and used extensively in this course. Throughout this course, students develop learning strategies, critical thinking skills, and problem solving techniques.

PREREQUISITES: Algebra 1 (1.0 credits) | NCAA Approved

PreCalculus

PreCalculus weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus or other future math courses. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Students use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as a means for analyzing and understanding a broad variety of mathematical relationships. Students use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, numerical, algorithmic, graphical), tools, and technology to model functions and equations and solve real-life problems.

PREREQUISITES: Algebra 2 (1.0 credits) | NCAA Approved

Business Math

Business Math is an advanced mathematics course for high school students who are not planning to pursue a STEM education/career post graduation. Students focus their efforts on applying mathematics concepts to real world problems. Course topics, including probability, statistics, financial algebra, and graphing, are applied to the analysis of concepts from the fields of business, social sciences, and physical sciences.

NOTE: This course can be used for Mathematics credit or Career/Technical Education credit, but not both.

PREREQUISITES: Algebra 2 (1.0 credits)

Statistics

Statistics is an advanced mathematics course for high school students who do not require Precalculus or Calculus for their post-secondary degree program and/or career path. Students engage in statistical analysis as well as the collection, tabulation, presentation, and interpretation of data. Topics include frequency distributions, measures of central tendency and dispersion, probability theory, hypothesis testing, regression, and correlation.

PREREQUISITES: Algebra 2 (1.0 credits) | NCAA Approved

AP Calculus AB®

Building enduring mathematical understanding requires understanding the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus AB® is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout the course and apply strategies and techniques to accurately solve diverse types of problems.

PREREQUISITES: Algebra 2 (1.0 credits) | NCAA Approved



SOCIAL STUDIES

Human Geography

Human Geography explores both the physical and cultural aspects of the world. Students learn the physical aspects of their world such as climate, physical features, and ecosystems through the use of academic resources. Following an understanding of the physical world, students then begin to explore how humans have grown to interact and adapt to their physical world through the development of culture and land use. At the end of the course, students have an understanding of the physical world, and the culture humans have developed within that world. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

U.S. History

United States History is a one-year study of American history from the Age of Exploration to the present day, with an emphasis on the twentieth century. Through the use of primary and secondary source material, students learn about the various political, social, religious, and economic developments that have shaped and continue to shape the United States. Critical thinking and formulating arguments are emphasized through writing, discussion, and assessment. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

World History

World History is a year-long study of the major concepts, events, and peoples of ancient history as well as modern history (approximately 8000 B.C.E. to the present). Students are exposed to major events and characteristics of Western Civilization as well as regional civilizations, including Islam, African nations, and Asia. Students examine history through cultural, political, and economic lenses. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

Government

American Government is a study of the principles, philosophies, practices and institutions that form the United States system of government and law. Students learn about the structure of the United States government through the Constitution along with the evolving dynamics of political thought, the law, and duties of the citizen in the context of modern day and past issues. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NCAA Approved

Economics

Economics is a one-semester study of the fundamental concepts of micro-, macro-, and international economics. Students gain a general understanding of economics and economic philosophy that allows them to better understand the U.S. economy and their personal finances more successfully. Viewpoints range from the individual consumer or small business owner to the global economy. This course studies the law of supply and demand, forms of business, labor unions, government finances, and influences on the economy, money and prices, inflation and deflation cycles. Essay writing, critical thinking, active reading, and note taking are emphasized to cultivate the skills of this social studies discipline.

NOTE: This course can be used for Social Studies credit or Career/Technical Education credit, but not both.

NCAA Approved

AP Seminar

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.



SCIENCE

Earth Science

This modeling-based course seeks to analyze the creation and make-up of Earth's landforms (including the basics of geology, oceanography, and meteorology) and humans' interactions with them (including renewable and nonrenewable energy, climate change, and the use of Earth's resources). Additionally this course explores space and our overall place in the universe. The exploration of these phenomena will be through case studies, laboratory experiments, and small group activities/discussions.

NCAA Approved

Biology

This modeling-based course introduces students to the basic principles of biology including biochemistry, genetics (mendelian/non mendelian inheritance and molecular mechanisms), cell structure and function, evolution and taxonomy, energy dynamics (macro and micro) and population studies through the analysis of overarching phenomena questions via case studies, laboratory experiments, and small group activities/discussions.

NCAA Approved

Chemistry

This is an introductory modeling-based course on the theories and concepts of chemistry with a focus on laboratory and scientific practices. Students seek to understand the basics of the following chemical concepts:

- Atomic and molecular structure and interactions
- Stoichiometry
- Chemical Thermodynamics
- Biochemistry
- Organic chemistry
- Nuclear Chemistry

Through lab work, analysis of case studies, small group activities and discussions, and the development of explanatory models students will be tasked with the overall goal of outlining the role of chemistry in everyday life.

NCAA Approved

Physics

This modeling-based course introduces students to the basic principles of physics required for a fundamental understanding of mechanics and electromagnetism. The core questions stem from the NGSS standards and include:

- Why don't we fall through the floor?
- How do we protect ourselves from collisions?
- What happens when energy moves from one place to another?
- How do we use energy to communicate with other?

The key models addressed are the constant velocity and uniform acceleration models, free particle models, net force models, energy storage and transfer models, and the impulsive force model. Answering the core questions and learning the models are through designing and performing investigations, analyzing case studies, developing personal models and small group activities and discussions.

NCAA Approved

Anatomy & Physiology

This inquiry-based course introduces students to the basics of human anatomy and physiology, including anatomical terminology, basic biochemistry, cells and tissues, and the various systems (e.g., skeletal, respiratory, etc.) that make up the human body. The course also covers the basics of human disease processes through microscopy and dissection. Students study physiological concepts via experimentation.

PREREQUISITES: Biology (1.0 credits) | NCAA Approved

Forensic Science

Forensic Anthropology is an interdisciplinary, applied science course that explores the junction between the physical/biochemical marks humans leave on their environment and the criminal justice system. Students use the principles of biology, chemistry, and physics to investigate hematology, fingerprinting, ballistics, trace evidence analysis, fiber and DNA evidence, toxicology, and entomology. Students then study the laws and systems that dictate how this knowledge is used, preserved, and analyzed. The exploration of these phenomena is primarily through laboratory experiments, but students also engage in case studies and small group activities/discussions on a regular basis.

**PREREQUISITES: Earth Science or Biology (1.0 credits)
NCAA Approved**

Ecology of the Southwest

Beginning with a study of the geological history of the American Southwest, this course explores the environmental history of the region, including the past and present impact that human activity has had on its natural systems. This course gives students a functional understanding of the various ecosystems found within Arizona and the greater Southwest region, focusing on the influence human activity has on these delicate systems. The course begins with a geological review of Arizona, providing students with an overview as to how some of our iconic natural features formed (Grand Canyon, San Francisco Peaks, Superstition Mountains, etc.). The class then transitions to a study of the various ecosystems that currently exist within the Southwestern United States. Students also explore the interactions that indigenous peoples historically had with the ecology of the Southwest, studying how various cultures have found a way to exist within the natural systems of the region. Finally, students explore how European, Mexican, and American society has interacted with these natural systems over the centuries. The course concludes with a look at contemporary issues facing the region.



ELECTIVES

Electives courses may be repeated for elective credit, unless otherwise noted, provided that the course grades from each semester are factored into GPA requirements.

LANGUAGE ARTS ELECTIVES

Communications

The Communications course introduces students to the basic concepts of effective communication. Students explore the role of communication in their lives and develop their own abilities to organize and deliver verbal communication via targeted public speaking assignments. Each assignment includes the discussion and practice of various communication models, delivery styles, and organization techniques.

Yearbook

The JGS Yearbook course is a collaborative, interactive, and hands-on experience resulting in the publication of the school yearbook. Yearbook students tap into and expand their skills and abilities as photographers, writers, editors, and designers. The yearbook team learns the creative and critical thinking aspects of project management and the execution of various roles and tasks. Students develop skills in critiquing, assessing, and appreciating the process behind creating a book that represents and appeals to the diverse school population. Students strengthen skills for future use as they essentially experience a "crash course" in publishing, project management, journalism, people skills, photography, layout and design, technology, character development, creativity, business, and marketing.

Journalism

In this course, students are exposed to the changing methods and trends in journalism from its foundation to the modern age. Students analyze the techniques and mediums used by a journalist to convey information. Additionally, students learn the different areas of journalism and their purposes. Students also apply this knowledge and these techniques by creating personal examples of each type of journalism to understand the purpose behind it. Students create articles, videos, blogs, podcasts, and photos. By the end of the course, students are able to answer the following question: "How does journalism influence society?"

Creative Writing

The Creative Writing course is designed to be a shared exploration of expression through writing. The goal is to develop the habits and techniques of writers who experiment, revise and share. Students participate in group discussions and commit themselves to the completion of original work. Additionally, students produce an original work in each of the following genres: Narrative, Open Letter, Use of the Five Senses, Promotional Advertisement, Student Choice: Poetry/Thriller/Short Story, Sketch Comedy.

WORLD LANGUAGES

Mandarin I

This course is an introduction to Mandarin Chinese. Students are not only introduced to the Chinese language but also the culture and context in which the language originates. Students learn the foundational skills of Mandarin Chinese: pinyin, tones, and characters, as well as listening and speaking skills. By the end of the course, students can write over 200 characters, allowing them to comprehend commonly used words and basic grammatical structures. As a result, students are able to take the HSK 1 Exam (Hànyǔ Shuǐpíng Kaoshì), a Chinese proficiency test.

*Course may not be repeated for credit.

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Mandarin II

This intermediate course further develops the foundational knowledge acquired in Mandarin I. Students expand their knowledge of the Chinese language and culture through enrichment projects and immersion. Foundational concepts—pinyin, tones, characters, listening, speaking, writing—are utilized continuously to increase fluency. By the end of the course, students can write over 400 characters, allowing them to comprehend commonly used words and intermediate grammatical structures. As a result, students are able to take the HSK 1 or 2 Exam (Hànyǔ Shuǐpíng Kaoshì), a Chinese proficiency test.

*Course may not be repeated for credit.

NCAA Approved

Spanish I

Spanish I introduces students to all aspects of foreign language study. To this end, grammar, reading, writing, speaking, and listening skills are emphasized. Cultural topics are also explored and discussed throughout the duration of the course. Research is conducted in groups, with partners, and as individual practice dependent on the subject. Daily emphasis is placed on conversation, vocabulary, and correct usage of the language.

*Course may not be repeated for credit.

NCAA Approved



Spanish II

In Spanish II, students continue their foreign language study by further developing the skills of listening, reading, speaking, and writing. Advanced grammatical structures of the Spanish language are introduced throughout the year and added to those concepts covered in Spanish I. Some of the topics of study this year are: stem-changing verbs, direct and indirect pronouns, the preterit tense, vocabulary related to themed units, and cultural topics related to the Spanish-speaking world. This year further emphasis is placed on speaking and listening for comprehension and communication, as well as reading and writing the language.

*Course may not be repeated for credit.

PREREQUISITES: Spanish I (1.0 credits) | NCAA Approved

Spanish III

In Spanish III, students build upon the listening, reading, speaking, and writing skills learned in lower division Spanish courses. However, a greater emphasis is placed on speaking and listening in the advanced Spanish courses. More advanced topics include past and present subjunctive tense, imperfect tense, passive voice, and imperative mood. Students engage in Spanish language literature reviews of authors such as Gabriel Garcia Marquez and Pablo Neruda.

*Course may not be repeated for credit.

PREREQUISITES: Spanish II (1.0 credits) | NCAA Approved

Spanish IV

The Spanish IV course continues to build upon students' listening, reading, speaking, and writing skills. Emphasis is placed on real-world communication (i.e., speaking and listening comprehension). Students are exposed to elements of advanced Spanish grammar as well as advanced vocabulary. The class is conducted entirely in Spanish, and students engage in novel/film studies, discussions, projects, presentations, and field studies in order to gain authentic cultural understanding.

*Course may not be repeated for credit.

PREREQUISITES: Spanish III (1.0 credits) | NCAA Approved

AP Spanish Language and Culture®

The AP Spanish Language and Culture® course is comparable to a high intermediate or advanced low-level college or university Spanish language course. Emphasizing the use of Spanish for active communication in real-life tasks, it focuses on developing abilities in the three modes of communication (Interpretive, Interpersonal, and Presentational) and strengthening cultural competencies through theme-based instruction using a variety of authentic resources, such as: newspapers, magazines, podcasts, blogs, advertisements, television programs, films, music, video clips, and literature. Grammar and vocabulary are developed through contextualized study.

*Course may not be repeated for credit.

PREREQUISITES: Spanish II (1.0 credits) | NCAA Approved

Intro to American Sign Language (ASL)

Intended for new and beginning signers, this introductory course is designed to introduce high school students to the power of language and communication in our daily lives, as well as to teach hands-on practical skills, understanding, and knowledge of ASL. As an active visual language which does not have a written equivalent, the introductory course teaches the basic five parameters of ASL (handshape, palm orientation, location movement, and facial/body expression as well as space and positioning). Learning essential vocabulary, grammar and sentence structure, students express themselves and converse. Topics include: historical events that have impacted the language and culture of the D/deaf community; the distinct cultural practices; debunking myths and comparison of language features; diffAbilities; and self-advocacy.

NCAA Approved

Intermediate American Sign Language (ASL)

The Intermediate ASL course builds upon the foundation laid in the Intro to ASL course. Students expand their basic sign language skills and take on more advanced forms of sign language communication, with an emphasis on articulating the cultural practices distinctive of people who approach the world from a visual perspective. Intermediate ASL develops a novice-high to intermediate range of communication skills with the ability to convey information, concepts, and ideas in ASL on a variety of topics, including: analysis of linguistic, political, and/or social issues; examination of products of D/deaf culture; examination of cultural norms, attitudes, and values of the D/deaf community; and linguistic minority groups and their access to society. Students are expected to participate in at least one event in the local D/deaf community and lead at least one event or mini-event on campus pertaining to ASL and/or D/deaf culture.

PREREQUISITES: Intro to ASL (1.0 credits) | NCAA Approved



PHYSICAL EDUCATION ELECTIVES

Health

Students examine all the dimensions of health and wellness in this course. An emphasis is placed on the factors that influence health, particularly individual behaviors. Students participate in self-assessments that provide information about their health and wellness behaviors and their overall health status. In addition, students learn strategies that improve lifetime health and wellness. The course covers the health and nutrition performance objectives set forth by the Arizona Department of Education.

Physical Education

Physical Education students participate in a variety of individual and team activities. The curriculum provides students with the opportunity to practice and develop the skills necessary to maintain a healthy lifestyle. Exercise activities include a variety of training techniques and styles and sports. Participation in all activities is part of each day's class grade.

Advanced PE

Advanced PE is designed to help students learn how their bodies change through physical exercise. Students learn how to exercise safely and also have the opportunity to participate in group activities. Throughout this course, students work on their endurance, strength, flexibility, and nutrition.

Yoga

In this course, students develop an understanding of yoga as a lifelong physical activity to become more physically, mentally, energetically, and emotionally fit. Students explore the fundamental breathing techniques and postures that make up the practice of Hatha yoga. Emphasis is placed on proper alignment, core strength, flexibility and balance, as well as concentration and breath control. This class is comprised of physical practices, collaborative projects and discussions, and the creation of visual art representations to utilize yoga as a mindfulness tool, helping students learn to engage in the mind/body connection.

Weight Training

Weight Training is designed to be an introduction to weight lifting. Students are introduced to a variety of techniques and lifting plans in order to achieve self-generated goals. Weight training gives students an understanding of using gym equipment to meet personal goals inside and outside of class. There is an emphasis placed on proper form and learning while actively participating. The purpose of the course is to give students weight training strategies to meet fitness, health, and strength goals. Students work to meet their goals through active daily participation.

Fitness

In the Fitness course, students develop their agility, speed, coordination, and muscular endurance through various group workouts and drills. Three days per week focus on high intensity interval training workouts. Two days a week students learn specific sport-related skills and game play strategies. Each class starts with a group dynamic warm-up and ends with static stretching.

Strength and Conditioning

Strength and conditioning helps students improve their overall well-being and fitness, giving students the tools needed to be physically fit and healthy for a lifetime. This course provides a variety of exercise techniques that involve weight lifting, high-intensity interval training, stretching, and cardio. After completing this course, students are equipped to stay active and enjoy fitness.

H.I.I.T. Fitness

High Intensity Interval Training (H.I.I.T.) combines cardiovascular and strength training exercises in an interval style. Students will challenge themselves as they increase their muscular endurance, aerobic capacity, and boost metabolism. Students will understand the benefits and science behind H.I.I.T. training, proper body mechanics while exercising, and how to develop their own fitness routines.



FINE ARTS ELECTIVES

Studio Art

This is an introductory course designed to build a foundation of knowledge of the principles and elements of art and design (harmony, contrast/variety, rhythm/repetition, emphasis, continuity, balance, proportion, space, line, plane, mass/volume, value, texture, and color). Through various fine art projects, students explore the elements of both two- and three-dimensional design using a variety of media and techniques (pen and ink, watercolor, printmaking, etc). Conceptual strategies and Art History are also presented through handouts, lectures, demonstrations, sketchbook assignments, studio assignments, and critiques.

Graphic Design

This is a foundational course for Graphic Design. Similar to Studio Art, students continue to explore the principles of art and design. Students develop an understanding of visual communication and an appreciation for the use of design fundamentals such as branding, logos, media kits, and website development. Through various hands-on projects, using both technology and hand drawn techniques, students explore the composition of graphic design. In addition, students learn to use professional design programs such as Adobe Photoshop, Illustrator, and InDesign. Conceptual strategies, techniques, and a variety of materials are also presented through handouts, lectures, demonstrations, digital assignments, and critiques.

Photography

In the Photography course, students explore the elements and principles of art and design while learning the fundamentals of digital photography. Students learn to use different programs including Adobe Photoshop and Lightroom to build photography portfolios. A major focus of the course is becoming literate in Photography — in essence, developing the ability to “read” visual images as language.

Photo Media

The Photo Media course covers a diverse range of topics related to visual arts, including photography, graphic design, digital media and media production, web design, and desktop publishing. Students are familiarized with professional design programs, such as those in the Adobe Digital Publishing Suite, and utilize a variety of technology tools for productivity and communication as well as to produce original designs and long-term projects. By the end of the course, students should be able to understand and explain the relationship between digital media and society.

Music

Music is an introductory course that covers many topics including music theory, history and social context of musical genres, instrument/vocal techniques, rhythm, and digital music production. Students use an array of technology and tools to complete the course objectives. Lessons will consist of incorporating, listening to and identifying music from different parts of the world. Different instruments will be introduced, including and especially the piano. Previous musical experience is not required, but if a student wishes to play a particular instrument within the context of course learning, he or she may bring it to school.

Music Therapy

The Music Therapy course provides an exploration of a variety of practices in the music therapy profession as well as research, methodologies, and contrasting modalities of treatment. Students practice various music therapy techniques that are used with children and adults with physical, mental, and/or emotional challenges in diverse settings.

Guitar

The Guitar course designed for students with little or no previous guitar experience. Students receive guidance in solving problems related to playing the guitar at a beginning level and learn a variety of different styles, skills and techniques required to become a proficient guitarist. Areas of concentration include: posture, note reading, flat-picking, rhythmic patterns, chord study, finger-picking styles, musical forms, and improvisation. The capstone unit of the course includes the experience of performing in front of an audience.



CAREER / TECHNICAL EDUCATION (CTE)

Personal Development

This course is aimed at improving students' understanding and ability to handle everyday living as growing and maturing young adults. The Personal Development course focuses on personal growth in the understanding of self, awareness of others, and how to prosper in the modern day real world. Topics include: learning how to budget, independent living, facing the dangers of the internet and social media, sympathy and empathy for others, personal health and hygiene, environmental awareness, problem solving and decision making, and being an upstanding citizen.

Computer Science

Computer Science is a course designed to introduce students to a wide range of introductory level topics, such as general computer literacy, digital information, algorithms, programming, big data, and cyber security. Student mastery of each unit is assessed via a real-world project and a practical exam. An emphasis is placed on gaining a global understanding of how computing technology is changing the world in which we live.

Engineering

The Engineering course is Career and Technical Education/ Science, Technology, Engineering, and Math (CTE/STEM) based and offers students an introduction to engineering through a systems engineering approach. This project-based course enables students to understand the complexity of futuristic problems and the mechanism to solve them. Students explore engineering skills and careers from a variety of engineering disciplines.

Robotics I

In Robotics I, students are exposed to both the VEX EDR and Arduino Robotic systems. Students design numerous robots, both tethered and autonomous. Students also explore many different sensors which they then use to build and code robots. Creative thinking is encouraged in this fun, enriching, and challenging course.

Advanced Robotics

Advanced Robotics builds upon the concepts and skills learned in Robotics I. Students are challenged with a variety of engineering and coding tasks involving VEX EDR robots. Learning objectives for the course include robot sensing, actuation, communications, control, computer vision, and path/motion planning, along with the Principles of Engineering and basic coding. Students are expected to complete a course capstone project in addition to a final exam.

PREREQUISITES: Robotics (0.5 credits)

Sustainability

Sustainability explores the dynamic relationships among social, economic, and environmental systems to enhance humans' long term quality of life. In this course, students study and design models of sustainability for both micro and macroeconomic systems, study the difficulties with sustainability, and analyze sustainability using system thinking and how to integrate collaborative thinking to achieve a goal. Students also create a solar panel to help JGS reduce its dependency on the power grid.

Financial Planning

The Financial Planning course is an introduction to providing topical exposure to a broad range of financial planning practice areas. The course objectives include: setting financial goals, budgeting, college planning, investing, credit, employment, insurance, taxes and retirement planning.

Woodshop

The Woodshop course covers basic woodworking skills such as safety rules and tips, measuring and marking, assembling, and finishing. An emphasis is also placed on developing safety, time management, and sequencing skills. Students use an array of tools to create functional items for school and home use.

Cooking

The Cooking course is an introduction to the culinary arts. Students learn basic kitchen safety and food handling principles, how to read and understand a standard recipe and food measurements, and the fundamentals of cooking, baking, and food science through classroom learning and hands-on cooking experiences.

Strategies and Systems in Learning (SSIL)

The SSIL course supports the existing high school curriculum by teaching students the underlying processes involved in learning. Students explore a wide variety of research-based study strategies and organizational systems to discover what is most effective for each individual. Through various activities and lessons, students explore the cognitive science of learning in the following areas: Executive Functioning Skills (time management, goal setting, initiation, attention, emotional regulation, and organization), Study Strategies (interleaving, spaced retrieval, self-testing, visualization, and memory techniques), and Metacognition (thinking about thinking). In addition, students explore the social-emotional components that support effective learning. By completing a learning inventory, students become aware of their unique strengths and weaknesses and create a learner profile that is necessary to become a more self-regulated, confident, and successful learner.

Music Business

The business of music is a global multi-billion dollar industry composed of individuals creating the music, and a whole lot of people doing everything else: working at labels, distribution companies, publishing companies, recording studios, artist management, promotion, producing, and legal counsel. If you are looking to further your career in the business end of the music industry, you cannot be successful without first understanding the entire industry as a whole. Music Business presents a broad overview of the music industry, and explains how its various segments operate on a day-to-day basis: where monies are generated, who the key players are, how deals are made and broken, how to protect your interests, and new developments in digital technology that are changing the way that music is marketed, promoted, distributed, and heard. This course presents the career opportunities that are available within the industry, and the knowledge you'll need to achieve your goals.



OTHER ELECTIVES

Service Learning

Service Learning is an interactive elective course allowing students to receive high school credit for volunteering. Interested students will be required to submit a written proposal of the volunteer experience opportunity, name of supervisor(s), and schedule. Students are required to volunteer a minimum of 80 hours/semester, maintain a written journal of experiences and write a culminating paper at the end of the semester. *Please note that families are responsible for transportation to/from volunteer location(s).*

FLEX - Reading Intervention

Students identified as having dyslexia require an intensive, multisensory, structured approach to reading. After extensive testing is administered and analyzed, a reading intervention program is chosen to meet the individual needs of the student. Programs include, but are not limited to, Wilson Reading System®, Wilson Just Words®, Lindamood-Bell Visualizing/Verbalizing®, Lindamood-Bell LiPs® Program, Scottish Rite's Take Flight Reading®, etc. Elective credits are issued for students who receive formal reading intervention.

Student Government (STUGO)

The student government at the Jones Gordon High School is a team of students who coordinate, collaborate, and cooperate to organize school-wide and class activities for the purpose of improving student participation in school activities and school spirit. Committees within the class help organize school events. Members of this class also work together to create new ideas and follow through on their vision. Students learn small group communication skills and enhancing Executive Function skills by working to complete goals on a deadline and organizing events and projects.

Global Citizenship

This course investigates what is happening in the world today, including core problems that exist in contemporary societies both locally and globally. Students will be equipped with essential skills to analyze sources of information in order to problem-solve and discuss important issues. The students will use their knowledge, skill set, aptitude, and strengths to change the world through empathy, engagement, and empowerment. The culmination of the course results in a series of community service events that will fulfill the necessary school requirements for the semester.

College Success 101

This course is designed for upperclassmen (11th/12th grade) to explore the various facets that make students successful in college. Students will explore elements of self-awareness by learning about their personality types and values, while simultaneously developing their self-confidence and emotional intelligence. They will also receive explicit instruction on post-secondary executive functioning, especially with respect to note-taking, goal setting, time management, and self-advocacy. The course will include field trips to the in-state universities as well as a variety of diverse guest speakers, the purpose of which is to expose students to the culture of higher education. Standardized test prep for spring exams will be a secondary goal of the course.

PREREQUISITES: Juniors & Seniors only

Current Events

This semester-long elective course focuses on world and local issues that affect students' everyday lives, such as economics, government, and conflict. This course uses newspapers, online media, and newscasts to support class discussions and to engage students' critical thinking skills in order to better understand the world around them.

Science of Creativity

The Science of Creativity is a course designed to help students cultivate their strengths, creativity, and interests. The course incorporates progressive and unconventional pedagogical approaches in addition to textual analysis, Socratic discussion, and project-based learning. Students explore what makes them unique and learn how to apply this knowledge to improve their everyday lives. An emphasis is placed on imagination, originality, and productiveness to boost students' confidence and teach them how to leverage their natural talents in school, the workforce, and beyond.