Core-Course Worksheet Instructions

You may find these instructions helpful when completing the home school core-course worksheet.

- **Each core-course worksheet must be hand signed by the administrator on file (digital signatures will not be accepted).**
  - Unsigned core-course worksheets will be marked as unofficial and will not be reviewed.

- **Documents should be sent as attachments via email and cannot be accepted via Adobe EchoSign or Dropbox.**
  - Photos of documents may be accepted.

- **Only the NCAA Eligibility Center-provided core-course worksheet will be accepted.**
  - Any original or self-created worksheets will be considered unofficial.

- **Core-course worksheets should not be submitted for coursework in progress.**
  - Any core-course worksheet for a course in progress will not be reviewed. Core-course worksheets should only be submitted for completed coursework.

- **A nontraditional core-course worksheet will be required for any core course that was completed using a nontraditional home school provider.**
  - Click here to review nontraditional home school providers.

<table>
<thead>
<tr>
<th>Form Field</th>
<th>What Should Be Entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name/Location</td>
<td>The title of the course should be the same as the title on the transcript.</td>
</tr>
<tr>
<td>Grade/Year Taken</td>
<td>This should reflect the grade in which the student took the course (e.g., grade nine, 10, 11, 12).</td>
</tr>
<tr>
<td>Selected Area for Graduation Credit</td>
<td>This is the academic area in which the course receives credit for graduation. For courses that are not within the core-course categories (see the Core-Course Worksheet Information section of the Home School Toolkit), a core-course worksheet is not required as these classes are not evaluated as part of the student-athlete’s certification.</td>
</tr>
<tr>
<td>Teacher of Record</td>
<td>This is the individual who plans and delivers actual instructional activities (lectures, discussions, tutorials, feedback, assistance, etc.). This individual also assesses student comprehension and assigns grades or reports student content mastery.</td>
</tr>
</tbody>
</table>
Other Teacher | If the duties and responsibilities of the teacher of record are shared with another individual, that individual should be named.
---|---
Prerequisite(s) | List any courses that must be successfully completed before taking this course. Example: Algebra 1 is a prerequisite for Algebra 2.
---|---
Text(s) Used | List the instructional materials used or a summary of materials used.
---|---
Curriculum Provider/Designer | If the course was taken through an outside program or school, or if the home school instructor used a predesigned or packaged curriculum, that information should be listed in this field.
---|---
Course Description | A brief paragraph that outlines the general goals and content of the course. See examples below.
---|---
Course Content/ Goals/Outline | This section can be a bulleted list of the key content standards or topics to be studied in the course. For English/language arts courses, be sure to include the names of novels/short stories/poems used for the course. See examples below.
---|---
Types of Assessment Used | Please list the different types of formative and summative assessments used throughout the course (e.g., tests, quizzes, writing assignments, verbal assessment, projects, presentations, etc.).
---|---
Assessments Designed/Developed By | This will largely depend on what curriculum or provider is being used. If the student is taking a course or courses through an online school or program, that school or program has likely designed and developed the assessments. If the parent or tutor has developed the course, that individual or individuals has probably developed the assignments and assessments. It may be a combination of both, depending on how the course has been designed and taught.
---|---
Assessments Graded By | Please list the person(s) responsible for grading the assignments and assessments.
---|---
Grade Based On | Provide a brief explanation regarding how the student’s grade was calculated. Example: Tests/quizzes 30%; written work 50%; class participation 20%. This is NOT a request for a grading scale.
---|---
Grade/Credit Achieved | Please list the grade the student achieved and the credit awarded.

**Current Version Required**

Please use only the current version of the Home School Core-Course Worksheet (dated 2021), as provided in this document. Core-course worksheet versions dated earlier than 2021 (or worksheets created by the home school) cannot be accepted.
Sample Course Descriptions

Pre-Calculus with Trigonometry
This is a full-year course following Geometry and Algebra 2. The course provides traditional math instruction with frequent practice while including options for students to communicate and explore content in ways that illuminate the transitions between concrete and abstract thinking.

English 1
This course will emphasize literature and an introduction to high school-level composition skills. In the first semester, the student will read and discuss a novel and work on five-paragraph essays. In the second semester, the student will read and discuss a variety of short stories. Discussions will include analysis of the focus, setting, characters, plot and theme. Student will write their own short story.

World Geography
This course studies the land, people and cultures of the world with an emphasis on how features, such as cultural and economic factors, affect the character of each nation in our global community.

Biology
This course will provide a thorough understanding of the fundamental principles of scientific investigation, life at the molecular and cellular level, life at the systems and organism level and the interaction of life forms.

Sample Course Content/Goals/Outline
The following examples illustrate the different ways you can provide information regarding the actual content or key outcomes covered in the course.

Example Type: Narrative
Biology
Content includes the following topics: nature of matter, carbon compounds, chemical reactions and enzymes, photosynthesis, cellular respiration, cell growth and division, genetics, human genome, evolution of populations, bacteria and viruses, classifications, protozoa, worms, arthropods, chordates, amphibians, reptiles, mammals, digestive and excretory systems, circulatory and respiratory systems, endocrine and reproductive system, skeletal, muscular and immune systems.
Example Type: Chart

**Pre-Calculus with Trigonometry:**

<table>
<thead>
<tr>
<th><strong>Actual Content</strong></th>
<th><strong>Key Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions and mathematical models.</td>
<td>Regression for nonlinear data.</td>
</tr>
<tr>
<td>Periodic functions and right triangle problems.</td>
<td>Residual plots and mathematical models.</td>
</tr>
<tr>
<td>Applications of trigonometric functions.</td>
<td>Matrix operations and solutions of linear systems.</td>
</tr>
<tr>
<td>Applications of circular functions.</td>
<td>Rotation and dilation of matrices.</td>
</tr>
<tr>
<td>Trigonometric function properties, identities.</td>
<td>Probability.</td>
</tr>
<tr>
<td>Parametric functions.</td>
<td>Functions of a random variable.</td>
</tr>
<tr>
<td>Properties of combined sinusoids.</td>
<td>Analytic geometry of conic sections and quadric surfaces.</td>
</tr>
<tr>
<td>Triangle trigonometry.</td>
<td>Polar equations of conics.</td>
</tr>
<tr>
<td>Deviations, residuals, correlation coefficient.</td>
<td>Sequences and series.</td>
</tr>
</tbody>
</table>

Example Type: Outline

**English 1:**

1. **Novel study: Animal Farm** to include history and background of the author.  
   a. Specific study of author’s purpose, characterization, symbolism/allegory and theme.  
   b. Class discussions and journal writing.

2. **Writing process: Pre-writing, drafting, revising, editing and finalizing.**  
   a. Specific writing assignments include compare/contrast, persuasive, descriptive and analytical.  
   b. One research paper of three to five pages.

3. **Short story authors include: Twain, O. Henry, Dickens, Poe, Bradbury, Vonnegut, Jackson, Angelou.**  
   a. Discussion and analysis of plot, character, setting, theme.  
   c. Student to write original short story.

Example Type: Outline

**World Geography**

1. North America.
2. Europe.
3. Africa.
5. Each to include: Borders, terrain, water, climate, vegetation, wildlife, famous sites/events, ethnicities, languages, religions, transportation, government, economics and industry.
Course Content Requirements: Nondoctrinal Religion or Philosophy
The following course content and skills must be present for nondoctrinal religion or philosophy courses to be considered as core courses.

Nondoctrinal Religion

<table>
<thead>
<tr>
<th>Sufficient for Consideration</th>
<th>Not Sufficient Alone for Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Include a study of multiple world religions, with each approached from a nondoctrinal perspective, including the history of each religion studied in the course, the major tenets or beliefs of each religion studied in the course, the state of each religion in the world today.</td>
<td>• Primary focus is on the comparison of different denominations within one religion.</td>
</tr>
<tr>
<td>• Enable students to document similarities and distinctions in various world religions.</td>
<td>• Primary focus is a study of major world religions from the perspective of just one religion.</td>
</tr>
<tr>
<td>• Study the existence and various conceptions of a deity or deities.</td>
<td>• A doctrinal study of morals and ethics from only one perspective.</td>
</tr>
<tr>
<td>• Include assignments that require a rationale for the comparison of different notions and ideas within religions.</td>
<td>• Writing is focused on personal opinion or events from the student’s life with little reference to a text or published source.</td>
</tr>
<tr>
<td>• Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form.</td>
<td></td>
</tr>
</tbody>
</table>

Philosophy

<table>
<thead>
<tr>
<th>Sufficient for Consideration</th>
<th>Not Sufficient Alone for Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The study of influential philosophers (e.g., Plato, Socrates, Locke, Confucius).</td>
<td>• Content that requires self-examination measured against a standard of morals or ethics from only particular philosophy that is implied as the “right” way of thinking.</td>
</tr>
<tr>
<td>• The study of the ways ancient philosophies has influenced western thought.</td>
<td>• The study of ethics exclusively from a church or religious perspective.</td>
</tr>
<tr>
<td>• Provide opportunities for students to self-examine their own ideas relative to the worldviews, standard, ideas and ethics of major philosophers studied in the course.</td>
<td>• An exclusive study of a particular worldview from the perspective of a church or religion.</td>
</tr>
<tr>
<td>• Students learn new terms and phrases specific to influential philosophers and apply them appropriately in verbal and written form.</td>
<td></td>
</tr>
<tr>
<td>• Increase students’ ability to apply knowledge, conclusions and personal theories developed from texts into verbal and written form.</td>
<td></td>
</tr>
<tr>
<td>• Enable students to learn new terms and phrases specific to major world religions and can apply them appropriately in verbal and written form.</td>
<td></td>
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</tbody>
</table>