2022-2023 School Year

Approved Courses for the Elementary and Secondary Schools of Mississippi

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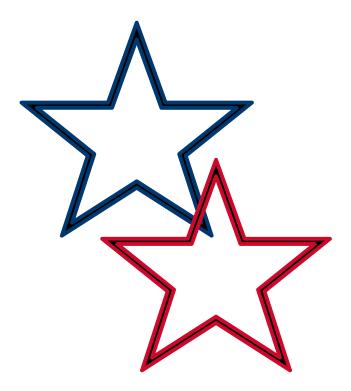**Tammy Crosetti, Curriculum Director**
Office of Secondary Education

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Program Offices Responsible for Course Listings

Office of Accreditation| (601) 359-3764

Office of Educator Licensure | (601) 359-3483

Office of Career and Technical Education (CTE) | (601) 359-3974

Office of Federal Programs |(601) 359-3499
Bilingual Education

Office of Healthy Schools |(601) 359-1737
Health Safety and Physical Education

Office of Junior Reserve Officer Training Corps (JROTC)|(601)-359-2655

Office of Professional Development |(601)-359-2869

Office of Safe and Orderly Schools |(601)-359-1028
Driver Education

Office of Secondary Education |(601)-359-3461

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Mississippi Student Information System (MSIS)

In order to generate the most current approved course codes listing from the Mississippi Student Information System (MSIS), please follow the directions on the next page to create an Approved Secondary Course Codes Report.

NOTE: An example of an Approved Secondary Course Codes Report from the Mississippi Student Information Systems (MSIS) is attached at the end of this document. The report is only an example and does not include all approved courses listed in the Mississippi Personnel/Accreditation Data system (i.e. course code for elementary, special schools, etc.). Also, this report does not reflect or include courses that are presently being developed, revised or will be deleted after July 30 of each year.

 To ensure the most current list of available approved courses is being used, please generate a current Approved Secondary Course Codes Report from the Mississippi Student Information System (MSIS).

APPROVED SECONDARY COURSE CODES REPORT for the Secondary Schools of Mississippi

The following procedures will help district administrators and counselors keep abreast of current changes to courses, course codes and other relevant information on approved courses. Administrators and counselors should periodically review approved courses through the MSIS electronic database in order to make the correct decisions for helping students develop their Individual Success Plan and prepare for graduation and post-secondary requirements.

Every MSIS clerk should be able to access MSIS through "limited" access with a personal log-in. If you do not have a log-in, ask for assistance from the district MSIS data manager. In order to generate the Approved Secondary Course Codes Report, please follow these **steps on page 157.**

The Mississippi Student Information System (MSIS)
Carnegie Unit Code Chart

This list is extracted directly from the MSIS course listing report. The MSIS course listing report uses a Carnegie Unit Code System to indicate the potential Carnegie units and course terms for each course listed. Below is a chart detailing the Carnegie units and course term combinations represented by the Carnegie Unit Code System used in MSIS. Refer to this chart to understand the possible Carnegie unit/course term combinations for the courses listed in this report.

Mississippi Student Information System (MSIS)
Carnegie Unit Code System

CODE	TERM	CARNEGIE UNITS
000	All year	No units
005	All year	½ unit
010	All year	1 unit
015	All year	1 ½ units
020	All year	2 units
025	All year	2 ½ units
100	1st semester	No units
105	1st semester	½ units
110	1st semester	1 units
115	1st semester	1 ½ units
120	1st semester	2 units
125	1st semester	2 ½ units
200	2nd semester	No units
205	2nd semester	½ units
210	2nd semester	1 units
215	2nd semester	1 ½ units
220	2nd semester	2 units
225	2nd semester	2 ½ units

Office of Elementary Education & Reading

Elementary English Language Arts

	Elementary English Language Arts		
Course Name	**Course Code**	**Endorsements**	**Course Description**
Language Arts (Grade K-6)	239901	115, 116, 116 & 117, 117 & 152, 117, 119, 120, 151-153, 902	The Language Arts course for grades K-6 provides students with a rigorous and comprehensive look at the ELA standards through explicit instruction and vocabulary development in academic content to increase students' knowledge of the world. This course will allow students to practice systematic, explicit foundational skills (K-3). Students will practice fluency with grade-appropriate texts, engage in regular close reading of complex texts, and anchor texts through read-alouds and more independently as grades progress. They will respond to text-specific questions and tasks and work with text-based vocabulary and syntax. In addition to providing students with frequent opportunities to engage in evidence-based discussions about anchor texts, students will investigate and write about topics to build knowledge. *This course includes reading, writing and spelling practice by addressing the MS-CCRS for ELA.
Reading (Grade K-6)	329901	115-117, 119, 120, 151-153, 174, 902	This course provides students with opportunities to continue their practice of deep reading of complex anchor texts consisting of informational and fiction.
Reading- Remedial	320109	115, 116 & 117, 116, 117, 119, 120, 151-153, 174, 902	This course is designed for students who need additional assistance or extension beyond the grade level reading or ELA course. This course uses intervention strategies to build and support reading and ELA understanding.
Spelling (Grade K-6)	239906	115, 116, 116 & 117, 117, 117 & 152, 119, 120, 151-153, 902	This course is designed to provide students opportunities to develop their vocabulary, practice proper grammar, analyze words, and spell appropriate grade-level words.
Writing (Grade K-6)	239904	115,-117, 119, 120, 151, 152, 153, 199, 902	This course is intended as a companion to the comprehensive Language Arts course or Reading course. The separation of reading from writing instruction is not recommended.

Elementary Mathematics

		Elementary Mathematics	
Course Name	**Course Code**	**Endorsements**	**Course Description**
CCR Mathematics Kindergarten	279901	115, 116, 116 & 117, 117, 117 & 152, 117, 120, 151-154, 163, 901	In **Kindergarten**, instruction should focus on two critical areas: (1) representing, relating, and operating on whole numbers- initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.
CCR Mathematics Grade 1			In **Grade 1**, instruction should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
CCR Mathematics Grade 2			In **Grade 2**, instruction should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
CCR Mathematics Grade 3			In **Grade 3**, instruction should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with a numerator of 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.
CCR Mathematics Grade 4			In **Grade 4**, instruction should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;

Elementary Mathematics			
Course Name	**Course Code**	**Endorsements**	**Course Description**
			and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
CCR Mathematics Grade 5			In **Grade 5**, instruction should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
CCR Mathematics Grade 6			In **Grade 6**, instruction should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
Mathematics – Remedial (Grades 1-6)	270121	115, 116, 116 & 117, 117, 120, 152	Students in need of instructional support, intervention or remediation may be enrolled in a **Remedial Mathematics** course under the following stipulations: The Remedial Mathematics course: 1. must be taken in concert with a credit-bearing course at the same grade level; 2. includes content supportive of the accompanying credit-bearing course; 3. should incorporate the Standards for Mathematical Practice; and 4. may be taken as an elective but will not satisfy the number of mathematics Carnegie units required for graduation.
Compensatory Mathematics (Grades 1-4)	320137	Valid License	Students in need of instructional support, intervention or remediation may be enrolled in a **Compensatory Mathematics** course under the following stipulations: The Compensatory mathematics course: 1. must be taken in concert with a credit-bearing course at the same grade level;
Compensatory Mathematics (Grades 5-6)	320136	115, 117, 120, 154, 163, 210, 220, 221, 223, 224, 901	

Elementary Mathematics			
Course Name	Course Code	Endorsements	Course Description
			2. includes content supportive of the accompanying credit-bearing course; 3. should incorporate the Standards for Mathematical Practice; and 4. may be taken as an elective but will not satisfy the number of mathematics Carnegie units required for graduation.

Elementary Science

Elementary Science			
Course Name	**Course Code**	**Endorsements**	**Course Description**
Science, Grade K	409904	115-117, 120, 151-153	In kindergarten, students observe the changes in the natural world and identify how animals use their senses to recognize the changes. As language and vocabulary develops, students recognize that plants and animals change and report findings about the changes throughout the life cycle. Students conduct an investigation to determine the needs of plants to grow and use quantitative measurement to chart growth over time. Students learn that change occurs when plants and animals do not get the food, water, and space needed for growth. Students develop and use models to describe the seasonal changes in the environment. Students develop questions and conduct a structured investigation to determine how sunlight affects the temperature of sand, soil, rocks, and water. Using an engineer design process, students then construct a structure to reduce the temperature of a play area. Students recognize that scientists observe changes in the natural world and use investigations, charts, drawings, sketches, and models to communicate these changes. Students need to recognize that scientists observe the natural world and use investigations, charts, drawings, sketches, and models to communicate ideas.
Science, Grade 1	409904	115-117, 120, 151-153	In Grade 1, students build on the language, vocabulary, and mathematical concepts developed in kindergarten to construct explanations stemming from patterns observed in the natural environment. Students conduct investigations to determine what plants need to live and grow. They test predictions, discover patterns in plant and animal life cycles, and construct explanations about plant survival. Students use an engineering design process to solve the problem of plant overcrowding in a garden. Students observe plant adaptations and establish the cause-and-effect relationship between adaptations and environmental changes. Students describe, compare, and analyze daily weather data to determine weather patterns in different seasons. They use an engineering design process to plan and respond to severe weather. Students investigate light and sound to find materials that light passes through and materials

Elementary Science			
Course Name	**Course Code**	**Endorsements**	**Course Description**
			that change sound. They construct a device that uses light and/or sound to communicate over a distance. Students develop investigations and make predictions about patterns in the natural world. Acting as scientists, students observe the natural world and use investigations, charts, drawings, sketches, and models to communicate ideas.
Science, Grade 2	409904	115-117, 120, 151-153	In Grade 2, students organize plants and animals according to their physical characteristics and recognize that living things are part of a larger system. Students construct models showing the characteristics of animals that help them survive in their environments and construct scientific arguments explaining how animals can make major and minor changes in the environment. Students conduct investigations to find and report evidence where plants and animals compete or cooperate with other plants in a system before identifying the adaptations that help them survive in that environment. Students investigate the relationship between friction and the motion of an object by changing the strength, direction, and speed of pushes and pulls. Students use an engineering design process to construct a ramp that will reduce or increase friction to solve a problem, such as rolling a baby carriage safely down a steep ramp.
Science, Grade 3	409904	115-117, 120, 151-153	In Grade 3, students will increase their use of embedded science and engineering practices for obtaining, recording, charting, and analyzing data in the study of a variety of environments. The crosscutting concept can be seen in life science through an organism's ability to grow, develop, survive, obtain food/energy, and reproduce within a given environment. In physical science, the concept is developed through a study of matter and its properties, and their interactions based on environmental changes and surroundings. The study of Earth science in third grade investigates surface features affected by one or more of Earth's spheres and human impacts on the environment. Students are expected to engage in the engineering design process and conduct research and communicate their understanding of each standard in a variety of ways. Because of this yearlong study, students will gain content knowledge and tools to provide evidence and support arguments about the ways matter and organisms interact and are affected by the environment.

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Elementary Science			
Course Name	**Course Code**	**Endorsements**	**Course Description**
Science, Grade 4	409904		In Grade 4, students will observe, research, and conduct investigations to discover patterns related to energy and change in the world around them. The crosscutting concept can be seen in life science through the study of human body systems, including their functions, interactions, and reliance upon other systems within the body. In physical science, the concept is developed through a study of energy in the forms of heat, light, sound, and electricity, as well as the conservation and transfer of energy from one form to another. The study of Earth science in fourth grade investigates the driving force of energy as it relates to the water cycle and changes in patterns of weather and climate. Students are expected to engage in engineering design practices, conduct research, and communicate their understanding of each standard in a variety of ways. Because of this yearlong study, students will gain research and process skills to build content knowledge that will support arguments about the ways energy and change relate to the world around us.
Science, Grade 5	409905	115-117, 120, 151-153 181,182,185, 187-189, 904	In Grade 5, students will model processes, provide evidence to support arguments, and obtain and display data about relationships among a variety of systems. The crosscutting concept can be seen in life science through the transfer of energy from the sun into all parts of a food web and ecosystem. In physical science, the concept is developed through a study of matter and an examination of forces and motion through the lens of gravity's effect on an object. The study of Earth and space science in fifth grade investigates the Earth in the universe, relationships between the bodies of our solar system, and human interaction with the Earth. Students are expected to engage in the engineering design process and conduct research to communicate their understanding of each standard in a variety of ways, including ELA connections to speaking and writing and mathematics connections to measurements using the metric system. Because of this yearlong study, students will gain content knowledge and tools to provide evidence and support arguments about the ways systems across content areas are interconnected and interdependent.

Elementary Social Studies

Elementary Social Studies			
Course Name	**Course Code**	**Endorsements**	**Course Description**
Social Studies (K-6)	459901	115-117, 120, 151-153, 192, 903	NA

The Arts Courses for Elementary
(Dance, Media Arts, Music, Theatre, Visual Arts)

College and Career Readiness Arts Integration Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Arts Integrated in the Regular Elementary Classroom (Grades PreK-6)	500710	Non-Carnegie Unit Bearing	102, 115, 116, 117, 120, 151, 152, 153	Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. In this course, students will connect and engage in dual learning objectives for content areas and art disciplines. By applying the artistic processes and creative practices in any one of the art forms/disciplines (Dance, Media Arts, Music, Theatre, Visual Arts) and other subject areas, students will gain a greater understanding of the arts and content areas. Using a 'learning by doing' approach, the experience mutually reinforces and results in deeper meaning-making in the arts and other curricular areas.

College and Career Readiness Elementary Dance Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Dance Elementary (Grades PreK-5)	500305	Non-Carnegie Unit Bearing	112, 115, 116, 117, 120, 121, 151, 152, 153, 122, 150	Dance Elementary (Grades PreK-5) course provides students with an introduction to the MS CCR Arts Learning standards in dance and are introductory in nature. Students will specifically learn: the elements of dance and dance structures in performance and choreography; defining movement characteristics, history, and purposes of various cultural and technical dance forms; basic dance and production vocabularies; how to view and critique professional dance works in order to explore and begin to define and contextualize an aesthetic point of view; the ability to understand oneself, others, and the larger world through the lens of dance. Dance Elementary is experiential in instruction and designed to explore and eventually establish what students know and can do in dance.

College and Career Readiness Elementary Dance Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Dance Performance Elementary (Grades PreK-5)	500308	Non-Carnegie Unit Bearing	112, 121	Dance Performance Elementary (Grades PreK-5) focuses on the "performing" MS CCR Arts Learning standard with learning centered on the development of basic dance skills and how this knowledge and these abilities inform dance performance, choreography, and production. Students will specifically be introduced to one or more dance forms (i.e., Ballet, Jazz, Modern, Tap, Creative Movement, Cultural or Social Dance Forms) in depth. This class is introductory in nature and designed to equip students with the basic vocabularies (technical and production) required to establish an informed general and personal understanding of dance forms and their many applications in dance.
Dance Middle (Grades 6-8)	500310	Non-Carnegie Unit Bearing	112, 121	Dance Middle (Grades 6-8) course provides students with continued exposure to and expanded application of the MS CCR Arts Learning standards in dance (Creating, Performing, Responding, Connecting). Students will specifically learn: how the elements of dance and dance structures in performance and choreography begin to establish dynamic dance expression, movement invention, and functional alignment; how movement characteristics, history, and purposes of various cultural and technical dance forms inform connections between dance and production vocabularies and artistic expression and intent; the relationship between performer and audience and audience etiquette; how to view and critique peer and personal dance works in order to define and disseminate an aesthetic point of view; and the ability to articulate this view in context with others and the larger world, through the lens of dance. Dance Middle is experiential in instruction and designed to establish and expand what students know and can do in dance.
Dance Performance Middle (Grades 6-8)	500307	Non-Carnegie Unit Bearing	112, 121	Dance Performance Middle School (Grades 6-8) focuses on the "performing" MS CCR Arts Learning standard with learning centered on the development of basic dance skills and how this knowledge and these abilities inform dance performance, choreography, and production. Students will specifically be introduced to several dance forms (i.e., Ballet, Jazz, Modern, Tap, Creative Movement, Cultural, World, or Social Dance Forms). This course is introductory in nature but designed to equip students to move beyond the basic vocabularies (technical and production) of dance in order to further define and establish an informed general and personal understanding of dance forms as well as their many applications in dance.

College and Career Readiness Elementary Media Arts Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Media Arts - Elementary (Grades K-6)	500240	Non-Carnegie Unit Bearing	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	An Introduction to and survey of the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles form various and combined mediums and forms, including moving image, sound, interactive, spatial, and/or interactive design. Typical course topics include aesthetic meaning, appreciation, and analysis; composing, capturing, processing, and programming of media arts products, experiences, and communications; their transmission, distribution, and marketing; as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated into each of the courses; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society. Note: This course is based on the true Introduction course and as such can include this and small introductory pieces of some or all of the content found in later courses before students go into a specialization or career pathway.

College and Career Readiness Elementary Music Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Music-Elementary (Grades K-5)	509904	Non-Carnegie Unit Bearing	116, 117, 120, 125, 151, 152, 153, 165, 166, 167	Music (Grades K-5) course enables students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing standards for grades K-5.
General Music (Grades 6-8)	500901	Non-Carnegie Unit Bearing	125, 165, 166, 167	Music (Grade 6-8) course enables students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing standards for the respective grades 6, 7, or 8.
Band – Elementary (Grades K-5)	509905	Non-Carnegie Unit Bearing	125, 165, 166, 167	This large ensemble performance course is designed to include brass, wind, and percussion instruments. Individual student progress is often determined by repertoire selection, individual instruction, and accomplishment of stated progress requirements. Students who elect to play in high school band during successive years are expected to master proficient competencies and then pursue advanced competencies.

General Band
General Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) |

College and Career Readiness Elementary Music Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Music-Band Middle (Grades 6-8)	509903	Non-Carnegie Unit Bearing	125, 165, 166, 167	This large ensemble performance course is designed to include brass, wind, and percussion instruments. Individual student progress is often determined by repertoire selection, individual instruction, and accomplishment of stated progress requirements. Students who elect to play in high school band during successive years are expected to master proficient competencies and then pursue advanced competencies. General Band General Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) Concert Band Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Marching Band Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.
Music-Keyboard (Grades K-4)	500933	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is designed for students who wish to obtain or increase keyboard performance skills. Instructional methods will be determined in part by available equipment in the local school setting. In schools where only one piano or electronic keyboard is available, students will receive private or small group instruction. In settings where multiple keyboards are available in a technology laboratory, instruction may be individualized within keyboard classes for up to 20 students. Teachers may wish to screen individual student music and/or keyboard knowledge to determine acceptance and placement into keyboard classes.

College and Career Readiness Elementary Music Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Music-Elementary	509904	Non-Carnegie Unit Bearing	116, 117, 120, 125, 151, 152, 153, 165, 166, 167	Music (Grades K-5) course enables students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing standards for grades K-5.
Musical Performance - Elementary	500991	Non-Carnegie Unit Bearing	125, 165, 166, 167	Students at the elementary and middle school levels who chose to pursue middle school performance will receive music instruction to strengthen their foundational knowledge around performance practices in the areas of choral and/or instrumental performance. Students should have opportunities to gain experience in making repertoire selections, creating, and performing original music, rehearsing, and refining the fundamentals of choral and/or instrumental music techniques. This course will typically include formal and informal performances as a way to foster musicianship.
Strings-Elementary	500976	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is intended for students who are continuing their study of string instruments or who wish to begin studying a stringed instrument. Instruction may be in small or large groups. Classes may be divided by instrument type (e.g., cello, guitar, violin) or may include a mixture of instruments. Students with different performance and experience levels may be included in the same class. Students who elect to study string instruments in high school during successive years are expected to master proficient competencies and then pursue advanced competencies. Strings Strings courses provide students an introduction and develops their understanding of the fundamentals of music and string instrument techniques, and many include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of music instruments. Formal and informal performances are included as part of string instrument instructional programs. Orchestra Orchestra courses help develop students' technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences.

College and Career Readiness Elementary Theatre Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Theatre-Elementary (Grades K-6)	500505	Non-Carnegie Unit Bearing	123	This course provides developmentally appropriate activities to enable students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences.

College and Career Readiness Elementary Visual Arts Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Visual Arts - Elementary (Grades K-6)	500102	Non-Carnegie Unit Bearing	102, 127	Visual Arts course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will develop knowledge and skills in the creation and study of works of art and design, building concepts and skills in both two and three-dimensional art forms.
Visual Arts – Middle (Grades 5-8)	500101	Non-Carnegie Unit Bearing	102, 127	Visual Arts course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will develop knowledge and skills in the creation and study of works of art and design, building concepts and skills in both two and three-dimensional art forms.

World Languages for Elementary

Elementary World Language Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
French –Elementary (Grades K-6)	169973	Non-Carnegie Unit Bearing	115, 117, 119, 120, 130, 151, 152, 153	French for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in French and may apply to a range of consecutive grades. Prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of French-speaking cultures.
German –Elementary (Grades K-6)	160552	Non-Carnegie Unit Bearing	116, 117, 120, 134, 151, 152, 153	German for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in German and may apply to a range of consecutive grades. Prepares students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of German-speaking cultures.
Russian –Elementary (Grades K-6)	160451	Non-Carnegie Unit Bearing	117, 120, 139, 151, 152, 153	Russian for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in Russian and may apply to a range of consecutive grades. Prepares students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Russian- speaking cultures.

Elementary World Languages Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Spanish – Elementary (Grades K-6)	160954	Non- Carnegie Unit Bearing	115, 117, 120, 140, 151, 152, 153	Spanish for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in Spanish and may apply to a range of consecutive grades. Prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Health Safety & Physical Education

Health Safety & Physical Education			
Course Name	**Course Code**	**Endorsements**	**Course Description**
Health (K-8)	349901	115-117, 120, 141, 143, 144, 151-153	NA
Physical Education (PreK-6)	349902	115-117, 120, 144, 151-153	NA

Business and Technology

Business and Technology			
Course Name	**Course Code**	**Endorsements**	**Course Description**
Computer Readiness	110102	111,113, 115-118, 120, 151-153, 999	NA
Keyboarding – Elementary	110106	105, 110, 111, 113, 115, 117, 120, 151, 153, 997	NA

Computer Science

Computer Science			
Course Name	**Course Code**	**Endorsements**	**Course Description**
Computer Science (PK-3)	110103	Valid Teacher License	An introduction to the fundamental concepts of computer science, including computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.
Computer Science (Grades 4-6)	110104	Valid Teacher License	Explores the fundamental concepts of computer science, including computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.
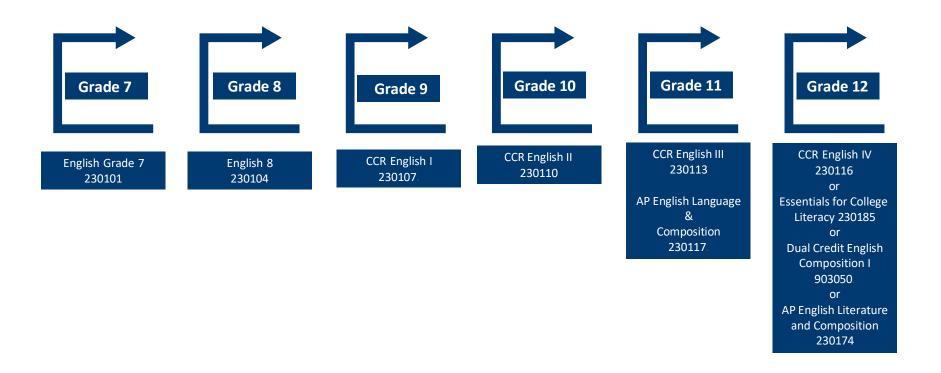
Office of Secondary Education

English Language Arts

Best Practices for CCR Sequencing in English Language Arts: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following course sequencing is recommended for English Language Arts. Any additional upper-level course sequencing is acceptable.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English Grade 7 230101	English 8 230104	CCR English I 230107	CCR English II 230110	CCR English III 230113 AP English Language & Composition 230117	CCR English IV 230116 or Essentials for College Literacy 230185 or Dual Credit English Composition I 903050 or AP English Literature and Composition 230174

Suggested Course Sequence Secondary Options for English Language Arts
The course codes follow the course names in parentheses. For other options for English classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students.

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
9	CCR English I (230107)	CCR English I (230107)	
10	CCR English II (230110)	CCR English II (230110)	
11	CCR English III (230113)	AP English Language and Composition (230117) or Approved Dual Credit/Dual Enrollment English Language Arts Course	**This sequence is NOT recommended for post- secondary enrollment.** Creative Writing (230511), Foundations of Journalism (270603), Oral Communication (231010), Print Journalism (270604), African American Writing (230124), Twentieth Century Writing (230125), Technical/Workplace Writing (230142), World Literature (230144), Mississippi Writers (230761), Debate (231026), or Broadcast Journalism (100104)
12	CCR English IV (230116) or Essentials for College Literacy (230185)	AP English Literature and Composition (230174) or Approved Dual Credit/Dual Enrollment English Language Arts Course	**This sequence is NOT recommended for post- secondary enrollment.** Creative Writing (230511), Foundations of Journalism (270603), Oral Communication (231010), Print Journalism (270604), Survey of African American Writing (230124), Survey of Twentieth Century Writing (230125), Technical and Workplace Writing (230142), World Literature (230144), Mississippi Writers (230761), SREB Literacy Ready (230150), Debate (231026), Broadcast Journalism (100104)

College and Career Readiness English Courses

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsements
English Grade 7 (230101)	0	119,174,902
English Grade 8 (230104)	0	119,174,902
SREB Ready for High School Literacy (230186)	1	• May be taught in grade 8 or 9 • For students transitioning from the Mississippi Occupational Diploma (MOD) to a Traditional Diploma, this course may be offered at any grade level, 9-12 • May not be taken after English I • Mandatory teacher training is required through MDE and/or SREB • Student prior course final average in grade 7 or 8 ELA/Literacy course must have been lower than a 75 for enrollment in this course • Student is still required to take the appropriate grade level or end-of-course MAAP assessment • 119
CCR English I (230107)	1	119
CCR English II (230110)	1	Must also meet end-of-course assessment requirements 119
CCR English III (230113)	1	Must also meet end-of-course assessment requirements 119
CCR English IV	1	119

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsements
(230116)		
Essentials for College Literacy (230185)	1	• Required teacher training to earn a 930 endorsement in addition to the 119 English endorsement • For students with ACT English subscore of 15- 18 only • If a student earns an 80 or above in this course, IHL will accept course in lieu of remedial college course. • **Students must be classified as a senior for enrollment.** An exception to this requirement may include students classified as a junior planning to graduation prior to the spring of their senior year. 119 & 930
SREB Literacy Ready (230150)	1	• 12th Graders ONLY • Required teacher training to earn a 930 endorsement in addition to the 119 English endorsement • For students with ACT English subscore below 15 119 & 930
Broadcast Journalism (100104)	.5 or 1	119, 123, 149, 196
Creative Writing (230511)	.5 or 1	119, 149
Debate (231026)	.5 or 1	119, 196
Foundations of Journalism (270603)	.5 or 1	119, 149, 440
Mississippi Writers (230761)	.5 or 1	119
Oral Communications (231010)	.5 or 1	119, 196

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsements
Print Journalism (270604)	.5 or 1	119, 149, 440
Survey of African American Writing (230124)	.5 or 1	119
Survey of Twentieth Century Writing (230125)	.5 or 1	119
Technical and Workplace Writing (230144)	.5 or 1	119, 149
World Literature (230144)	.5 or 1	119

Advanced Placement English Courses

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsements
AP English Language and Composition (230117)	1	119
AP English Literature and Composition (230174)	1	119

Dual Credit English Courses

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsements
Dual Credit English Composition (903050)	1	Teacher must be post-secondary approved
Dual Credit English Composition II (903051)	1	Teacher must be post-secondary approved
Dual Credit Creative Writing (903511)	1	Teacher must be post-secondary approved
Dual Credit American Literature I (903054)	1	Teacher must be post-secondary approved
Dual Credit American Literature II (903055)	1	Teacher must be post-secondary approved

College and Career Readiness English Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
English Grade 7	230101	0	119- English (7-12) 174- Reading (k-12) 902- Mid School Language Arts (7-8)	English Grade 7 offers students opportunities to analyze, define, compare, and evaluate ideas with increasing precision when reading, writing, speaking, and listening. They apply skills they learned in earlier grades to make sense of a range of more challenging books and articles as they address various topics. In particular, students' ability to cite specific evidence and make use of the academic language and knowledge they have encountered in their own reading when writing in response to texts matures. As they work diligently to understand precisely what an author or speaker is saying, students also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims. Students continue to expand their vocabularies and use new words in their stories, reports, and essays. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners, or constructively evaluating others' use of evidence.
English Grade 8	230104	0	119- English (7-12) 174- Reading (k-12) 902- Mid School Language Arts (7-8)	English Grade 8 offers students continued opportunities to analyze, define, compare, and evaluate ideas with increasing precision when reading, writing, speaking, and listening. They apply skills they learned in earlier grades to make sense of a range of more challenging books and articles as they address various topics. In particular, students' ability to cite specific evidence and make use of the academic language and knowledge they've encountered in their own reading when writing in response to texts matures. As they work diligently to understand precisely what an author or speaker is saying, students also learn to question an author's or speaker's assumptions and assess the accuracy of his or her claims. Students continue to expand their vocabularies and use new words in their stories, reports, and essays. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to readers or listeners, or constructively evaluating others' use of evidence.
SREB Ready for High School Literacy	230186	1	• May be taught in grade • end-of-course MAAP assessment 119- English (7-12)	This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas, both orally and in writing, in high school-level subjects such as English, history and science. The unit structure conforms to the framework of the Literacy Design Collaborative which addresses college- and career-readiness standards.

				College and Career Readiness English Course
CCR English I	230107	1	119- English (7-12)	English I is a required course for all freshmen. Students gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.
CCR English II	230110	1	Must also meet end-of-course assessment requirements 119- English (7-12)	English II is a required course for all sophomores. Students gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.
CCR English III	230113	1	119-English (7-12)	Students gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.
CCR English IV	230116	1	119- English (7-12)	Students gain exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources.

Essentials for College Literacy	230185	1	*Both of the following: *119- English (7-12) *930- SREB Literacy 　　Ready (7-12)	The SREB Readiness Course titled Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas — English, social science and science. Literacy Ready consists of six units: two in history, two in English and two in science. Content of the discipline is at the forefront of the curriculum; while the disciplinary literacy skills are emphasized through reading and writing assignments based on the content. Units are focused on truly understanding how to read and interpret texts in the discipline on a college level. They are designed to be used as steppingstones, with the first module in each subject less rigorous and demanding than the last.
SREB Literacy Ready	230150	1	*Both of the following: *119- English (7-12) *930- SREB Literacy Ready (7-12)	The SREB Readiness Course titled Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas — English, social science and science. Literacy Ready consists of six units: two in history, two in English and two in science. Content of the discipline is at the forefront of the curriculum; while the disciplinary literacy skills are emphasized through reading and writing assignments based on the content. Units are focused on truly understanding how to read and interpret texts in the discipline on a college level. They are designed to be used as steppingstones, with the first module in each subject less rigorous and demanding than the last.
Broadcast Journalism	100104	.5 or 1	119- English (7-12)	The Broadcast Journalism course provides students with quality academic instruction in television, radio, and video production by providing training in operating equipment, reporting and scriptwriting, as well as planning, directing, and producing video projects. This course is designed to help students produce a broadcast news show that includes anchor segments, field reports and feature segments. Students should select all content, write all scripts, and film and edit all video. Show(s) should be published to the web and available to the public. Foundations of Journalism is a prerequisite for this class.
Creative Writing	230511	.5 or 1	119- English (7-12)	The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. The course affords an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical leader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication.

Debate	231026	.5 or 1	119- English (7-12)	This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly, and it helps a student to identify flawed reasoning and argue persuasively

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College and Career Readiness English Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Foundations of Journalism	270603	.5 or 1	119- English (7-12)	Foundations of Journalism is an English course for one Carnegie unit credit. It is intended as a general course to enhance students' communication and media literacy skills. It is a prerequisite for subsequent journalism courses. This course is designed to help students produce a factual, journalistically-sound piece of writing from interviews they conducted. By the end of this course, students should be able to produce a factual, journalistically sound piece of writing from interviews they conducted. Students should also be able to create at least one accompanying visual element (photo/video) and publish their work (story + visual) to the web.
Mississippi Writers	230761	.5 or 1	119- English (7-12)	The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The course identifies major sources and themes of twentieth century and contemporary Mississippi writing. The student will recognize the contribution of Mississippi writers, such as William Faulkner, Eudora Welty, Richard Wright, Willie Morris, Anne Moody, etc., to twentieth century American writing and recognize that Mississippi writing is an expression of a particular place that achieves universality.
Oral Communications	231010	.5 or 1	119- English (7-12)	This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the student to think logically, clearly, and creatively.
Print Journalism	270604	.5 or 1	*Any of the following: *119- English (7-12) *149-Journalism (7-12) *440- Media Librarian (7-12)	The Print Journalism course provides students with quality academic instruction in newspaper/yearbook/news-site production by providing training in reporting, writing, photography, design and equipment operation, as well as in leadership and management skills (necessary to plan and execute the publication process). This course is designed to help students produce a newspaper, news magazine, news website or yearbook that informs a defined audience of school and community news in a timely manner. Students should select all content, write all copy, photograph/design visual elements and manage their own website/social media accounts. Works should be published in some form (print or digital) and available to the public, either for free or for purchase

College and Career Readiness English Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Survey of African American Writing	230124	.5 or 1	119- English (7-12)	The Survey of African American Writing course is a survey course that draws upon a compilation of genres, themes, styles, and language used by various writers of African American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.
Survey of Twentieth Century Writing	230125	.5 or 1	119- English (7-12)	The Survey of Twentieth Century Writing course covers major writers and themes in the Americas and Western Europe for the period from World War I to the present time. The student will recognize major themes present in twentieth century writing and will draw parallels to history and present-day concerns. As a result of this course, students will have a greater awareness of events and writings that have shaped and been part of the ideas and culture of the twentieth century.
Technical and Workplace Writing	230142	.5 or 1	*Any of the following: *119- English (7-12) *149-Journalism (7-12)	The Technical and Workplace Writing course focuses on the various kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of the workplace and technical writing, students will practice gathering information through research as well as communicating information through various kinds of writing.
World Literature	230144	.5 or 1	119- English (7-12)	The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. chronology. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. At least one work should be

				chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

English Language Arts Accelerated Courses

Advanced Placement English Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description **Note:** Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP English Language and Composition	230117	1	119- English (7-12)	*apcentral.collegeboard.org*
AP English Literature and Composition	230174	1	119- English (7-12)	*apcentral.collegeboard.org*

Dual Credit English Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description Please see the *Uniform Course Numbering System for Academics of the Mississippi Community and Junior Colleges*
Dual Credit English Composition I	903050	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit English Composition II	903051	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit American Literature I	903054	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit American Literature II	903055	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit British Literature I	903056	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit British Literature II	903057	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit World Literature I	903144	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit World Literature II	903059	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
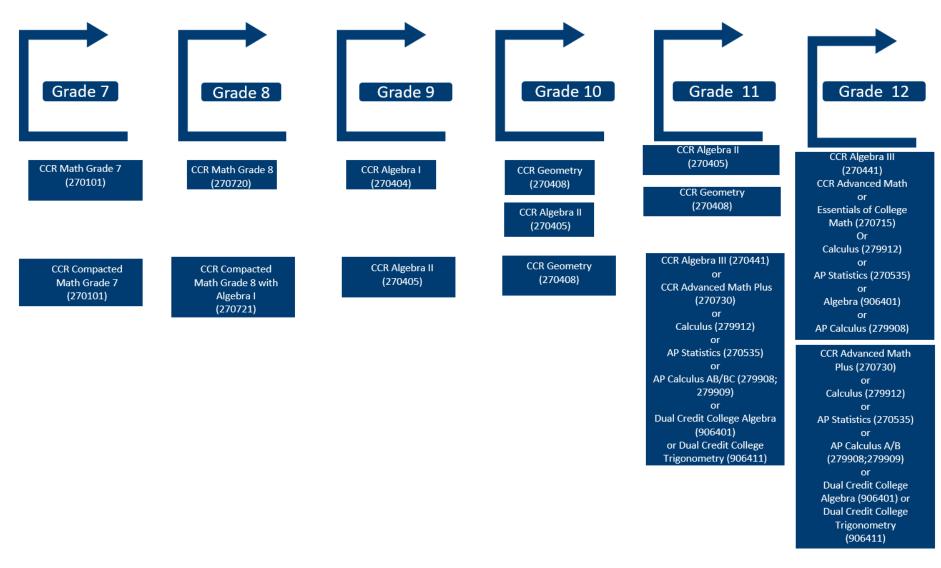
Dual Credit English Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description Please see the *Uniform Course Numbering System for Academics of the Mississippi Community and Junior Colleges*
Dual Credit Speech	903052	1		See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit African American Literature I	903423	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
Dual Credit African American Literature II	903424	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges

# Mathematics

Best Practices for CCR Sequencing in Mathematics: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following courses sequencing is recommended for mathematics. Any additional upper-level course sequencing is acceptable.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
CCR Math Grade 7 (270101)	CCR Math Grade 8 (270720)	CCR Algebra I (270404)	CCR Geometry (270408) / CCR Algebra II (270405)	CCR Algebra II (270405) / CCR Geometry (270408)	CCR Algebra III (270441) CCR Advanced Math or Essentials of College Math (270715) Or Calculus (279912) or AP Statistics (270535) or Algebra (906401) or AP Calculus (279908)
CCR Compacted Math Grade 7 (270101)	CCR Compacted Math Grade 8 with Algebra I (270721)	CCR Algebra II (270405)	CCR Geometry (270408)	CCR Algebra III (270441) or CCR Advanced Math Plus (270730) or Calculus (279912) or AP Statistics (270535) or AP Calculus AB/BC (279908; 279909) or Dual Credit College Algebra (906401) or Dual Credit College Trigonometry (906411)	CCR Advanced Math Plus (270730) or Calculus (279912) or AP Statistics (270535) or AP Calculus A/B (279908;279909) or Dual Credit College Algebra (906401) or Dual Credit College Trigonometry (906411)

Suggested Course Sequence Secondary Options for Mathematics

The course codes follow the course names in parentheses. For other options for math classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students.

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
7	CCR Math Grade 7 (270101)	CCR Compacted Math Grade 7 (270710)	CCR Compacted Math Grade 7 (270710)
8	CCR Math Grade 8 (270720)	CCR Compacted Math Grade 8 with (Algebra I) (270721)	CCR Compacted Math Grade 8 (with Algebra I) (270721)
9	CCR Algebra I (270404)	CCR Geometry (270408)	CCR Algebra II (270405)
10	CCR Geometry (270408)	CCR Algebra II (270405)	CCR Geometry (270408)
11	CCR Algebra II (270405)	CCR Algebra III (270441) or CCR Advanced Math Plus (270730) or Calculus (279912) or AP Calculus AB/BC (279908; 279909) or Dual Credit/Dual Enrollment	CCR Algebra III (270441) or CCR Advanced Math Plus (270730) or Calculus 279912) or AP Calculus AB/BC (279908; 279909) or Dual Credit/Dual Enrollment
12	CCR Algebra III (270441) CCR Advanced Math Plus (270730) Calculus (279912) AP Calculus AB/BC (279908; 279909) Essentials for College Math (270715) A Dual Credit/Dual Enrollment Math Course	CCR Algebra III (270441) or CCR Advanced Math Plus (270730) or Calculus (279912) or AP Calculus AB/BC (279908; 279909) or Essentials for College Math (270715) or A Dual Credit/Dual Enrollment Math Course	CCR Algebra III (270441) or CCR Advanced Math Plus (270730) or Calculus (279912) or AP Calculus AB/BC (279908; 279909) or Essentials for College Math (270715) or A Dual Credit/Dual Enrollment Math Course

College and Career Readiness Mathematics Courses

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsement
CCR Math Grade 7 (270101)	0	154, 163, 901
CCR Compacted Math Grade 7 (with Grade 8) (270710)	1	154, 163, 901
CCR Math Grade 8 (270720)	1	154, 163, 901
CCR Compacted Math Grade 8 (with Algebra I) (270721)	1	• CCR Compacted Math Grade 7 (with Grade 8) (270710) is a required prerequisite. 154, 155, 163
SREB Ready for High School Math	1	• May be taught in grade 8 or 9 • For students transitioning from the Mississippi Occupational Diploma (MOD) to a Traditional Diploma, this course may be offered at any grade level, 9-12 • May not be taken after Algebra I • Mandatory teacher training is required through MDE and/or SREB • Student prior course final average in grade 7 or 8 Math course must have been lower than a 75 for enrollment in this course • Student is still required to take the appropriate grade level or end-of-course MAAP assessment 154
Foundations of Algebra (270390)	1	• Does not meet IHL requirement for math above Algebra I • May be taught in 9th grade only • May not be taught after Algebra I has been taken • For students transitioning from the Mississippi Occupational Diploma to a Traditional Diploma, the course may be offered in any grade level 9-12 154, 155, 163
CCR Algebra I (270404)	1	154, 155, 163
CCR Geometry (270408)	1	154, 156
CCR Algebra II (270405)	1	154
CCR Algebra III (270441)	1	154

Course Name (Course Code)	Carnegie Unit Credit	Notes/Endorsement
CCR Advanced Mathematics Plus (270730)	1	154
Calculus (279912)	1	154
Essentials for College Math (270715)	1	• Required teacher training to earn a 929 endorsement in addition to the 154 pre-requisite Math endorsement • For seniors with ACT math sub score between 15- 18 • If a student earns an 80 or above in this course, IHL will accept course in lieu of remedial college course. • Students must be classified as a senior for enrollment. An exception to this requirement may include students classified as a junior planning to graduation prior to the spring of their senior year. 154 & 929
SREB Math Ready (270740)	1	•12th Graders ONLY • Required teacher training to earn a 929 endorsement in addition to the pre -requisite 154 Math endorsement • For students with ACT math subscore below 15 154 & 929
Advanced Technical Math (279911)	1	154
AP Calculus AB (279908)	1	154
AP Calculus BC (279909)	1	154
AP Statistics (270535)	1	154
Dual Credit College Algebra (906401)	1	Teacher must be post-secondary approved.
Dual Credit Trigonometry (906411)	1	Teacher must be post-secondary approved.
Dual Credit Finite Math (906451)	1	Teacher must be post-secondary approved.
Dual Credit Business Calculus I (906920)	1	Teacher must be post-secondary approved.
Dual Credit Statistics (906450)	1	Teacher must be post-secondary approved.

College- and Career-Readiness Mathematics Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
CCR Mathematics Grade 7	270101	0	154, 163, 901	In Grade 7, instruction should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
CCR Compacted Mathematics Grade 7 (with CCR Grade 8)	270710	1	154, 163, 901	In Compacted Mathematics Grade 7, *a one-credit math course*, instruction should focus on four critical areas from Grade 7: (1) applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Instruction is expanded to also focus on three critical areas from Grade 8: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence.
CCR Mathematics Grade 8	270720	1	154, 163, 901	For Math Grade 8, *a one-credit math course*, instruction should focus on 3 critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
CCR Compacted Grade 8 (with Algebra I)	270721	1	154, 163	In Compacted Mathematics Grade 8 (with Algebra I), *a one-credit math course*, instruction should focus on three critical areas from Grade 8: (1) formulating and reasoning about expressions and equations, including modeling an association in

College- and Career-Readiness Mathematics Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
				bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instruction is expanded to also focus on five critical areas from Algebra I. These are (1) analyze and explain the process of solving equations and inequalities: (2) learn function notation and develop the concepts of domain and range; (3) use regression techniques; (4) create quadratic and exponential expressions; and (5) select from among these functions to model phenomena. **Notes to consider: The CCR Compacted Math Grade 7 (with grade 8) is a required pre-requisite for this course.**
SREB Ready for High School Math	270110	1	154	The Southern Region Education Board (SREB) Ready for High School math, *a one-math credit course*, emphasizes the understanding of math concepts, as opposed to memorizing procedures. In Ready for High School Math, students come to understand why a certain formula or method is used to solve a problem. By engaging students in real-world applications, Ready for High School Math develops the critical-thinking skills that students need throughout their high school studies. The course has eight units, culminating in a capstone project that emphasizes the synthesis of concepts. **Notes to Consider:** May be taught in grade 8 or 9 • For students transitioning from the Mississippi Occupational Diploma (MOD) to a Traditional Diploma, this course may be offered at any grade level, 9-12 • May not be taken after Algebra I • Mandatory teacher training is required through MDE and/or SREB • Student prior course final average in grade 7 or 8 Math course must have been **lower** than a 75 for enrollment in this course • Student is still required to take the appropriate grade level or end-of-course MAAP assessment

College- and Career-Readiness Mathematics Courses				
Foundation of Algebra	270390	1	154, 155, 163	Foundations of Algebra is *a one-math credit course* offered only to 9th grade students. The primary purpose of the Foundations of Algebra course is to provide a basis for curriculum development for rising 9t grade students in need of substantial support prior to taking Algebra I. The content of the Foundations of Algebra course focuses on equations, inequalities, functions, polynomials, geometry, and statistics as well as the standards of mathematical practice. The standards for this course were developed based on core content that should have been mastered by the end of the grade 8 and key skills that will be introduced in Algebra I. *Notes to consider:* Does not meet IHL requirement for math above Algebra I • May be taught in 9th grade only • May not be taught after Algebra I has been taken • For students transitioning from the Mississippi Occupational Diploma to a Traditional Diploma, the course may be offered in any grade level 9-12.
CCR Algebra I	270404	1	154, 155, 163	In Algebra I, *a one-credit math course*, the fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades' standards, this is a more ambitious version of Algebra I than has generally been offered. Instruction should focus on five critical areas: (1) analyze and explain the process of solving equations and inequalities: (2) learn function notation and develop the concepts of domain and range; (3) use regression techniques; (4) create quadratic and exponential expressions; and (5) select from among these functions to model phenomena.
CCR Geometry	270408	1	154, 156	The fundamental purpose of the course in Geometry, *a one-credit math course*, is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical areas of this course include (1) building a thorough understanding of translations, reflections, and rotations; (2) developing the understanding of similarity and several theorems; (3) extension of formulas for 2- dimensional and 3-dimensional objects (4) extension of 8th grade geometric concepts of lines; (5) prove basic theorems about circles;

College- and Career-Readiness Mathematics Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
				and (6) work with experimental and theoretical probability.
CCR Algebra II	270405	1	154	In Algebra II, *a one-credit math course*, students build on their work with linear, quadratic, and exponential functions, to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The four critical areas of this course include (1) working extensively with polynomial operations; (2) building connections between geometry and trigonometric ratios; (3) understanding of a variety of function families; and (4) explore statistical data.
CCR Algebra III	270441	1	154	Algebra III, *a one-credit math course*, includes content standards from the 2007 Mississippi Mathematics Framework Revised Pre-Calculus course and the Mississippi College- and Career-Readiness Standards for Mathematics; and covers those skills and objectives necessary for success in courses higher than Algebra II and Integrated Mathematics III. Topics of study include sequences and series, functions, and higher order polynomials. Polynomial functions provide the context for higher-order investigations. Topics are addressed from a numeric, graphical, and analytical perspective. Technology is to be used to enhance presentation and understanding of concepts. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Algebra III is typically taken by students who have successfully completed Algebra II and Geometry.

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MDE: Office of Secondary Education – **Approved Courses for the Elementary and Secondary Schools of Mississippi**| July 5, 2022

College- and Career-Readiness Mathematics Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
CCR Advanced Mathematics Plus	270730	1	154	Advanced Mathematics Plus, *a one-credit math course*, specifies the mathematics that students should study in order to be college and career ready. The Advanced Mathematics Plus Course includes rigorous mathematical standards that will prepare students for collegiate courses dealing with higher-level trigonometric, algebraic, and calculus concepts. This course was designed to be a fourth-year math course. Throughout the duration of this course, teachers should make every effort to ensure the Standards for Mathematical Practice are addressed.
Calculus	279912	1	154	Calculus, *a one-credit course*, includes content standards from the 2007 Mississippi Mathematics Framework Revised. This course focuses on the mathematics of change. The major focus is on differential and integral calculus. The use of graphing calculators and other technologies are major components of the course. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This one-credit course is designed for the student who has been successful in Algebra II, Integrated Mathematics III, or Algebra III.
Essentials for College Math	270715	1	154 **and** 929	In an effort to better prepare high school students for the transition to postsecondary study, Mississippi, in conjunction with Southern Region Educational Board (SREB) and 17 other states, has developed this course to align with college and career readiness standards. Based on Mississippi Institutions of Higher Learning (IHL) Policy 608, students who complete one or both courses with an **80 or above** will not be required to take the corresponding remedial courses for College Algebra or English Composition I at any of the eight public Mississippi universities. **Notes to consider: Required teacher training to earn a 929 endorsement in addition to the 154 pre-requisite Math endorsement** • For seniors with **ACT math sub score between 15- 18** • If a student earns an **80 or above** in this course, IHL

				College- and Career-Readiness Mathematics Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
				will accept course in lieu of remedial college course. • **Students must be classified as a senior for enrollment.** An exception to this requirement may include students classified as a junior planning to graduation prior to the spring of their senior year
SREB Math Ready	270740	1	154 **and** 929	The Southern Region Education Board (SREB) Math Ready Course, *a one-credit course*, is designed to assist students who need a fourth-year mathematics preparatory course prior to entering college. This course is best suited for students who have not mastered skills needed for Advanced Placement courses. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. In short, this course targets students with weaknesses and college-ready skill gaps and reeducates them in new ways to ensure they are prepared for postsecondary-level mathematics. **Notes to consider: For 12th Graders ONLY • Required teacher training to earn a 929 endorsement in addition to the pre -requisite 154 Math endorsement •** For students with **ACT math sub-score below 15.**
Advanced Technical Math	279911	1	154	**Notes to consider: Algebra I is a required pre-requisite for this course •** This course can ONLY be used as a math in a CTE Pathway.

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Compensatory Mathematics Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Compensatory Math Grades 7-8	320138	1	154, 163, 210, 220, 221, 223, 224, 901	Students in need of instructional support, intervention or remediation may be enrolled in a Compensatory Mathematics course under the following stipulations: The **Compensatory Mathematics** course: 1. must be taken in concert with a credit-bearing course at the same grade level; 2. includes content supportive of the accompanying credit-bearing course; 3. should incorporate the Standards for Mathematical Practice; and 4. may be taken as an elective but will not satisfy the number of mathematics Carnegie units required for graduation
Compensatory Mathematics I- 9-12	320133	1	154, 163, 210, 220, 221, 224	
Compensatory Mathematics II- 9-12	320147	1	154, 163, 210, 220, 221, 224	
Compensatory Mathematics III- 9-12	320148	1	154, 163, 210, 220, 221, 224	
Compensatory Mathematics IV- 9-12	320149	1	154, 163, 210, 220, 221, 224	
Compensatory Mathematics II- 9-12	320147	1	154, 163, 210, 220, 221, 224	

Mathematics Accelerated Courses

				Advanced Placement Mathematics Courses
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description** **Note: Note:** Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP Calculus AB	279908	1	154	*apcentral.collegeboard.org*
AP Calculus BC	279909	1	154	*apcentral.collegeboard.org*
AP Statistics	270535	1	154	*apcentral.collegeboard.org*
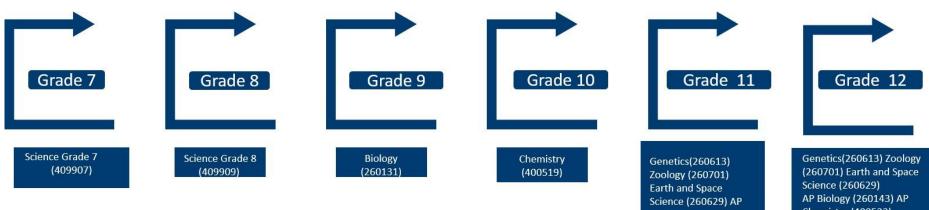
Dual Credit Mathematics Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description **Note:** Since Dual Course Descriptions are updated regularly, please see the *Uniform Course Numbering System for Academics of the Mississippi Community and Junior Colleges* to determine whether a more recent Course Description is available.
DC College Algebra	906401	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Trigonometry	906411	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Finite Math	906451	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Business Calculus I	906920	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Statistics	906450	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges

Science

Best Practices for CCR Sequencing in Science: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following courses sequencing is recommended for science. Any additional upper-level course sequencing is acceptable.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Science Grade 7 (409907)	Science Grade 8 (409909)	Biology (260131)	Chemistry (400519)	Genetics(260613) Zoology (260701) Earth and Space Science (260629) AP Biology (260143) AP Chemistry (400523) Dual Credit Anatomy and Physiology (907212) AP Chemistry (400523) Physics (400820) AP Physics Courses (400861, 400826, 400827)	Genetics(260613) Zoology (260701) Earth and Space Science (260629) AP Biology (260143) AP Chemistry (400523) Dual Credit Anatomy and Physiology (907212) AP Chemistry (400523) Physics (400820) AP Physics Courses (400861, 400826, 400827)

College and Career Readiness Science Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Science Grade 7	409907	0	181, 182, 185, 187-189, 904	Science Grade 7 is a middle-level general science course that covers core ideas in life science, physical science, and earth and space science. Science Grade 7 should be taken after Science Grade 6 or an equivalent course. Science Grade 7 provides an opportunity to engage science practices, engineering practices and processes, and crosscutting concepts to build natural curiosity, encourage scientific and engineering investigation and promote sense-making of phenomena.
Science Grade 8	409909	0	181, 182, 185, 187-189, 904	Science Grade 8 is a middle-level general science course that covers core ideas in life science, physical science, and earth and space science. Science Grade 8 should be taken after Science Grade 7 or an equivalent course. Science Grade 8 provides an opportunity to engage science practices, engineering practices and processes, and crosscutting concepts to build natural curiosity, encourage scientific and engineering investigation and promote sense-making of phenomena.
Foundations of Biology	260628	1	181 ***Can only be taken before Biology**	Foundations of Biology, **a one-credit course**, is a research and inquiry-based course designed to give students the basic knowledge needed prior to attempting the rigorous Biology course required for graduation. This course is NOT a required prerequisite for Biology. However, if selected as a science elective, Foundations of Biology should not be taken after the successful completion of Biology. Concepts covered in this course include the history of biology and its impacts on society, the chemistry of life, organization, and energy in living systems, the molecular basis of heredity, biological evolution, and ecological principals.

College and Career Readiness Science Course				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Biology	260131	1	181	Biology, **a one-credit course**, is a laboratory-based course that is designed to build a life science foundation emphasizing patterns, processes, and interactions among organisms. Students are expected to master conceptual understandings based on both individual investigations and the investigations conducted by others. The biology course is taken after the successful completion of the Grade 8 science course, the Foundations of Biology course, and fulfillment of any other requirement approved by the local education agency.
Botany	260311	0.5	181	Botany, **a one-half credit course**, is a laboratory-based course applying basic biological principles to the study of plants. Topics include morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolution, and the interactions of human society and plants. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. It is recommended that Botany is taken after the successful completion of Biology.
Chemistry	400519	1	185	Chemistry, **a one-credit course,** is a rigorous science elective course designed to prepare students for careers in science, technology, engineering, integrated STEM activities, and mathematics. Chemistry explores empirical concepts central to all areas of science. These concepts should be explored in-depth using both quantitative and qualitative analysis, computational and experimental rigor, and the use of inquiry-based methods of teaching. To be successful in Chemistry, it is recommended that students have completed Algebra I (Integrated Math I) and be enrolled in an upper-level math course.
Earth and Space Science	260629	1	181, 182, 185, 187-189	The Earth and space science course, **a one-credit course,** provides opportunities for students to continue to develop and communicate a basic understanding of the Earth and its place in the universe through lab-based activities, integrated STEM activities, inquiry, mathematical expressions, and concept exploration. The Earth and space science course will help students apply scientific concepts in natural settings and guide them to become responsible stewards of Earth's natural resources. It is suggested that this course be taken after successful completing of Biology.

College and Career Readiness Science Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Environmental Science	260611	0.5	181, 182, 185, 187-189	Environmental science, **a one-half credit course**, is a laboratory- or field-based course that explores ways in which the environment shapes living communities. Human sustainability and environmental balance are emphasized. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course, which also emphasizes a student-centered and collaborative classroom environment. It is suggested that the Environmental Science course is taken after successful completion of Biology.
Foundations of Science Literacy	260627	0.5	181, 182, 185, 189	Foundations of Science Literacy, **a one-half credit course**, is designed as an inquiry-based ACT science preparation course in which objectives from the *ACT College and Career Readiness Standards – Science* are included. The course also includes basic skills that include analyzing technical texts and graphics (charts, graphs) along with implementing engineering processes and designs to solve problems. It is recommended that Foundations of Science Literacy be taken after the successful completion of Biology.
Genetics	260613	0.5	181,185	Genetics, **a one-half credit course**, is a laboratory-based course that explores the principles of classical and molecular genetics. The structure and function relationship of DNA forms the foundation for the study of DNA inheritance, RNA and protein production, and the resulting phenotypes in organisms. Classical Mendelian genetics is explored to analyze patterns of inheritance and genetic variability within populations. Multiple applications of biotechnology are investigated to address a variety of problems in modern society. This course is suggested after completion of Biology. Additionally, having completed Chemistry will support greater success in this course.
Human Anatomy and Physiology	260751	1	181,185	Human Anatomy and Physiology, **a one-credit course**, is a laboratory-based course that investigates the structures and functions of the human body. Core content emphasizes the structure and function of cells, tissues, and organs; organization of the human body and its biochemical composition; the skeletal, muscular, nervous, endocrine, digestive, respiratory, cardiovascular, integumentary, immune, urinary, and reproductive systems; and the impact of diseases on certain systems. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course. It is recommended that Human Anatomy and Physiology be taken after successful completion of Biology.

College and Career Readiness Science Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Marine and Aquatic Science I	260625	0.5	181,187	Marine and Aquatic Science I, **a one-half credit course**, is a laboratory-based course that investigates the biodiversity of salt water and freshwater organisms, including their interactions with the physical and chemical environment. Science and engineering practices, crosscutting concepts, nature of science, and technology are incorporated into the standards. It is recommended that Marine and Aquatic Science I be taken after successful completion of Biology
Marine and Aquatic Science II	260626	0.5	181,187	Marine and Aquatic Science II, **a one-half credit course**, is a laboratory-based course that extends the learning from Marine and Aquatic Science I. Marine and Aquatic Science II, can only be taken after the successful completion of Marine and Aquatic Science I.
Physical Science	400700	1	181, 182, 185, 189	Physical Science, **a one-credit course,** provides opportunities for students to develop and communicate a basic understanding of physics and chemistry through lab-based activities, integrated STEM activities, inquiry, suitable mathematical expressions, and concept exploration. Physical Science prepares students to transition to other science courses and to become informed citizens of a modern world that is constantly changing. To be successful in Physical Science, it is recommended that students have completed Algebra I (Integrated Math I) or be enrolled in this math course.
Physics	400820	1	189	Physics, **a one-credit course,** provides opportunities for students to develop and communicate an understanding of matter and energy through lab-based activities, integrated STEM activities, mathematical expressions, and concept exploration. Concepts covered in this course include kinematics, dynamics, energy, mechanical and electromagnetic waves, and electricity. To be successful in Physics, it is recommended that students have completed Algebra I. Geometry, and Algebra II (Integrated Math I, II, II), and be enrolled in an upper-level math course.

Zoology I (Invertebrate)	260701	0.5	181	Zoology I, **a one-half credit course**, and Zoology II, **a one-half credit course**, are laboratory-based courses that survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology of invertebrates are investigated. Comparative studies are addressed during laboratory observations and dissections. It is recommended that Zoology I be taken after the successful completion of Biology.
Zoology II (Vertebrate)	260697	0.5	181	Zoology I, **a one-half credit course**, and Zoology II, **a one-half credit course**, are laboratory-based course that surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology of vertebrates are investigated. Comparative studies are addressed during laboratory observations and dissections. It is recommended that Zoology II be taken after the successful completion of Biology.

Science Accelerated Courses

|	Advanced Placement (AP) Science Course			
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description Note: Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP Chemistry	400523	1	185	*apcentral.collegeboard.org*
AP Environmental Science	260609	1	181,182, 185, 187, 188, 189	*apcentral.collegeboard.org*
AP Biology	260143	1	181	*apcentral.collegeboard.org*
AP Physics C: Electricity and Magnetism	400841	1	189	*apcentral.collegeboard.org*
AP Physics C: Mechanics	400861	1	189	*apcentral.collegeboard.org*
AP Physics I: Algebra-Based	400826	1	189	*apcentral.collegeboard.org*
AP Physics II: Algebra-Based	400827	1	TBA	*apcentral.collegeboard.org*
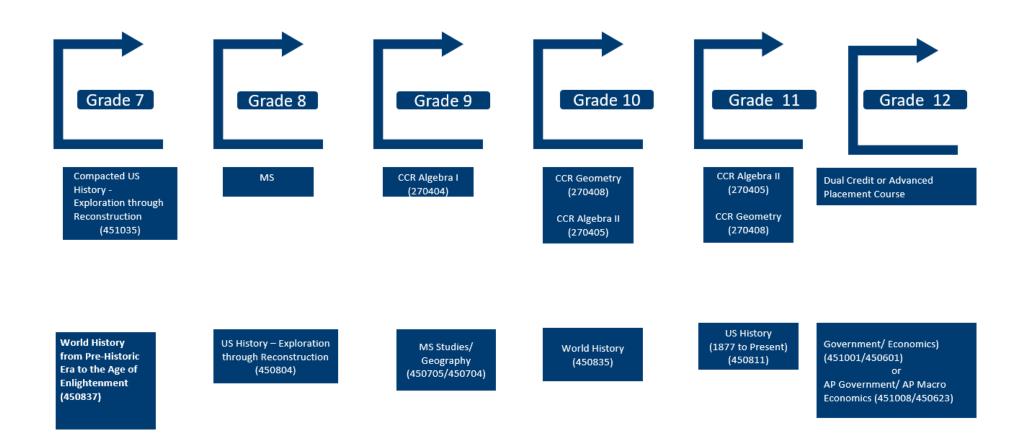
Dual Credit (DC) Science Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description Please see the *Unform Course Numbering System for Academics of the Mississippi Community and Junior Colleges*
DC Principles of Biology I	907152	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Principles of Biology II	907153	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Biology I	907150	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Biology II	907151	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Anatomy & Physiology I	907252	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Anatomy & Physiology II	907213	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Chemistry I	907521	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Chemistry II	907522	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Physical Science I	907700	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Physical Science II	907699	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Physics I	907821	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Physics II	907822	1	Post-Secondary Approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges

Social Studies

Best Practices for CCR Sequencing in Social Studies: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following courses sequencing is recommended for social studies. Any additional upper-level course sequencing is acceptable.

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Compacted US History - Exploration through Reconstruction (451035)	MS	CCR Algebra I (270404)	CCR Geometry (270408) CCR Algebra II (270405)	CCR Algebra II (270405) CCR Geometry (270408)	Dual Credit or Advanced Placement Course
World History from Pre-Historic Era to the Age of Enlightenment (450837)	US History – Exploration through Reconstruction (450804)	MS Studies/ Geography (450705/450704)	World History (450835)	US History (1877 to Present) (450811)	Government/ Economics) (451001/450601) or AP Government/ AP Macro Economics (451008/450623)

Suggested Course Sequence Secondary Options for 6ᵗʰ - 9ᵗʰ Social Studies

The course codes follow the course names in parentheses. For other options for social studies classes, please refer to the Approved Secondary Courses Report. These are the most commonly used courses for secondary level students. Beginning with schoolyear 2015-2016, the following options for the Social Studies course sequence for middle school.

Grade Level	OPTION I (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
6	World Geography and Citizenship	World History from Pre-Historic Era to Age of Enlightenment (450837)	World Geography and Citizenship
7	World History from Pre-Historic Era to Age of Enlightenment (450837)	*Compacted 7th Grade U.S. History from Exploration to Reconstruction and Citizenship (451035)	World History from Pre-Historic Era to Age of Enlightenment (450837)
8	U.S. History from Exploration to Reconstruction (450804)	Mississippi Studies (One semester .5 Carnegie Unit) (450705) / *Compacted Introduction to World Geography (451030) (One semester .5 Carnegie Unit	U.S. History from Exploration to Reconstruction (450804)

Option to add Mississippi Studies (450705) (One semester .5 Carnegie Unit) and/or World Geography (One semester .5 Carnegie Unit) as elective choices |
| 9 | Mississippi Studies (450705) / Introduction to World Geography (450704)/ AP Human Geography (450715) | World History from Age of Enlightenment to Present (450835) | World History from Age of Enlightenment to Present (450835) |

*NOTE: For Option 2, the standards for the World Geography and Citizenship course must be integrated into the U.S. History and the Introduction to World Geography courses taught in the 7ᵗʰ and 8ᵗʰ grades.

**NOTE: For Option 3, U.S. History from Exploration to Reconstruction must be taught in the 8ᵗʰ grade. MS Studies and Geography are taught in addition to the U.S. History course as separate courses

College and Career Readiness Social Studies Course				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
World History from Prehistoric Era to Age of Enlightenment	450837	0	6th or 7th Grade 192, 903	World History from Prehistoric Era to Age of Enlightenment surveys the evolution of society through the ancient civilizations of the Nile River Valley, China, Indus River Valley, Greece, and Rome. courses provide a survey of the evolution of society. By studying the rise and fall of these civilizations, students connect legacies of the ancient world to successive societies. This course includes the study of the five ancient religions as well as an introduction to the Medieval and Renaissance eras of Europe.
Grade 7 Compacted US History from Exploration to Reconstruction/Civics and the World	451035	0	192,903	US History from Exploration to Reconstruction/Civics and the World combines the grade 6 civics course and the grade 8 US History course. Students enrolled in US History from Exploration to Reconstruction/Civics and the World should have completed World History from Prehistoric Era to Age of Enlightenment in grade 7. US History from Exploration to Reconstruction examines the challenge of creating a new nation and supporting continued growth. This course includes westward expansion, the industrial revolution, and the causes and effects of the Civil War. Civics and the World builds student understanding of citizenship and the importance of civic engagement through the examination of various world regions. This course also requires students to investigate the organization of Earth's surface and the impact of population changes.
US History from Exploration to Reconstruction	450804	0	192, 903	US History from Exploration to Reconstruction examines the challenge of creating a new nation and supporting continued growth. This course includes westward expansion, the industrial revolution, and the causes and effects of the Civil War.
Mississippi Studies	450705	.5	192	Mississippi Studies examines the history, politics, economics, society, and cultures of our state. With a focus on history, this course allows students to understand how the land and its resources have shaped life for Mississippians from the pre-Columbian era to modern day.
Introduction to World Geography	450704	.5	192	Introduction to World Geography provides students with an overview of world geography. Topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

College and Career Readiness Social Studies Course				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
World History from Age of Enlightenment to Present	450835	1	192	World History from Age of Enlightenment to Present provides students with an overview of history from the scientific revolution to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments.
US History from 1877 to Present	450811	1	192	U.S. History from 1877 to Present examines the history of the United States from post-Civil War Westward Expansion to the present time. This course includes a historical review of political, military, scientific, and social developments.
US Government	451004	.5	192	U.S. Government provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.
Economics	450601	.5	192, 193	Economics provides students with an overview of both microeconomics and macroeconomics, with primary emphasis on the U.S. economic system. Principles are presented in theoretical and applied contexts, or both.
Advanced World Geography	450711	1	192	Advanced World Geography requires students to analyze the world through the lens of geography. Topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.
Problems of American Democracy	451017	.5 or 1	192	Problems of American Democracy studies the political, economic, and social issues of the United States. This course focuses on challenges spanning from the creation of our nation to contemporary issues.
History of the Ancient Middle East	459904	1	192	History of the Ancient Middle East examines the history, politics, economics, society, and culture of the Ancient Middle East.
African American Studies	230425	1	192	African American Studies examines the role of African Americans in the history, politics, economics, society, and culture of the United States from the development of slavery to the contemporary age.
Psychology	420111	.5	171,192	Psychology introduces students to the study of individual human behavior through an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology.
Sociology	451121	.5	171,192	Sociology introduces students to the study of human behavior in society. These courses provide an overview of sociology, including social institutions and norms, socialization and social change, and the relationships among individuals and groups in society.

College and Career Readiness Social Studies Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Law Related Education	220101	.5	192	Law Related Education examines the history and philosophy of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity.
Minority Studies	050211	.5	192	Minority Studies examines the role of minority groups in the history, politics, economics, society, and culture of one or more of the United States. This course addresses issues related to American Muslims, African Americans, Asian Americans and Pacific Islanders, Hispanic Americans, Native Americans, and women. The plight of minority groups worldwide is also addressed.
Humanities	300411	.5	119, 192	Humanities examines and evokes student responses to human creative efforts and the world in historical periods and cultures. This course includes exploration, analysis, synthesis, and various responses to cultural traditions, including viewing, listening, speaking, reading, writing, performing, and creating.

Social Studies Accelerated Courses

Advanced Placement (AP) Social Studies Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description **Note:** Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP Psychology	420115	.5 or 1	171, 192	*apcentral.collegeboard.org*
AP Comparative Government and Politics	451020	.5	192	*apcentral.collegeboard.org*
AP European History	450856	1	192	*apcentral.collegeboard.org*
AP Human Geography	450715	.5 or 1	192	*apcentral.collegeboard.org*
AP Macro Economics	450623	.5	192, 193	*apcentral.collegeboard.org*
AP Micro Economics	450624	.5	192, 193	*apcentral.collegeboard.org*
AP US Government and Politics	451008	.5	192	*apcentral.collegeboard.org*
AP US History	451814	1	192	*apcentral.collegeboard.org*
AP World History: Modern	450836	1	192	*apcentral.collegeboard.org*

Dual Credit (DC) Social Studies Course

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
DC Principles of Macroeconomics	908356	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Principles of Microeconomics	908126	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC World Geography	908326	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Principles of Geography	908357	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Western Civilization I	908350	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Western Civilization II	908351	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC World Civilization I	908352	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC World Civilization II	908353	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC U.S. History I	908354	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC U.S. History II	908355	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC American National Government	908021	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC General Psychology I	908111	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Introduction to Sociology	908121	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Introduction to Philosophy	908121	1	Teacher must be post-secondary approved	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges

The Arts Courses for Secondary
(Dance, Media Arts, Music, Theatre, Visual Arts)

College and Career Readiness Secondary Dance Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Dance Middle (Grades 6-8)	500310	Non-Carnegie Unit Bearing	112, 121	Dance Middle (Grades 6-8) course provides students with continued exposure to and expanded application of the MS CCR Arts Learning standards in dance (Creating, Performing, Responding, Connecting). Students will specifically learn: how the elements of dance and dance structures in performance and choreography begin to establish dynamic dance expression, movement invention, and functional alignment; how movement characteristics, history, and purposes of various cultural and technical dance forms inform connections between dance and production vocabularies and artistic expression and intent; the relationship between performer and audience and audience etiquette; how to view and critique peer and personal dance works in order to define and disseminate an aesthetic point of view; and the ability to articulate this view in context with others and the larger world, through the lens of dance. Dance Middle is experiential in instruction and designed to establish and expand what students know and can do in dance.
Dance Performance Middle (Grades 6-8)	500307	Non-Carnegie Unit Bearing	112, 121	Dance Performance Middle School (Grades 6-8) focuses on the "performing" MS CCR Arts Learning standard with learning centered on the development of basic dance skills and how this knowledge and these abilities inform dance performance, choreography, and production. Students will specifically be introduced to several dance forms (i.e., Ballet, Jazz, Modern, Tap, Creative Movement, Cultural, World, or Social Dance Forms). This course is introductory in nature but designed to equip students to move beyond the basic vocabularies (technical and production) of dance in order to further define and establish an informed general and personal understanding of dance forms as well as their many applications in dance.

College and Career Readiness Secondary Dance Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Dance Foundations High School (Grades 9-12)	500300	.5,1	112, 121	This course is a prerequisite for all other dance courses. Dance Foundations High School (Grades 9-12) course provides students with an introduction to the MS CCR Arts Learning standards in dance and are introductory in nature. Students will specifically learn: the elements of dance and dance structures in performance and choreography; defining movement characteristics, history, and purposes of various cultural and technical dance forms; basic dance and production vocabularies; how to view and critique professional dance works in order to explore and begin to define and contextualize an aesthetic point of view; the ability to understand oneself, others, and the larger world through the lens of dance. Dance Foundations is experiential in instruction and designed to explore and eventually establish what students know and can do in dance.
Dance Proficient High School (Grades 10,11,12)	500301	.5,1	112, 121	Prerequisite Dance Foundations, Dance Performance I, and the required recommendation and/or permission from the instructor. Dance Proficient High School (Grades 10,11,12) course provides students with continued exposure to and expanded application of the MS CCR Arts Learning standards in dance (Creating, Performing, Responding, Connecting). Students will specifically learn: how the elements of dance and dance structures in performance and choreography begin to establish dynamic dance expression, movement invention, and functional alignment; how movement characteristics, history, and purposes of various cultural and technical dance forms inform connections between dance and production vocabularies and artistic expression and intent; the relationship between performer and audience and audience etiquette; how to view and critique peer and personal dance works in order to define and disseminate an aesthetic point of view; and the ability to articulate this view in context with others and the larger world, through the lens of dance. Dance Proficient is experiential in instruction and designed to establish and expand what students know and can do in dance.
Dance Accomplished High School (Grades 10,11,12)	500302	.5,1	112, 121	Prerequisite Dance Proficient, Dance Performance I/II, and the required recommendation and/or permission from the instructor. Dance Accomplished (Grades 10,11,12) course provides students with continued exposure to and expanded application of the MS CCR Arts Learning standards in dance with minimal assistance (Creating, Performing, Responding, Connecting). Students will specifically learn and build upon skills, knowledge, and experiences in

College and Career Readiness Secondary Dance Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
				Dance Proficient in the areas and many components of dance technique, choreography, production, history, etc. and establish, disseminate, and apply a personal aesthetic and point of view in context with others and the larger world, through the lens of dance. This specifically includes developing the abilities to identify and solve dance problems based on interests and defined dance characteristics, conduct research to inform artistic decisions, and create and refine dance work that demonstrate technical proficiency, clear intent, and dynamic expression. Dance Accomplished is experiential in instruction and designed to solidify what students know and can do in dance.
Dance Advanced High School (Grades 11,12)	500304	.5,1	112, 121	Prerequisite Dance Proficient/Accomplished, Dance Performance I/II, and the required recommendation and/or permission from the instructor. Dance Advanced (Grades 11,12) course provides students with confident application of the MS CCR Arts Learning standards in dance that reveal fluency and mastery as dance artists (Creating, Performing, Responding, Connecting). Students will specifically learn and build upon skills, knowledge, professional dispositions, and experiences in Dance Accomplished in the areas of dance technique, choreography, production, history, etc. and allow their personal aesthetic and point of view to guide decisions in all areas and culminating dance works. This specifically includes independently solving challenging dance problems and articulating insights gained in this process clearly, conduct research that is at the college-preparatory or Honors level, and create and refine dance work that demonstrates advanced technical proficiency, clear/contextualized/informed intent, and mature dynamic expression. Dance Advanced is experiential in instruction and designed to solidify where students share all they know and can do in dance and model core arts standards expectations in action.
Dance Performance I (Grades 9-12)	500320	.5,1	112, 121	This course is designed to develop proficiency in at least one dance technique (ballet, modern, jazz, tap, cultural, world, social, historical, and period dance styles and forms).
Dance Performance II (Grades 9-12)	500321	.5,1	112, 121	Recommended Prerequisite Dance Foundations/Dance Proficient, Dance Performance I, and the required recommendation and/or permission of the instructor. This course is designed to develop proficiency in at least two dance techniques (ballet, modern, jazz, tap, cultural, world, social, historical, and period dance styles and forms).

College and Career Readiness Secondary Dance Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Dance Performance III (Grades 9-12)	500322	.5,1	112, 121	Prerequisite Dance Foundations/Dance Proficient/Accomplished, Dance Performance I/II, and the required recommendation and/or permission of the instructor. This course is designed to develop mastery in at least one dance technique and proficiency and/or mastery in at least two additional dance techniques (ballet, modern, jazz, tap, cultural, world, social, historical, and period dance styles and forms).
Dance Repertory & Production High School (Grades 9-12)	500323	.5,1	112, 121	Prerequisite Dance Foundations, Dance Accomplished/Advanced and Dance Performance II/III, demonstrated professionalism expectations, and based on the required recommendation and/or permission of the instructor. This course is designed to provide credit hours for two distinct areas: students who design and produce dance concerts and students who are members of a student dance company who perform in these concerts. In production this may include but not be limited to: scheduling and oversight of technical rehearsals, lighting design, costume design, creation of promotion and publicity materials, audience and house management, etc. In performance this may include but not be limited to: company and casting auditions, regular and extensive rehearsals of student and faculty choreographic works, concert-week technical rehearsals in preparation for performance, touring and concert production, etc. In both performance and production, students must meet established professionalism expectations as defined by the instructor and reflective of larger school policies for appropriate student conduct on and off the school campus.

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College and Career Readiness Secondary Media Arts Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Media Arts - Introduction to Media Arts (Grades 9-12)	500160	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	An Introduction to and survey of the creative and conceptual aspects of designing media arts experiences and products, including techniques, genres and styles form various and combined mediums and forms, including moving image, sound, interactive, spatial, and/or interactive design. Typical course topics include aesthetic meaning, appreciation, and analysis; composing, capturing, processing, and programming of media arts products, experiences, and communications; their transmission, distribution, and marketing; as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated into each of the courses; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society. Note: This course is based on the true Introduction course and as such can include this and small introductory pieces of some or all of the content found in later courses before students go into a specialization or career pathway.
Media Arts – Moving Image (Grades 9-12)	500161	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) The creative and conceptual aspects of designing and producing moving images for the variety of cinematic, film/video, artistic and experimental presentations including fictional dramas, documentaries, music videos, artistic and experimental presentations and/or installations, interactive, immersive, and performance media, etc. Typical course topics include aesthetic meaning, appreciation, and analysis of moving imagery, all processes of development including pre-production planning and organization, production and post-production methods, tools, and processes, moving image presentation, transmission, distribution, and marketing, as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society. Prerequisite course for all other courses

College and Career Readiness Secondary Media Arts Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Media Arts – Animation (Grades 9-12)	500162	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisites: Media Arts - Introduction to Media Arts (Grade 9-12) and Media Arts – Moving Image (Grade 9-12) The creative and conceptual aspects of designing and producing animated images for the variety of storytelling and multimedia presentations including dramatic narratives, artistic and experimental presentations and/or installations, ambient, interactive, immersive and performance media, etc. Typical course topics include aesthetic meaning, appreciation and analysis of animation, as well as all processes of development including: composition and rendering, animation physics and expressions, techniques, forms, and technologies, modeling, and programming, pre-production planning and organization, production and post-production methods, tools and processes, animation presentation, transmission, distribution, and marketing, as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.
Media Arts – Digital Sound Design (Grades 9-12)	500163	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) The creative and conceptual aspects of designing and producing sound for the variety of multimedia and popular musical forms, including artistic and experimental presentations and/or installations; soundtracks for moving image; interactive, immersive and performance media, etc. Typical course topics include aesthetic meaning, appreciation and analysis of sound and music; processes of development including composition, sound physics, programming, and synthesis; techniques, forms and technologies; production and post-production methods, tools and processes; sound performance and presentation, transmission, distribution and marketing; as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.

College and Career Readiness Secondary Media Arts Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Media Arts – Media for Performance (Grades 9-12)	500164	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) and Media Arts – Moving Image (Grade 9-12) The creative and conceptual aspects of designing and producing media for a variety of performing, informational, and entertainment arts presentations and experiences including dance, music, theatre, opera, performance art, political, sports and entertainment events, and the range of interdisciplinary and experimental experiences, etc. typical course topics include aesthetic meaning, appreciation and analysis of live performance and integrated media (moving image, sound, interactive media, transmedia, etc.); all processes of development including pre-production planning and organization, live production and post-production methods, tools, and processes; moving image presentation, sound mixing, event marketing, live broadcast documentation and streaming; as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.
Media Arts – Interdisciplinary Media Design (Grades 9-12)	500165	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) The creative and conceptual aspects of designing and producing interdisciplinary media arts, intermedia and/or transmedia, that merges medium in diverse combinations and emerging hybrids. Typical course topics include; aesthetic meaning, appreciation, and analysis; construction, development, processing, modeling, simulation, and programing of blended physical, interactive, multimedia, and virtual experiences and/or environments across arts forms, platforms, medium, and technologies; their presentation, transmission, distribution, and marketing; as well as contextual, cultural, and historical aspects/considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.

College and Career Readiness Secondary Media Arts Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Media Arts – Virtual Design (Grades 9-12)	500166	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) The creative and conceptual aspects of designing and producing simulative, virtual, and 3D media arts experiences, products, and services, including environments, structures, objects, architecture and ecologies, virtual, and augmented reality. Typical course topics include aesthetic meaning, appreciation, and analysis; construction, development, processing, modeling, simulation and programming of experiences, structures, architecture and/or environments; their presentation, transmission, distribution, and marketing, as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.
Media Arts - Interactive & Game Design (Grades 9-12)	500167	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) The creative and conceptual aspects of designing and producing interactive Media Arts experiences, products, interactive game experiences, and services, including reactive (sensory-based [touch, proximity, movement, etc.] devices) and interactive technologies, 3D video game animation, interface design, mobile device applications, web multimedia, social media-based, augmented, and/or virtual reality/virtual reality games. Typical course topics include aesthetic meaning, appreciation, analysis, construction, development, processing, modeling, simulation, and programming of interactive experiences, their transmission, distribution, and marketing as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.

College and Career Readiness Secondary Media Arts Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Media Arts - Graphic Arts and Web Design (Grades 9-12)	500169	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) The creative and conceptual aspects of designing and producing digital imagery, graphics, photography, interactive, multimedia web sites and experiences, products, and services, including information architecture, graphic and interface design, and web-based multimedia including techniques, genres, and styles form Fine Arts, Commercial Advertising, Internet and Multimedia, Web Design, Industrial and Virtual Design. Typical course topics include aesthetic meaning, appreciation, analysis, construction, development, processing, modeling, simulation, appreciation and analysis development, construction, and programming of interactive experiences, their transmission, distribution, and marketing, their applications in internet communications; as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated into each of the courses; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.
Media Arts – Performance Design and Documentation (Grades 9-12)	500170	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) and Media Arts – Moving Image (Grade 9-12) The creative and conceptual aspects of designing and producing media for a variety of performing, informational, and entertainment arts presentations and experiences including dance, music, theatre, opera, performance art, political, sports and entertainment events, and the range of interdisciplinary and experimental experiences, as well as sound for the variety of multimedia and popular musical forms, moving images for the variety of cinematic, film/video, artistic and experimental presentations including fictional dramas, documentaries, music videos, artistic interactive, immersive, and performance media, including artistic and experimental presentations and/or installations; soundtracks for moving image; interactive, immersive and performance media, etc. Typical course topics include aesthetic meaning, appreciation and analysis of sound and music, aesthetic meaning, appreciation and analysis of moving imagery; processes of development including composition, sound physics, programming and synthesis; techniques, forms and technologies; live production

				and post-production methods, tools and processes; sound performance and presentation, moving image presentation, sound mixing, event marketing, live broadcast documentation and streaming; transmission, distribution and marketing; as well as contextual, cultural, and historical aspects and considerations. Media Arts Theory and Literacy should be integrated into each of the courses; coursework should include history/theory, appreciation and analysis, overview of processes, etc.; as well as its relation to/effects on society, how the media can be commercialized through marketing and advertising, and techniques for analyzing and evaluating the ways that particular area of media is used today in society.
Media Arts – Independent Study (Grades 9-12)	500171	.5,1	112&130, 121&130, 125&130, 165&130, 166&130, 167&130, 119&130, 123&130, 196&130, 102&130, 127&130	Prerequisite: Media Arts - Introduction to Media Arts (Grade 9-12) and any of Media Arts pathway courses; teacher recommendation Independent Study courses focus on a specific area of emphasis within Media Arts. These courses are often conducted with instructors or professional artists as mentors, and enable students to independently explore specific work of their choice form the range of forms such as moving image, animation, digital sound, virtual design, intermedia, creating a demo reel, etc. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

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College and Career Readiness Secondary Music Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
General Music (Grades 6-8)	500901	Non-Carnegie Unit Bearing	125, 165, 166, 167	Music (Grade 6-8) course enables students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing standards for the respective grades 6, 7, or 8.
Music-Band Middle (Grades 6-8)	500903	Non-Carnegie Unit Bearing	125, 165, 166, 167	This large ensemble performance course is designed to include brass, wind, and percussion instruments. Individual student progress is often determined by repertoire selection, individual instruction, and accomplishment of stated progress requirements. Students who elect to play in high school band during successive years are expected to master proficient competencies and then pursue advanced competencies. General Band General Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) Concert Band Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Marching Band Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

College and Career Readiness Music Courses

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Music-Keyboard (Grades K- 4)	500933	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is designed for students who wish to obtain or increase keyboard performance skills. Instructional methods will be determined in part by available equipment in the local school setting. In schools where only one piano or electronic keyboard is available, students will receive private or small group instruction. In settings where multiple keyboards are available in a technology laboratory, instruction may be individualized within keyboard classes for up to 20 students. Teachers may wish to screen individual student music and/or keyboard knowledge to determine acceptance and placement into keyboard classes.
Music-Elementary	509904	Non-Carnegie Unit Bearing	116, 117, 120, 125, 151, 152, 153, 165, 166, 167	Music (Grades K-5) course enables students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing standards for grades K-5.
Musical Performance - Elementary	500991	Non-Carnegie Unit Bearing	125, 165, 166, 167	Students at the elementary and middle school levels who chose to pursue middle school performance will receive music instruction to strengthen their foundational knowledge around performance practices in the areas of choral and/or instrumental performance. Students should have opportunities to gain experience in making repertoire selections, creating, and performing original music, rehearsing, and refining the fundamentals of choral and/or instrumental music techniques. This course will typically include formal and informal performances as a way to foster musicianship.
Strings-Elementary	500976	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is intended for students who are continuing their study of string instruments or who wish to begin studying a stringed instrument. Instruction may be in small or large groups. Classes may be divided by instrument type (e.g., cello, guitar, violin) or may include a mixture of instruments. Students with different performance and experience levels may be included in the same class. Students who elect to study string instruments in high school during

College and Career Readiness Music Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				successive years are expected to master proficient competencies and then pursue advanced competencies. Strings Strings courses provide students an introduction and develops their understanding of the fundamentals of music and string instrument techniques, and many include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of music instruments. Formal and informal performances are included as part of string instrument instructional programs. Orchestra Orchestra courses help develop students' technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences.
General Music (Grades 9-12)	500971	.5, 1	125, 165, 166, 167	General Music (Grades 9-12) course includes basic instruction in music performance, music theory, and music literature. In addition, connections between music, other arts, and other subject areas are made. The course enables students to create and perform music, listen, and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. Course content usually involves understanding music as creative expression and communication, developing skill with voice and/or musical instruments, and refining the ability to discern and critique. Specific course content conforms to any existing standards for the respective grades 9,10,11, or 12.
Music-Band (Grades 9-12)	509901	.5, 1	125, 165, 166, 167	This large ensemble performance course is designed to include brass, wind, and percussion instruments. Individual student progress is often determined by repertoire selection, individual instruction, and accomplishment of stated progress requirements. Students who elect to play in high school band during successive years are expected to master proficient competencies and then pursue advanced competencies.

College and Career Readiness Music Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				General Band General Band courses help students develop techniques for playing brass, woodwind, and percussion instruments and their ability to perform a variety concert band literature styles. These courses may emphasize rehearsal and performance experiences in a range of styles (e.g., concert, marching, orchestral, and modern) Concert Band Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances. Marching Band Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.
Small Group Jazz Improvisation Middle (Grades 6-8)	500910	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is offered to choral, and instrumental students, including strings and keyboard performers, who wish to develop jazz improvisation skills. Students may perform in individual or ensemble settings as they develop competencies at proficient and advanced levels. Teachers may wish to audition individual students to determine appropriate placement.
Small Group Jazz Improvisation (Grades 9-12)	500912	.5, 1	125, 165, 166, 167	This course is offered to choral, and instrumental students, including strings and keyboard performers, who wish to develop jazz improvisation skills. Students may perform in individual or ensemble settings as they develop competencies at proficient and advanced levels. Teachers may wish to audition individual students to determine appropriate placement.
Strings-Middle (Grades 6-8)	500977	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is intended for students who are continuing their study of string instruments or who wish to begin studying a stringed instrument. Instruction may be in small or large groups. Classes may be divided by instrument type (e.g., cello, guitar, violin) or may include a mixture of instruments. Students with different performance and experience levels may be included in the same class. Students who elect to study string instruments in high school during successive years are expected to master proficient competencies and then pursue advanced competencies.

		College and Career Readiness Music Courses		
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				Strings Strings courses provide students an introduction and develops their understanding of the fundamentals of music and string instrument techniques, and many include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of music instruments. Formal and informal performances are included as part of string instrument instructional programs. Orchestra Orchestra courses help develop students' technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences.
Strings-Proficient (Grades 9-12)	500979	1	125, 165, 166, 167	This course is intended for students who are continuing their study of string instruments or who wish to begin studying a stringed instrument. Instruction may be in small or large groups. Classes may be divided by instrument type (e.g., cello, guitar, violin) or may include a mixture of instruments. Students with different performance and experience levels may be included in the same class. Students who elect to study string instruments in high school during successive years are expected to master proficient competencies and then pursue advanced competencies. Strings Strings courses provide students an introduction and develops their understanding of the fundamentals of music and string instrument techniques, and many include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of music instruments. Formal and informal performances are included as part of string instrument instructional programs. Orchestra Orchestra courses help develop students' technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences.

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Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Strings-Advanced (Grades 9-12)	500980	1	125, 165, 166, 167	This course is intended for students who are continuing their study of string instruments or who wish to begin studying a stringed instrument. Instruction may be in small or large groups. Classes may be divided by instrument type (e.g., cello, guitar, violin) or may include a mixture of instruments. Students with different performance and experience levels may be included in the same class. Students who elect to study string instruments in high school during successive years are expected to master proficient competencies and then pursue advanced competencies. Strings Strings courses provide students an introduction and develops their understanding of the fundamentals of music and string instrument techniques, and many include more advanced techniques. These courses teach students the appropriate care, handling, and maintenance of music instruments. Formal and informal performances are included as part of string instrument instructional programs. Orchestra Orchestra courses help develop students' technique for playing strings along with woodwind, brass, and percussion instruments. These courses may emphasize collaboration through rehearsal and performance experiences.
Ensemble – Instrumental Middle (Grades 6-8)	500927	.5, 1	125, 165, 166, 167	Audition may be required. These courses are intended for students who choose to perform in a particular instrumental ensemble. A wide variety of instrumental ensembles may exist in a single school (e.g., symphonic band, orchestra, brass choir, steel drum). Students are often required to audition for instrumental ensembles. Groups may be large or small; they may focus on specific types of repertoires or music genre. Students who elect instrumental music ensemble courses in successive years are expected to master proficient competencies and then pursue advanced competencies.

College and Career Readiness Music				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				Contemporary Music Ensemble Formerly known as contemporary band, Contemporary Instrumental Ensemble courses help students perform a variety of contemporary styles, such as traditional jazz, jazz improvisation, and rock. At the same time, these courses cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. These ensembles emphasize instrumental music but may include vocal music. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions. Small Ensemble Formerly known as Instrumental Ensemble, Small Ensemble courses help students perform a variety of musical styles (e.g., traditional chamber music, jazz, and rock). At the same time, these courses help cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. Courses typically range in size from 2 to 20 performers. Culturally Influenced Ensemble Culturally Influenced Ensemble courses help students perform a variety of cultural music styles such as Mariachi band, steel drum band, Indian gamelan, or African drumming ensembles. At the same time, these courses help students develop techniques on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. Courses emphasize instrumental performance, improvisation, or creating and performing original compositions.
Ensemble – Instrumental (Grades 9-12)	500926	.5, 1	125, 165, 166, 167	Audition may be required. These courses are intended for students who choose to perform in a particular instrumental ensemble. A wide variety of instrumental ensembles may exist in a single school (e.g., symphonic band, orchestra, brass choir, steel drum). Students are often required to audition for instrumental ensembles. Groups may be large or small; they may focus on specific types of repertoires or music genre.

College and Career Readiness Music				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
				Students who elect instrumental music ensemble courses in successive years are expected to master proficient competencies and then pursue advanced competencies. Contemporary Music Ensemble Formerly known as contemporary band, Contemporary Instrumental Ensemble courses help students perform a variety of contemporary styles, such as traditional jazz, jazz improvisation, and rock. At the same time, these courses cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. These ensembles emphasize instrumental music but may include vocal music. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions. Small Ensemble Formerly known as Instrumental Ensemble, Small Ensemble courses help students perform a variety of musical styles (e.g., traditional chamber music, jazz, and rock). At the same time, these courses help cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. Courses typically range in size from 2 to 20 performers. Culturally Influenced Ensemble Culturally Influenced Ensemble courses help students perform a variety of cultural music styles such as Mariachi band, steel drum band, Indian gamelan, or African drumming ensembles. At the same time, these courses help students develop techniques on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. Courses emphasize instrumental performance.

College and Career Readiness Music

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Music-Keyboard-Middle (Grades 6-8)	500932	Non-Carnegie Unit Bearing	125, 165, 166, 167	This course is designed for students who wish to obtain or increase keyboard performance skills. Instructional methods will be determined in part by available equipment in the local school setting. In schools where only one piano or electronic keyboard is available, students will receive private or small group instruction. In settings where multiple keyboards are available in a technology laboratory, instruction may be individualized within keyboard classes for up to 20 students. Teachers may wish to screen individual student music and/or keyboard knowledge to determine acceptance and placement into keyboard classes.
Music-Keyboard-Individual or Class (Grades 9-12)	500931	.5, 1	125, 165, 166, 167	This course is designed for students who wish to obtain or increase keyboard performance skills. Instructional methods will be determined in part by available equipment in the local school setting. In schools where only one piano or electronic keyboard is available, students will receive private or small group instruction. In settings where multiple keyboards are available in a technology laboratory, instruction may be individualized within keyboard classes for up to 20 students. Teachers may wish to screen individual student music and/or keyboard knowledge to determine acceptance and placement into keyboard classes.
Musical Performance-Middle Choral and/or Instrumental (Grades 6-8)	500992	Non-Carnegie Unit Bearing	125, 165, 166, 167	Students at the elementary and middle school levels who chose to pursue middle school performance will receive music instruction to strengthen their foundational knowledge around performance practices in the areas of choral and/or instrumental performance. Students should have opportunities to gain experience in making repertoire selections, creating, and performing original music, rehearsing, and refining the fundamentals of choral and/or instrumental music techniques. This course will typically include formal and informal performances as a way to foster musicianship.
Music-Choral-Middle (Grades 6-8)	500935	Non-Carnegie Unit Bearing	125, 165, 166, 167	Choral Music courses allow students to continue music learning through the study of choral performance repertoire. In addition to learning repertoire, students will continue to develop vocal technique, sight singing, and ear training skills. Students who choose to enroll in choral music courses in successive years are expected to master three proficiency levels (proficient, accomplished, advanced) in the high school performance standards.

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Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Music-Choral-(Grades 9-12)	500939	.5, 1	166, 167	Choral Music courses allow students to continue music learning through the study of choral performance repertoire. In addition to learning repertoire, students will continue to develop vocal technique, sight singing, and ear training skills. Students who choose to enroll in choral music courses in successive years are expected to master three proficiency levels (proficient, accomplished, advanced) in the high school performance standards.
Ensemble – Choral (Grades 9-12)	500940	.5, 1	166, 167	Audition may be required. This course is an extension of High School Choral Music intended for students who choose to perform in a particular ensemble. Students are often required to audition for choral ensembles. Groups may be large or small; they may focus on specific types of repertoires or music genre. Students who elect choral music ensembles courses in successive years are expected to master three proficiency levels (proficient, accomplished, advanced) in the high school performance standards.
Voice (Grades 9-12)	500948	.5, 1	166, 167	This course is designed for individualized instruction in vocal performance. Course content will address vocal technique and music literacy skills. Solo repertoire will be assigned, and individual performance goals will be set. Students who elect to study voice in successive years are expected to master three proficiency levels (proficient, accomplished, advanced) in the high school performance standards
Music-Theory and Harmony/Literature (Grades 9-12)	500952	.5, 1	165, 166, 167	Pre-requisite of choral or instrumental music performing experience This course examines the basic elements of music theory and music literature. Previous choral or instrumental music performing experience is a prerequisite for this course. The analytical study of scales, keys, chords, and composition elements complements other high school music performance courses. In addition, a survey of music literature will broaden student knowledge of music as an art form and will aid understanding of the connection between music theory and music literature. The study of music literature will also involve the historical and cultural background of the various genres of music.

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Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Performing Arts-Special Course (Choral Music)	509906	.5, 1	125, 165, 166, 167	This course is intended to provide specialized choral music instruction in a specific category within the field of music (e.g., madrigal choir, sign language choir, vocal ensemble). The course draws upon the musical expertise or knowledge of an individual teacher; therefore, it should be used to deepen students' knowledge in an independent study format and not as an appreciation study. Music—Independent Study Music—Independent Study courses, often conducted with instructors, professional musicians, or voice/instrumental coaches as mentors, enable students to explore music-related topics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills. Music-Workplace Experience Music—Workplace Experience courses provide students with work experience in a field related to music. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities, as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.
Musical-Theatre I (Grades 9-12)	500533	.5, 1	119, 123, 125, 165, 166, 167, 196	Pre-requisite Theatre I and II. These course curriculums must include both music and theatre standards. Districts are encouraged to allow theatre and music teachers to team-teach these courses. In Musical Theatre course I, students explore and participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. They review the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. In these performance-based courses, the student receives training in the specialized skills of performing and producing musical theatre.

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Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Musical-Theatre II (Grades 9-12)	500534	.5, 1	119, 123, 125, 165, 166, 167, 196	Pre-requisite Theatre I and II. These course curriculums must include both music and theatre standards. Districts are encouraged to allow theatre and music teachers to team-teach these courses. In Musical Theatre course II, students explore and participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. They review the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. In these performance-based courses, the student receives training in the specialized skills of performing and producing musical theatre.

College and Career Readiness Secondary Theatre

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Theatre-Middle School (Grades 6-8)	500510	Non-Carnegie Unit Bearing	119,123,196	This course enables students to express themselves through dramatic play and storytelling. Course content typically includes the use of movement, language, character, plot, and spectacle to portray imaginary or real experiences. Activities may include those that enable students to refine their technique, increase their artistic vocabulary, express themselves and their world view, and strengthen their critical abilities.
Theatre-Dramatic Criticism and Performance (Grades 9-12)	500531	1	119,123,196	Pre-requisites Theatre I and II, Recommended This course is designed to enable students who are interested in the theatre arts to pursue an in-depth exploration of the interrelationships of aesthetics, criticism, and performance.
Theatre-High -Tech Video Production (Grades 9-12)	500522	1	102, 119, 123, 127, 196	Explores the process of videotaping as an art form. Students will concentrate on creating, producing, taping, and critiquing original and published video and film.

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Theatre-Oral Interpretation/Reader's Theatre (Grades 9-12)	500532	1	119, 123, 196	Designed to provide the student with a concentrated study of the voice as an acting tool, giving students the opportunity to develop their vocal skills through individual and group interpretation and performance. The study of related academic and technical skills will also be applied.
Theatre I (Grades 7-12)	500512	.5, 1	119, 123, 196	Theatre I, designed as a survey course, provides the students with an intense sampling of all facets of theatre. The subject matter will range from stage terminology, other forms of theatre, structure of plays and early theatrical history to vocal and movement training for the actor. Also included will be acting (improvisation, character analysis) as well as stage design and construction, lighting, costuming and makeup. Students will also expand their appreciation of theatre through attendance at and involvement in theatrical events. This proficient level course examines the correlation and development of theatre history, structure, literature, acting, production & criticism. Theatre I and II are often taught back-to-back as one complete introductory high school course.
Theatre II (Grades 9-12)	500513	.5, 1	119, 123, 196	Pre-requisite Theatre I. Theatre II is designed to emphasize advanced study in two areas: acting and design. Course units will include the study of advanced acting techniques and application of design elements for the stage through group and individual projects. Students will also expand their appreciation of theatre through attendance at and involvement in theatrical events. Building on Theatre I, students continue to increase their knowledge of designing, creating, producing, performing, and critiquing original and published works. Theatre I and II are often taught back-to-back as one complete introductory high school course.
Theatre III (Grades 9-12)	500515	.5, 1	119, 123, 196	Pre-requisites Theatre I and II. Theatre III is designed to provide a more in-depth experience with acting, production elements, American theatre forms, and the connections among artistic disciplines. Students will also expand their appreciation of theatre through attendance at and involvement in theatrical events.
Theatre IV (Grades 9-12)	500525	.5, 1	119, 123, 196	Pre-requisites Theatre I, II, and III Designed to provide students with a broad-based in-depth learning experience through independent study and increasingly demanding levels of analysis and practical application.

Theatre Production I (Grades 9-12)	500521	.5, 1	119, 123, 196	Pre-requisite Theatre I and II This course focuses on all aspects of theatrical production: acting concepts and skills, production concepts and skills and aesthetic growth through appreciation of theatrical events. Students will share in the theatre experience by working in the various areas associated with overall production. This course can be an Auditioned Competition Class and have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.
Theatre Production II	500524	.5, 1	119, 123, 196	Pre-requisite Theatre I and II This course focuses on all aspects of theatrical production: acting concepts and skills, production concepts and skills and aesthetic growth through appreciation of theatrical events. Students will share in the theatre experience by working in the various areas associated with overall production. This course can be an Auditioned Competition Class and have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.
Theatre Production III (Grades 9-12)	500527	.5, 1	119, 123, 196	Pre-requisite Theatre I and II This course focuses on all aspects of theatrical production: acting concepts and skills, production concepts and skills and aesthetic growth through appreciation of theatrical events. Students will share in the theatre experience by working in the various areas associated with overall production. This course can be an Auditioned Competition Class and have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.

Theatre Production IV (Grades 9-12)	500528	.5, 1	119, 123, 196	Pre-requisite Theatre I and II This course focuses on all aspects of theatrical production: acting concepts and skills, production concepts and skills and aesthetic growth through appreciation of theatrical events. Students will share in the theatre experience by working in the various areas associated with overall production. This course can be an Auditioned Competition Class and have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.
Performing Arts-Special Course (Theatre) (Grades 9-12)	509906	.5, 1	119, 123, 196	Prerequisites Theatre I, II or teacher recommendation This course accommodates districts that want to offer specialized in-depth instruction in theatre to meet the needs of advanced students participating in a highly specialized area of theatre. Curriculum for this course must be based on the standards in the High School Level IV program of study. Districts may tailor those standards to meet the specific focus of the course they are designing, but all standards must be addressed. A sample of strategies showing adaptation of the Theatre Level IV program of study to the Performing Arts Special Course is presented after the High School Theatre Level IV program of study.
Musical-Theatre I (Grades 9-12)	500533	.5, 1	119, 123, 125, 165, 166, 167, 196	Pre-requisite Theatre I and II. These course curriculums must include both music and theatre standards. Districts are encouraged to allow theatre and music teachers to team-teach these courses. In Musical Theatre course I, students explore and participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. They review the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. In these performance-based courses, the student receives training in the specialized skills of performing and producing musical theatre.

Musical-Theatre II (Grades 9-12)	500534	.5, 1	119, 123, 125, 165, 166, 167, 196	Pre-requisite Theatre I and II. These course curriculums must include both music and theatre standards. Districts are encouraged to allow theatre and music teachers to team-teach these courses. In Musical Theatre course II, students explore and participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. They review the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. In these performance-based courses, the student receives training in the specialized skills of performing and producing musical theatre.
Theatre-Stagecraft I (Grades 9-12)	500536	.5, 1	123, 196	Pre-requisite Theatre I and II This course is designed for the student interested in pursuing the craft of stage design and execution and theatre management. The student will explore scenery, properties, lighting, costumes, makeup, sound, public relations and research and design. Students will also evaluate the work of other technicians and expand their appreciation of theatre through attendance at and involvement in theatrical events. Co- curricular involvement in production activities is an integral and essential requirement of the class. Technical Theatre can have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.
Theatre-Stagecraft II (Grades 9-12)	500537	.5, 1	123, 196	Pre-requisite Theatre I and II This course is designed for the student interested in pursuing the craft of stage design and execution and theatre management. The student will explore scenery, properties, lighting, costumes, makeup, sound, public relations and research and design. Students will also evaluate the work of other technicians and expand their appreciation of theatre through attendance at and involvement in theatrical events. Co-curricular involvement in production activities is an integral and essential requirement of the class. Technical Theatre can have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.

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Theatre-Stagecraft III (Grades 9-12)	500539	.5, 1	123, 196	Pre-requisite Theatre I and II This course is designed for the student interested in pursuing the craft of stage design and execution and theatre management. The student will explore scenery, properties, lighting, costumes, makeup, sound, public relations and research and design. Students will also evaluate the work of other technicians and expand their appreciation of theatre through attendance at and involvement in theatrical events. Co-curricular involvement in production activities is an integral and essential requirement of the class. Technical Theatre can have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.
Theatre-Stagecraft IV (Grades 9-12)	500542	.5, 1	123, 196	Pre-requisite Theatre I and II This course is designed for the student interested in pursuing the craft of stage design and execution and theatre management. The student will explore scenery, properties, lighting, costumes, makeup, sound, public relations and research and design. Students will also evaluate the work of other technicians and expand their appreciation of theatre through attendance at and involvement in theatrical events. Co-curricular involvement in production activities is an integral and essential requirement of the class. Technical Theatre can have multiple student levels in one class. To allow students to receive credit for multiple years, schools should offer I, II, III, IV in rotation.
Music-Theatre I (Grades 9-12)	500533	.5, 1	119, 123, 125, 165, 166, 167, 196	Pre-requisite Theatre I and II. These course curriculums must include both music and theatre standards. Districts are encouraged to allow theatre and music teachers to team-teach these courses. In Musical Theatre course I, students explore and participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. They review the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. In these performance-based courses, the student receives training in the specialized skills of performing and producing musical theatre.

| Music-Theatre II (Grades 9-12) | 500534 | .5, 1 | 119, 123, 125, 165, 166, 167, 196 | Pre-requisite Theatre I and II. These course curriculums must include both music and theatre standards. Districts are encouraged to allow theatre and music teachers to team-teach these courses. In Musical Theatre course II, students explore and participate in various aspects of musical theater, including auditioning, singing, acting, and dancing. They review the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. In these performance-based courses, the student receives training in the specialized skills of performing and producing musical theatre. |

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Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Visual Arts - Elementary (Grades K-6)	500102	Non-Carnegie Unit Bearing	102, 127	Visual Arts course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will develop knowledge and skills in the creation and study of works of art and design, building concepts and skills in both two and three-dimensional art forms.
Visual Arts - Middle (Grades 5-8)	500101	Non-Carnegie Unit Bearing	102, 127	Visual Arts course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will develop knowledge and skills in the creation and study of works of art and design, building concepts and skills in both two and three-dimensional art forms.
Visual Arts I (Grades 9-12)	500704	.5, 1	102, 127	Visual Arts I (Grades 9-12) course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design, building on concepts and skills acquired in the elementary and middle level courses. Work will encompass both two and three-dimensional art forms. Students are introduced to historical study and basis for many forms of art. Students form an aesthetic and empathetic framework for comprehending relationships among society, culture, and history through their interactions with, and analysis of art. Students address and respond to contemporary and historical aesthetic issues and developments that have impacted how visual images and works reflect the needs and ideals of individuals and society. Students are involved in the creative process through reach and lecture, responding and dialogue, observation and interpretation with art works and artifacts. Students grapple with how objects, artifacts are collected, preserved, or presented either by artists, museums, or other venues. They consider how these items communicate meaning and record social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

College and Career Readiness Visual Arts				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Visual Arts II	500705	.5, 1	102, 127	Prerequisite: Visual Arts I or Teacher Recommendation Visual Arts II (Grades 9-12) course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design, building on concepts and skills acquired in the elementary and middle level courses. Work will encompass both two and three-dimensional art forms. Students are introduced to historical study and basis for many forms of art. Students form an aesthetic and empathetic framework for comprehending relationships among society, culture, and history through their interactions with, and analysis of art. Students address and respond to contemporary and historical aesthetic issues and developments that have impacted how visual images and works reflect the needs and ideals of individuals and society. Students are involved in the creative process through reach and lecture, responding and dialogue, observation and interpretation with art works and artifacts. Students grapple with how objects, artifacts are collected, preserved, or presented either by artists, museums, or other venues. They consider how these items communicate meaning and record social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Visual Arts III	500112	.5, 1	102, 127	Prerequisite: Visual Arts I & II or Visual Arts I, II & Drawing, or Teacher Recommendation Visual Arts III (Grades 9-12) course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design, building on concepts and skills acquired in the elementary and middle level courses. Work will encompass both two and three-dimensional art forms. Students are introduced to historical study and basis for many forms of art. Students form an aesthetic and empathetic framework for comprehending relationships among society, culture, and history through their interactions with, and analysis of art. Students address and respond to contemporary

College and Career Readiness Visual Arts				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				and historical aesthetic issues and developments that have impacted how visual images and works reflect the needs and ideals of individuals and society. Students are involved in the creative process through reach and lecture, responding and dialogue, observation and interpretation with art works and artifacts. Students grapple with how objects, artifacts are collected, preserved, or presented either by artists, museums, or other venues. They consider how these items communicate meaning and record social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Visual Arts IV	500113	.5, 1	102, 127	Prerequisite: Visual Arts I & II & III or Visual Arts I, Drawing and Painting, or Teacher Recommendation based on review of body of work Visual Arts IV (Grades 9-12) course enables students to create and present visual art, experience a broad range of media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design, building on concepts and skills acquired in the elementary and middle level courses. Work will encompass both two and three-dimensional art forms. Students are introduced to historical study and basis for many forms of art. Students form an aesthetic and empathetic framework for comprehending relationships among society, culture, and history through their interactions with, and analysis of art. Students address and respond to contemporary and historical aesthetic issues and developments that have impacted how visual images and works reflect the needs and ideals of individuals and society. Students are involved in the creative process through reach and lecture, responding and dialogue, observation and interpretation with art works and artifacts. Students grapple with how objects, artifacts are collected, preserved, or presented either by artists, museums, or other venues. They consider how these items communicate meaning and record social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

College and Career Readiness Visual Arts				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Visual Arts Studio I	500110	.5, 1	102, 127	Based on Visual Arts I program of study Studio/Art Portfolio courses are designed for students with a serious interest in art and address a variety of factors and methods including evolving technologies when preparing and refining artwork for portfolio presentation and or when deciding if and how to preserve and protect art. Students will create, select, respond to, and present work that clearly reflects newly obtained technical skills, increasing conceptual thinking and is a reflection of their personal interests. Individual critique and planned peer review will help students prepare for future endeavors. This course covers any identified visual Arts discipline. Studio courses may emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience I the formal, technical, and expressive aspects of the student's art.
Visual Arts Studio II	500111	.5, 1	102, 127	Based on Visual Arts II program of study Studio/Art Portfolio courses are designed for students with a serious interest in art and address a variety of factors and methods including evolving technologies when preparing and refining artwork for portfolio presentation and or when deciding if and how to preserve and protect art. Students will create, select, respond to, and present work that clearly reflects newly obtained technical skills, increasing conceptual thinking and is a reflection of their personal interests. Individual critique and planned peer review will help students prepare for future endeavors. This course covers any identified visual Arts discipline. Studio courses may emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience I the formal, technical, and expressive aspects of the student's art.
Visual Arts Studio III	500112	.5, 1	102, 127	Based on Visual Arts III program of study Studio/Art Portfolio courses are designed for students with a serious interest in art and address a variety of factors and methods including evolving technologies when preparing and refining artwork for portfolio presentation and or when deciding if and how to preserve and protect art.

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Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				Students will create, select, respond to, and present work that clearly reflects newly obtained technical skills, increasing conceptual thinking and is a reflection of their personal interests. Individual critique and planned peer review will help students prepare for future endeavors. This course covers any identified visual Arts discipline. Studio courses may emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience I the formal, technical, and expressive aspects of the student's art.
Visual Arts Studio IV	500113	.5, 1	102, 127	Based on Visual Arts IV program of study Studio/Art Portfolio courses are designed for students with a serious interest in art and address a variety of factors and methods including evolving technologies when preparing and refining artwork for portfolio presentation and or when deciding if and how to preserve and protect art. Students will create, select, respond to, and present work that clearly reflects newly obtained technical skills, increasing conceptual thinking and is a reflection of their personal interests. Individual critique and planned peer review will help students prepare for future endeavors. This course covers any identified visual Arts discipline. Studio courses may emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience I the formal, technical, and expressive aspects of the student's art.
Visual Arts-Ceramics I (Grades 9-12)	500540	.5	102, 127	Pre-requisite Visual Arts I or teacher recommendation For schools to offer Ceramic courses they must have a working kiln for firing and glazing student's ceramic/pottery artworks. Ceramics/Pottery courses engage students in learning experiences that include the historical and cultural context of ceramics, aesthetic inquiry, and creative production. Students develop knowledge of ceramic techniques and processes with an emphasis on creative design and craftsmanship. Experience may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel. Students develop a working knowledge of kiln firing and glazing techniques. Students balance experimentation and

College and Career Readiness Visual Arts				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				safety, freedom and responsibility while developing and crating artworks. NOTE: For schools to offer Ceramic courses they must have a working kiln for firing and glazing student's ceramic/pottery artworks.
Visual Arts-Ceramics II	500541	.5	102, 127	Pre-requisite Visual Arts I & Ceramics I or teacher recommendation For schools to offer Ceramic courses they must have a working kiln for firing and glazing student's ceramic/pottery artworks. Ceramics/Pottery courses engage students in learning experiences that include the historical and cultural context of ceramics, aesthetic inquiry, and creative production. Students develop knowledge of ceramic techniques and processes with an emphasis on creative design and craftsmanship. Experience may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel. Students develop a working knowledge of kiln firing and glazing techniques. Students balance experimentation and safety, freedom and responsibility while developing and crating artworks. NOTE: For schools to offer Ceramic courses they must have a working kiln for firing and glazing student's ceramic/pottery artworks.
Visual Arts-Drawing I-Individual or Class (Grades 9-12)	500330	.5	102, 127	Pre-requisite Visual Arts I or teacher recommendation Drawing courses engage students in sequential learning experiences that provide a foundation in drawing using a variety of media and techniques in both black and white and color. Emphasis is on drawing from life based on observation and interpretation of the environment. Included are the application of the fundamentals processes of artistic expression, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the process of responding to art through analysis, critique, and interpretation from the purpose of reflecting on and refining work. Students extend and refine knowledge in the process of creating. They are encouraged to develop their own artistic styles following and breaking from traditional conventions. **Drawing I** course involves a broad range of drawing media, techniques, and processes. In this course, students will continue to develop prior knowledge

Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
				and skills in the creation and study of works of art and design, building on concepts and skills acquired in the prerequisite course Visual Arts I. work will encompass two-dimensional art forms rendered in wet and dry drawing media with an emphasis on working in black and white and an introduction to color techniques.
Visual Arts- Drawing II- Individual or Class (Grades 9-12)	500331	.5	102, 127	Pre-requisite Visual Arts I and Drawing I Drawing courses engage students in sequential learning experiences that provide a foundation in drawing using a variety of media and techniques in both black and white and color. Emphasis is on drawing from life based on observation and interpretation of the environment. Included are the application of the fundamentals processes of artistic expression, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the process of responding to art through analysis, critique, and interpretation from the purpose of reflecting on and refining work. Students extend and refine knowledge in the process of creating. They are encouraged to develop their own artistic styles following and breaking from traditional conventions. **Drawing I** course involves a broad range of drawing media, techniques, and processes. In this course, students will continue to develop prior knowledge and skills in the creation and study of works of art and design, building on concepts and skills acquired in the prerequisite course Visual Arts I. work will encompass two-dimensional art forms rendered in wet and dry drawing media with an emphasis on working in black and white and an introduction to color techniques. **Drawing II** course involves the above with an emphasis on working in color with a continuation of skill development in black and white processes.
Visual Arts - Painting I- Individual or Class (Grades 9-12)	500760	.5	102, 127	Prerequisite: Visual Arts I & II or Visual Arts I & Drawing I, or Teacher Recommendation based on review of body of work. Students study historical and contemporary art and artists from a worldwide perspective by responding to art through analysis, critique, and interpretation.

College and Career Readiness Visual Arts				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				They apply the fundamental processes of artistic expression to develop foundational skills of painting in a variety of media and techniques. Learning experiences focus on interacting with objects, people, and places, to create meaningful works of art. Emphasis is on painting based on observation and interpretation of the environment. Students extend and refine knowledge in the creating process. They are encouraged to develop their own artistic styles following and breaking from traditional conventions. Painting I course focuses on the creation and advanced study of painting and continues the development of a body of work for inclusion in a portfolio. It involves a broad range of painting media, techniques, and processes. Building on concepts and skills acquired in Paining I prerequisite courses Visual Arts I and II, or Visual Arts I and Drawing - students will work at a more advance level applying their knowledge of production, critical analysis, history and culture, aesthetics, and connections among the visual arts, other content areas, and everyday life.
Visual Arts - Painting II	500761	.5	102, 127	Prerequisite: Visual Arts I & II or Visual Arts I & Drawing I & Painting I, or Teacher Recommendation based on review of body of work. Students study historical and contemporary art and artists from a worldwide perspective by responding to art through analysis, critique, and interpretation. They apply the fundamental processes of artistic expression to develop foundational skills of painting in a variety of media and techniques. Learning experiences focus on interacting with objects, people, and places, to create meaningful works of art. Emphasis is on painting based on observation and interpretation of the environment. Students extend and refine knowledge in the creating process. They are encouraged to develop their own artistic styles following and breaking from traditional conventions. Painting II course focuses on the above with focuses on advanced creation and study of painting and continues the development of a body of work for inclusion in a portfolio. Prerequisite requirement may be waived upon teacher recommendation based on a review of a body or work demonstrating accomplishment of

College and Career Readiness Visual Arts				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
				visual Arts I and II standards.
Visual Arts-Photography-Individual or Class (Grades 9-12)	500610	.5	102, 127	Photography engages students in learning opportunities for applying photographic media, techniques, and processes. This course highlights the development of photographic compositions through manipulation of fundamental processes of artistic expression. Students learn to make meaningful visual statements with an emphasis on personal creative expression to communicate ideas, feelings, or values. The history of photography., historic movements, image manipulation, critical analysis, and some creative special effects may also be included in this course. Students engage in critiques of their photographic images, the works of other students, and those by professional photographers for the purpose of reflecting on and refining work. This course focuses on developing in-depth knowledge and skills in tow-dimensional design with photographic media. Building on introductory level concepts and skills required in middle level visual arts courses, students continue to increase their knowledge of design as applied to photographic works, critical analysis, history and culture, aesthetics, and connections among the photographic arts, other content areas, and everyday life. Work may be primarily and/or a combination of black and white media, color photography, digital photography techniques and processes.
Visual Art Individual Study (Grades 9-12)	500114	.5, 1	102, 127	Prerequisite: This course is for advanced students in their third or fourth year of visual arts study. Recommended pre-requisites Visual Arts I, II, III, IV and Drawing and Painting Independent Study focuses on a specific area of emphasis within Visual Arts. This course is facilitated with instructors or professional artists as mentors and enables the student to independently explore work within a specific art medium, concept, or idea through in-depth examination. Independent Study courses may serve as an opportunity for students to expand their expertise in a specific medium and style, to explore a topic in greater detail, or to develop more advanced skills.

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Accelerated Arts Courses

Advanced Placement Arts Course				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description** **Note:** Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP Music-Theory	500999	1	165, 166, 167	*apcentral.collegeboard.org*
AP 2-D Art and Design	500738	1	102, 127	*apcentral.collegeboard.org*
AP 3-D Art and Design	500739	1	102, 127	*apcentral.collegeboard.org*
AP Drawing	500741	1	102, 127	*apcentral.collegeboard.org*
AP Art History	500743	1	102, 127	*apcentral.collegeboard.org*

Dual Credit Arts Course				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
DC Art Appreciation	903060	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Music Appreciation	903063	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Theatre Appreciation	903069	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges

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World Languages

College and Career Readiness Secondary World Languages Course				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Introduction To World Languages and Exploring World Cultures (Grades 7-8)	169904	Non-Carnegie Unit Bearing	130, 134, 135, 139, 140	In Introduction to World Languages, students examine the nature of world languages communication through speaking and writing as well as the Arts (dance, music, theatre, visual arts). In addition to introductory language practice, students analyze culture and customs. The primary goal of the course is to excite and empower students to make an informed decision on which language(s) they want to pursue more deeply in high school and/or prepare them for the Seal of Biliteracy.

College and Career Readiness Secondary American Sign Language Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
American Sign Language I (Grades 9-12)	230330	1	208	Introduction to basic knowledge about sign communication and deafness. Emphasis is placed upon acquisition of comprehension and production skills, knowledge of the Deaf community, and the development of cultural awareness. This course introduces the American Sign Language (ASL) skills and continues to develop receptive and expressive signing skills. Components include the study of communication, Deaf culture, connections with other disciplines, comparisons with the student's first language, and potential for involvement in the Deaf community.
American Sign Language II (Grades 9-12)	230331	1	208	Enhances Level I basic knowledge about sign communication and deafness. Emphasis is placed upon acquisition of comprehension and production skills, knowledge of the Deaf community, and the development of cultural awareness. This course introduces the American Sign Language (ASL) skills and continues to develop receptive and expressive signing skills. Components include the study of communication, Deaf culture, connections with other disciplines, comparisons with the student's first language, and potential for involvement in the Deaf community.

College and Career Readiness American Sign Language Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
American Sign Language III (Grades 9-12)	230332	1	208	Enhances Level II American Sign Language (ASL) skills. This course is designed to increase receptive and expressive sign language skills. Expands all ASL concepts and understanding of the complexities within the language. This course expands students' knowledge about sign communication and deafness. Emphasis is placed upon acquisition of comprehension and production skills, knowledge of the Deaf community, and the development of cultural awareness. This course introduces the American Sign Language (ASL) skills and continues to develop receptive and expressive signing skills. Components include the study of communication, Deaf culture, connections with other disciplines, comparisons with the student's first language, and potential for involvement in the Deaf community.
American Sign Language IV (Grades 9-12)	230333	1	208	Enhances Level III American Sign Language (ASL) skills and provides an opportunity to continue the development of receptive and expressive signing skills. Provides continued study of ASL linguistic features. This course expands students' knowledge about sign communication and deafness. Emphasis is placed upon acquisition of comprehension and production skills, knowledge of the Deaf community, and the development of cultural awareness. This course introduces the American Sign Language (ASL) skills and continues to develop receptive and expressive signing skills. Components include the study of communication, Deaf culture, connections with other disciplines, comparisons with the student's first language, and potential for involvement in the Deaf community.

College and Career Readiness Secondary Chinese Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Chinese I (Grades 9-12)	160410	.5 or 1	132	Designed to introduce students to Chinese language and culture, Chinese I course prepares students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of Chinese-speaking cultures.
Chinese II (Grades 9-12)	160411	.5 or 1	132	Chinese II course builds upon skills developed in Chinese I, preparing students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of Chinese-speaking cultures.
Chinese III (Grades 9-12)	160412	1	132	Chinese III course prepares students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge of relationships among the products, practices, and perspectives of Chinese-speaking countries and cultures.
Chinese IV (Grades 9-12)	160413	1	132	Chinese IV course prepares students to communicate authentically in Chinese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge and understanding of the relationships among the products, practices, and perspectives of Chinese-speaking countries and cultures.

College and Career Readiness Secondary French Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
French – Middle (Grade 7)	160901	Non-Carnegie Unit Bearing	130	French for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in French and may apply to a range of consecutive grades. Prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of French-speaking cultures.
French – Middle (Grade 8)	160902	Non-Carnegie Unit Bearing	130	French for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in French and may apply to a range of consecutive grades. Prepare students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of French-speaking cultures.
French I (Grades 9-12)	160903	1	130	French I course is designed to introduce students to French language and culture, French I course prepares students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of French-speaking cultures.
French II (Grades 9-12)	160904	1	130	French II course builds upon skills developed in French I, preparing students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of French-speaking cultures.

College and Career Readiness Secondary French Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
French III (Grades 9-12)	160905	1	130	French III course prepares students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge of relationships among the products, practices, and perspectives of French-speaking countries and cultures.
French IV (Grades 9-12)	160906	1	130	French IV course prepares students to communicate authentically in French by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge and understanding of relationships among the products, practices, and perspectives of French-speaking countries and cultures.

	College and Career Readiness Secondary German Courses			
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
German – Middle (Grade 7)	160511	Non-Carnegie Unit Bearing	134	German for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in German and may apply to a range of consecutive grades. Prepares students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of German-speaking cultures.
German – Middle (Grade 8)	160512	Non-Carnegie Unit Bearing	134	German for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in German and may apply to a range of consecutive grades. Prepares students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of German-speaking cultures.
German I (Grades 9-12)	160513	1	134	German I course is designed to introduce students to German language and culture, German I courses prepare students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of German-speaking cultures.
German II (Grades 9-12)	160514	1	134	German II course builds upon skills developed in German I, preparing students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of German-speaking cultures.

			College and Career Readiness German Courses	
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
German III (Grades 9-12)	160515	1	134	German III course prepares students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge of relationships among the products, practices, and perspectives of German-speaking countries and cultures.
German IV (Grades 9-12)	160516	1	134	German IV course prepares students to communicate authentically in German by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge and understanding of relationships among the products, practices, and perspectives of German-speaking countries and cultures.

College and Career Readiness Italian Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Italian – Middle (Grade 7)	160980	1	136	Italian for Young Learners (prior-to-secondary) course provides instruction at multiple grade levels in Italian and may apply to a range of consecutive grades. Prepares students to communicate authentically in Italian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Italian-speaking cultures.
Italian – Middle (Grade 8)	160981	1	136	Italian for Young Learners (prior-to-secondary) course provides instruction at multiple grade levels in Italian and may apply to a range of consecutive grades. Prepares students to communicate authentically in Italian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Italian-speaking cultures.
Italian – (Grades 9-12)	160982	1	136	This course is designed to introduce students to Italian language and culture, this Italian course prepares students to communicate authentically in Italian by interpreting (reading, listening, viewing), exchanging (speaking and listening, reading, and writing), and presenting (speaking, writing) information on familiar topics. Introduces relationships among the products, practices, and perspectives of Italian-speaking cultures.

College and Career Readiness Latin Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Latin I – (Grades 9-12)	160920	1	135	Latin I is designed to introduce students to Latin language and culture. The Latin I course prepares students to understand, interpret, and analyze written and spoken Latin; to interact and negotiate meaning in spoken and written conversations; and to present information on a variety of topics. This introduces the relationships among the products, practices, and perspectives of the Roman Empire.
Latin II – (Grades 9-12)	160921	1	135	Latin II course builds upon skills developed in Latin I, preparing students to understand, interpret, and analyze written and spoken Latin; to interact and negotiate meaning in spoken and written conversations; and to present information on a variety of topics. This introduces the relationships among the products, practices, and perspectives of Latin-speaking cultures.
Latin III – (Grades 9-12)	160922	1	135	Latin III course prepares students to communicate authentically in Latin by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. These courses expand students' knowledge of relationships among the products, practices, and perspectives of Latin-speaking countries and cultures.
Latin IV – (Grades 9-12)	160923	1	135	Latin IV course prepares students to communicate authentically in Latin by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. These courses expand students' knowledge of relationships among the products, practices, and perspectives of Latin-speaking countries and cultures.

College and Career Readiness Russian Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Russian – Middle (Grade 7)	160421	Non-Carnegie Unit Bearing	139	Russian for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in Russian and may apply to a range of consecutive grades. Prepares students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Russian-speaking cultures.
Russian – Middle (Grade 8)	160422	Non-Carnegie Unit Bearing	139	Russian for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in Russian and may apply to a range of consecutive grades. Prepares students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Russian-speaking cultures.
Russian I – (Grades 9-12)	160423	1	139	Russian I is designed to introduce students to Russian language and culture, Russian I course prepares students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of Russian-speaking cultures.

College and Career Readiness Russian Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Russian II –(Grades 9-12)	160424	1	139	Russian II course builds upon skills developed in Russian I, preparing students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of Russian-speaking cultures.
Russian III – (Grades 9-12)	160425	1	139	Russian III course prepares students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge of relationships among the products, practices, and perspectives of French-speaking countries and cultures.
Russian IV – (Grades 9-12)	160426	1	139	Russian IV course prepares students to communicate authentically in Russian by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge and understanding of relationships among the products, practices, and perspectives of Russian-speaking countries and cultures.

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College and Career Readiness Spanish Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Spanish – Middle (Grade 7)	160931	Non-Carnegie Unit Bearing	140	Spanish for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in Spanish and may apply to a range of consecutive grades. Prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Spanish-speaking cultures.
Spanish – Middle (Grade 8)	160932	Non-Carnegie Unit Bearing	140	Spanish for Young Learners (prior-to-secondary) courses provide instruction at multiple grade levels in Spanish and may apply to a range of consecutive grades. Prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar and everyday topics. This course introduces the relationships among the products, practices, and perspectives of Spanish-speaking cultures.
Spanish I – (Grades 9-12)	160933	1	140	Spanish I course is designed to introduce students to Spanish language and culture, prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of Spanish-speaking cultures.
Spanish II – (Grades 9-12)	160934	1	140	Spanish II course builds upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on familiar topics. This course introduces the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

College and Career Readiness Spanish Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Spanish III – (Grades 9-12)	160935	1	140	Spanish III course prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge of relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures.
Spanish IV – (Grades 9-12)	160936	1	140	Spanish IV course prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a wide variety of familiar and general interest topics across various time frames, including connections to other subject areas. This course expands students' knowledge and understanding of relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures.

World Languages Accelerated Courses

Advanced Placement World Languages Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description** **Note:** Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP French Language and Culture	160907 169901	1	130	*apcentral.collegeboard.org*
AP German Language and Culture	160517	1	134	*apcentral.collegeboard.org*
AP Latin	160960 160961 160925	1	135	*apcentral.collegeboard.org*
AP Spanish Language and Culture	160937	1	140	*apcentral.collegeboard.org*
AP Spanish Literature and Culture	160950	1	140	*apcentral.collegeboard.org*

Dual Credit World Languages Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
DC French I	904903	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC French II	904904	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Spanish I	904934	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges
DC Spanish II	903934	1	Teacher must be post-secondary approved.	See Uniform Course Number System for Academics of the Mississippi Community and Junior Colleges

Health

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College and Career Readiness Health Courses

The course codes follow the course names in parentheses. For other options for Health classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students.

College and Career Readiness Health Courses				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
To meet the requirement for **Contemporary Health,** (2) two credits of **Health Core Science** must be completed.				
Health Science Core **OR**	995100	2	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science Core I	995102	1	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science Core II	995103	1	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
To meet the requirement for (2) two **Science** credits, (4) four-credits of Health Care Pathway must be completed				
Health Science Core	995100	2	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Health Care and Clinical Services **OR**	995101	2	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science Core I	995102	1	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science Core II	995103	1	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Health Care and Clinical Services I	995104	1	961	https://www.rcu.msstate.edu/Curriculum.aspx
Health Care Clinical Services II Course **OR**	995105	1	961	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science Core	995100	2	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Sports Medicine **OR**	995200	2	962	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science	995102	1	962	https://www.rcu.msstate.edu/Curriculum.aspx
Health Science Core II	995103	1	961-963	https://www.rcu.msstate.edu/Curriculum.aspx
Sports Medicine: Theory and Application I	995202	1	962	https://www.rcu.msstate.edu/Curriculum.aspx

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College and Career Readiness Health Courses				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
Sports Medicine: Theory and Application II	995203	1	962	https://www.rcu.msstate.edu/Curriculum.aspx
JROTC I	280311	.5	499	Must be taken in sequence to receive Health credit
JROTC II	280312	1	499	Must be taken in sequence to receive Health credit

Business Technology (Academic)

College and Career Readiness Business Technology (Academic) Courses

The following course codes are for use in class sections where the teacher is NOT paid through CTE funds. The course codes follow the course names in parentheses. For other options for Business Technology classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students.

College and Career Readiness Business Technology (Academic Course)

Course Name	Course Code	Carnegie Unit Credits	Meets Graduation Requirement for Technology Credit	Endorsements	Course Description
Accounting Fundamentals **(Academic)**	110610	1	No	405,952	Curriculum and Instruction/Business
Business Finance **(Academic)**	110730	1	No	405, 952	Curriculum and Instruction/Business
Business Fundamentals I **(Academic)**	11720	1	No	405, 952, 955, 956	Curriculum and Instruction/Business
Business Law **(Academic)**	070340	1	No	405, 952, 955, 956	Curriculum and Instruction/Business
Entrepreneurship **(Academic)**	110640	1	No	405, 915	Curriculum and Instruction/Business
International Business **(Academic)**	110670	1	No	405, 952, 955, 956	Curriculum and Instruction/Business
Introduction to Information Technology **(Academic)**	110600	1	No	411, 954	Curriculum and Instruction/Business
Management Essentials **(Academic)**	110710	1	No	405, 955	Curriculum and Instruction/Business
Management Fundamentals **(Academic)**	110690	1	No	405, 955	Curriculum and Instruction/Business
Marketing Essentials **(Academic)**	110650	1	No	405, 956	Curriculum and Instruction/Business

College and Career Readiness Business Technology (Academic Course)					
Course Name	**Course Code**	**Carnegie Unit Credits**	**Meets Graduation Requirement for Technology Credit**	**Endorsements**	**Course Description**
Personal Finance **(Academic)**	070128	.5	No	405, 952, 955, 956	Curriculum and Instruction/Business
Web Design and Media Rich Content **(Academic)**	110700	1	No	411, 987	Curriculum and Instruction/Business
Exploring Computer Science **(CTE)**	000283	1	Yes	935	Curriculum and Instruction/Business
Computer Science & Engineering **(CTE)**	000287	1	Yes	983	Curriculum and Instruction/Business
Cyber Foundations I **(CTE)**	000284	1	Yes	933	Curriculum and Instruction/Business
Cyber Foundation II **(CTE)**	000286	1	Yes	933	Curriculum and Instruction/Business

Project Lead the Way (PLTW) Science Course					
Course Name	Course Code	Carnegie Unit Credits	Meets Graduation Requirement for Technology Credit	Endorsements	Course Description
PLTW: Computer Science Principles (Academics)	232065	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Computer Science Essentials (Academic)	561053	1		154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Computer Science Essentials (CTE)	561036	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Computer Science A (Academic)	560149	1		928	https://www.pltw.org/
PLTW: Computer Science A (CTE)	232070	1	Yes	Valid License & 646, Valid Licenses & 928	https://www.pltw.org/
PLTW: Cybersecurity (Academic)	560154	1		154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Cybersecurity (CTE)	232080	1		154 & 928, 185 & 928, 189 &928, 182 & 928 & 985	https://www.pltw.org/

Project Lead the Way (PLTW) Science Course					
Course Name	Course Code	Carnegie Unit Credits	Meets Graduation Requirement for Technology Credit	Endorsements	Course Description
PLTW: Engineering Design and Development (Academic)	561021	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering Design and Development (CTE)	561016	1	Advanced Science	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Computer Integrated Manufacturing (Academic)	561019	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Computer Integrated Manufacturing (CTE)	561015	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Introduction to Engineering Design (Academic)	560124	1	Yes	154 & 928 182 & 928 185 & 928 189 & 928	https://www.pltw.org/
PLTW: Engineering: Introduction to Engineering Design (CTE)	561010	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/

PLTW: Engineering: Principles of Engineering (Academic)	560123	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Principles of Engineering (CTE)	561020	1	Advanced Science	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Civil Engineering and Architecture (Academic)	561018	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Civil Engineering and Architecture (CTE)	561014	1	Advanced Elective Only	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Aerospace Engineering (Academic)	561017	1	Yes		https://www.pltw.org/
PLTW: Engineering: Aerospace Engineering (CTE)	561012	1	Advanced Elective Only	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Digital Electronics (Academic)	561022	1	Yes	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/
PLTW: Engineering: Digital Electronics (CTE)	561011	1	Advanced Elective Only	154 & 928, 185 & 928, 189 & 928, 182 & 928	https://www.pltw.org/

PLTW: Engineering: Human Body Systems (Academic)	561038	1	Yes	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Human Body Systems (CTE)	561034	1	Science Only	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Medical Interventions (Academics)	561039	1	Yes	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Medical Interventions (CTE)	561031	1	Science Only	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Principles of Biomedical Science (Academic)	561048	1	Yes	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Principles of Biomedical Science (CTE)	561032	1	Science/Advanced Elective	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Biomedical Innovation (Academic)	561037	1	Yes	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/
PLTW: Engineering: Biomedical Innovation (CTE)	561033	1	Science/Advanced Elective	181 & 926, 182 & 926, 185 & 926	https://www.pltw.org/

Technology and Computer Science Accelerated Courses

Advanced Placement Technology and Computer Science Courses					
Courses that meet graduation requirements for Technology and Computer Science					
Course Name	Course Code	Carnegie Unit Credits	Meets Graduation Requirement for Technology Credit	Endorsements	Course Description **Note:** Since AP Course Descriptions are updated regularly, please visit AP Central® (*apcentral.collegeboard.org*) to determine whether a more recent Course Description is available.
AP Computer Science A (CTE)	110141	1	Yes	154, 181, 185, 189	*apcentral.collegeboard.org*
AP Computer Science A (Academic)	110141	1	Yes	154, 181, 185, 189	*apcentral.collegeboard.org*
AP Computer Science Principles (CTE)	110145	1	Yes	Valid License	*apcentral.collegeboard.org*
AP Computer Science Principles (Academic)	110145	1	Yes	Valid License	*apcentral.collegeboard.org*

College and Career Readiness

College and Career Readiness Required Graduation Course				
Course Name	Course Code	Carnegie Unit Credits	Endorsements	Course Description
College and Career Readiness Course	110410	.5 or 1	Valid K-12 License	Mississippi College and Career Readiness course (CCR)
College and Career Readiness Course I	110411	.25	Valid K-12 License This course is for 9th graders ONLY. It will be a year- long course and students will receive ¼ Carnegie Unit.	Mississippi College and Career Readiness course (CCR)
College and Career Readiness Course II	110412	.25	Valid K-12 License This course is for 10th graders ONLY. It will be a year- long course and students will receive ¼Carnegie Unit.	Mississippi College and Career Readiness course (CCR)
College and Career Readiness Course III	110413	.25	Valid K-12 License This course is for 11th graders ONLY. It will be a year- long course and students will receive ¼ Carnegie Unit.	Mississippi College and Career Readiness course (CCR)
College and Career Readiness Course IV	110414	.25	Valid K-12 License This course is for 12th graders ONLY. It will be a year- long course and students will receive ¼ Carnegie Unit.	Mississippi College and Career Readiness course (CCR)

The purpose of the College and Career Readiness Course is to provide planning and instruction for the postsecondary transition. The following courses are approved substitutions for the CCR Course:

1. Career and Technical Work Based Learning course

2. Dual Credit SmartStart

3. JROTC III and IV

4. Advanced Placement Capstone: Completion of both AP Seminar and AP Research or equivalent International Baccalaureate and Cambridge International Courses.

5. Freshman, Sophomore, Junior and Senior MS College and Career Readiness Seminar course for Early College High Schools.

Computer Science

Computer Science				
Course Name	**Course Code**	**Carnegie Unit Credits**	**Endorsements**	**Course Description**
Computer Science (PK-3)	110103	0	Valid Teacher License	An introduction to the fundamental concepts of computer science, including computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.
Computer Science (Grade 4-6)	110104	0	Valid Teacher License	Explores the fundamental concepts of computer science, including computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing.

Approved CTE Course Equivalents

CTE Curriculum Name (Course Code)	Equivalent HS Graduation Requirements Met	Equivalent IHL College Preparatory Curriculum (CPC) Credit
Science Credits		
Agriculture & Natural Resources I (991100) Agriculture & Natural Resources II (991101) **OR** Fundamentals of Ag. & Nat. Resources (991102) Ag. & Nat. Res.: Soils and Ag. Lab Operations (991103) Ag. & Nat. Res.: Environmental Science (991104) Ag. & Nat. Res.: Equipment Operation and Business Management (991105)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Aquaculture I (991600) Aquaculture II (991601) **OR** Introduction to Aquaculture (991602) Basic Aquaculture (991603) Advanced Aquaculture (992604) Application of Aquaculture (991605)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Forestry I (991500) Forestry II (991501) **OR** Forestry Introduction (991502) Forestry Surveying and Measurements (991503) Forestry Cruising (991504) Forestry Marketing (991505)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Horticulture I (991400) Horticulture II (991401) **OR** Introduction to Horticulture (991402) Horticulture Plant Processes (991403) Horticulture Nursery (991404) Horticulture Landscape and Turfgrass (991405)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit

AEST Science of Agricultural Plants I (991013) (No longer offered) AEST Science of Agricultural Plants II (991023) **OR** AEST Science of Agricultural Animals I (991010) (No longer offered) AEST Science of Agricultural Animals II (991020) **OR** AEST Science of Agricultural Environment I (991011) (No longer offered) AEST Science of Agricultural Environment II (991021)	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Principles of Agriscience (993460) **AND ANY TWO OF THE FOLLOWING:** Diversified Agriculture Animals Core (993423) Diversified Agriculture Environment Core (993424) Diversified Agriculture Food Science (993425) Diversified Agriculture Plants Core (993427) Diversified Agriculture Poultry Science (993428) Diversified Agriculture Veterinary Science (993429) **PLUS** Diversified Agriculture Capstone (TBD)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit **OR** 1 Advanced Elective Credit
Principles of Agriscience (993460)	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Concepts of Agriscience (991000) (No longer offered)	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit
Introduction to Agriscience (029990)	1 unit of science (other than Biology I) may be awarded as a Requirement Met upon completion of the single course. No additional Carnegie units awarded other than the 1 Carnegie unit for the CTE course.	No CPC Credit

Engineering and Mechatronics I (994000) Engineering II (994001) OR Engineering and Mechatronics Fundamentals (994002) Engineering and Mechatronics Industry Skills (994003) Engineering Manufacturing Concepts (994004) Engineering Systems (994005)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit OR 1 Advanced Elective Credit
Polymer Science I (994500) Polymer Science II (994501) OR Introduction to Polymer Science I (994502) Introduction to Polymer Science II (994503) Advanced Topics in Polymer Science (994504) Careers in Polymer Science (994505)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit OR 1 Advanced Elective Credit
Health Science Core (995100) Healthcare and Clinical Services (995101) OR Health Science Core I (995102) Health Science Core II (995103) Healthcare and Clinical Services I (995104) Healthcare and Clinical Services II (995105)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit OR 1 Advanced Elective Credit
Health Science Core (995100) Sports Medicine (995200) OR Health Science Core I (995102) Health Science Core II (995103) Sports Medicine: Theory & Application I (995202) Sports Medicine: Theory & Application II (995203)	2 units of science (other than Biology I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Science Credit OR 1 Advanced Elective Credit
NOTE: Maximum of 2 units may be awarded as graduation requirements met for science.		
Math Credits		
Architectural Design & Drafting I (994300) Architectural Design & Drafting II (994301) **OR** Concepts of Drafting (994302) Drafting and Design (994303) Architectural Drafting (994304) Architectural Drafting Application (994305)	1 unit of Math (other than Algebra I) may be awarded as a Requirement Met upon completion of the sequence of courses. No additional Carnegie units are awarded other than the 4 Carnegie units for the CTE course.	1 Math Credit **OR** 1 Advanced Elective Credit

Technology Credits		
Technology Foundations (992307 & 110630) **(No longer offered)**	1 unit of Technology	1 Technology Credit
ICT II (CTE: 000272) (Academic: 110620) **(No longer offered after SY 2020-2021)**	1 unit of Technology	1 Technology Credit
STEM Applications (000273)	1 unit of Technology	1 Technology Credit
Cyber Foundations I (000284)	1 unit of Technology	1 Technology Credit
Cyber Foundations II (000286)	1 unit of Technology	1 Technology Credit
Exploring Computer Science (000283)	1 unit of Technology	1 Technology Credit
Computer Science and Engineering (000287)	1 unit of Technology	1 Technology Credit
Keystone (990002) *	No Technology Credit	No CPC Credit
AP Computer Science Principles (110145)	1 unit of Technology/Computer Science **OR** 1 Unit of Math **OR** 1 Unit of Science	1 Technology Credit **OR** 1 Math Credit **OR** 1 Science Credit **OR** 1 Advanced Elective Credit
AP Computer Science A (110141)	1 unit of Technology/Computer Science **OR** 1 Unit of Math **OR** 1 Unit of Science	1 Technology Credit **OR** 1 Math Credit **OR** 1 Science Credit **OR** 1 Advanced Elective Credit
Other Credits		
Health Science Core (995100) **OR** Health Science Core I (995102) Health Science Core II (995103)	Requirement Met for ½ credit of Contemporary Health. No additional Carnegie units are awarded.	No CPC Credit
Digital Media Technology I & II (994100 and 994101) **OR** Orientation to Digital Media (994108) Fundamentals of Digital Media (994109) Theory and Applications of Digital Media I (994110) Theory and Applications of Digital Media II (994111)	May be accepted in lieu of the art requirement.	1 Art Credit **OR** 1 Advanced Elective Credit

Business Fundamentals (992300) (No longer offered) **OR** Business Fundamentals I (992301) (No longer offered) Business Fundamentals II (992302) (No longer offered)	May be accepted in lieu of the ½ Economics requirement for graduation.	½ Social Studies Credit
Business, Marketing, and Finance I (992004) Business, Marketing, and Finance II (992005) **OR** Fundamentals of Business & Entrepreneurship (992404) Marketing (992403) Management (992309) Finance (992003)	Completion of the 4 Carnegie units may satisfy the ½ unit Personal Finance requirement. **AND** Completion of the 4 Carnegie units may satisfy the ½ Economics requirement for graduation.	1 Social Studies Credit **OR** 1 Advanced Elective Credit

*Please refer to the Accountability Standards and Approved Course manual for official information, approved by the state board of education, regarding all CTE courses.

*Please check the latest SBE approved guidelines for Keystone, as the technology credit awarded for this course should end after the 2020-21 school year.

Mississippi Online Course Approval (MOCA)

The Mississippi Department of Education allows for local education agencies to offer courses through distance and online learning as outlined in State Board Policy Part 3, Chapter 56, Rule 56.1 - Distance Learning, Blended Learning, and Online Courses (Rule 56.1). For more information on Mississippi online course application process and courses offered, please visit *https://www.mdek12.org/ESE/OCA*

Credit Recovery Guidelines

DESCRIPTOR TERM: Credit Recovery
Policy RULE: 28.5 ADOPTION
DATE: May 19, 2008

The purpose of the Credit Recovery Policy is to provide guidance to Local Education Agencies (LEAs) with Credit Recovery Programs. Credit recovery allows students who have been unsuccessful in mastering content or skills an opportunity to apply for credit recovery as an alternative to repeating the entire course.

I. Credit recovery is defined as a course-specific, skill-based learning opportunity for students who have previously been unsuccessful in mastering content/skills required to receive course credit or earn promotion. In order to be eligible for credit recovery, a student must have unsuccessfully completed and failed a course or failed a SATP assessment.

II. Beginning with the 2008-2009 school year, any LEA who provides a Credit Recovery Program shall develop and implement a Credit Recovery Program that has been adopted by the school board and that includes rules, regulations, and processes. The rules, regulations, and processes shall be available to faculty, students, and parents/guardians. At a minimum, LEAs must address the following areas:

1. Admission to and removal from the Credit Recovery Program
   a) LEAs shall establish an application process that requires parental consent.
   b) LEAs shall establish minimum criteria to determine eligibility for participation in the Credit Recovery Program.
   c) LEAs shall determine the number of Credit Recovery Courses that a student can take at one time.
   d) Students shall not remain in a Credit Recovery Course for more than one year.
   e) Only students that have failed a course may enroll in credit recovery to earn a minimum passing grade. Credit recovery cannot
       be used by a student that
      has passed the course to improve the students assigned course grade.
   f) A student that has passed a SATP class but failed the SATP assessment may enroll in credit recovery for remediation only. The
      grade earned for the SATP class remains unchanged.

2. Instruction:
               a) LEAs shall determine the instructional methodology used for the Credit Recovery Program (i.e., online program,

Mississippi Virtual Public School (MVPS), direct instruction, computer assisted instruction, etc.).

b) If an online credit recovery program is used, the online delivery must be supervised by a licensed teacher employed by the LEA that issues the final credit recovery grade. The LEA must ensure that content and instruction is aligned to the Mississippi College and Career Ready Standards and the Mississippi Curriculum Frameworks.

c) LEAs shall provide professional development for teachers and facilitators involved with the Credit Recovery Program.

3. Content and Curriculum: Credit Recovery Curriculum shall be based on the Mississippi College and Career Readiness Standards competencies and objectives.

4. Grades: LEAs are responsible for establishing specific procedures for evaluation of student progress and determining grades.

5. **Beginning school year 2016-2017, a student who selects credit recovery to earn a Carnegie unit shall only earn the minimum passing grade on the district grading scale.**

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MDE: Office of Secondary Education – **Approved Courses for the Elementary and Secondary Schools of Mississippi**| July 5, 2022

New Course Code Request

Course Code Request Form
INSTRUCTION SHEET

Requestors:

Note: Any request for the current school year (2022-2023) will require escalation; therefore, please submit

1. Please download the Course Code Request Form to activate the fillable areas.

2. Complete the designated areas as indicated on the Form.
   For example: District Requestor Only, MDE Requestor Only.

3. Save your completed form.

4. Submit (as an attachment) for processing via email to *MScoursecode@mdek12.org* with the subject line: CC Request Form SY23-24. Note: No scanned or faxed forms will be accepted.

5. Requests for SY 2023-2024 are due **by October 1, 2022.**
   ASAP and note this in the subject line (i.e., CC Request Form SY22-23).

Click on Word ICON

Course Code Request
Form 2022 FINAL wo

Mississippi Student Information System (MSIS)

1. From the website (www.mdek12.org), select Administrators and then MSIS (MS Student Information System) from the dropdown selections.

ADMINISTRATORS

Academic Standards	Elementary Education	Licensure	Professional Growth System
Administrator Resources	ELMS Log On	Literacy	RESA Registration
Advanced Placement	English Language Arts	Literacy Focus of the Month	Science
Arts	English Learner Supports	MARS	Secondary Education
Assessment	Equipped Booklist	Mathematics	SharePoint for Accountability - Legacy Site
Business and Technology	Family Night Resources	MCAPS	Social Studies
Career and Technical Education	Federal Programs	MSIS (MS Student Information System)	Special Education
Contemporary Health	Gifted Education	Mississippi Public School District Listing	Strong Readers, Strong Leaders
Counseling and Support Services	GoSignMeUp	Nutrition Programs	Technology and Strategic Services
Dyslexia	Health and Wellness	Online Course Approval (MOCA)	Textbook Adoption and Procurement
Early Childhood Education	Intervention Services	OTSS Help Desk	TIMS (Textbook Inventory Mgmt System)
Early Warning System	JROTC	Physical Education	World Languages
EdUpdate Newsletter	Library Services	Professional Development	-Close Menu

2. Choose MSIS Log-on from the right side of the MS Student information Systems (MSIS) page.

 NOTE: Your browser may prompt you to "run" or "trust" Java in order to launch the MSIS log-on.

MS Student Information System (MSIS)

The Mississippi Student Information System (MSIS) was created to comply with the Performance Based Accreditation Model established by the Education Reform Act of 1982. This creation was strengthened by further legislation in 1994. This legislation placed an emphasis on the accurate reporting of student attendance and personnel at the school level – it required that there be no more summary data sent to the State Department of Education. MSIS was created to capture the data necessary to comply with this state legislation as well as federal requirements for reporting.

MSIS provides for the electronic collection and storage of comprehensive detailed data about teachers, administrators, students (PreK to 12), and school board members. MSIS also allows for the electronic transfer of student records from one school district to another, thus offering a unique student tracking system. The purpose of this project is to provide an efficient means in which to:

- Support the Mississippi Department of Education (MDE) performance-based accreditation model

- Support education funding programs

- Provide timely and accurate reporting of education data (schedules, attendance, grades, transportation, discipline, Vocational, and Special Education) to meet state and federal requirements

- Allow for student tracking across the state to determine student mobility trends and to assist in the reduction of the drop-out rate within the state.

Core School Applications

☎ 601-359-3487
☒ Staff
⊙ FAQ

Services ∨

MS Student Information System (MSIS)

MSIS Training

Links ∨

Technology and Strategic Services

Textbook Inventory Mgmt System (TIMS)

Educator Licensure (ELMS)

APPLICATIONS

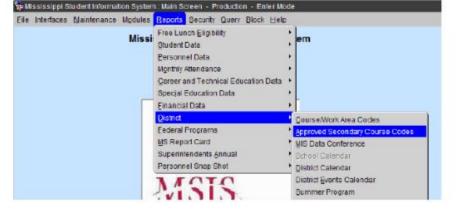GoSignMeUp

MDE Self Service

MSIS Log-on

3. Log-on to MSIS, making sure to use the appropriate credentials. In the "Database" field, type MSIS.

4. Once you have logged in, you should see the main view page.

5. In the Menu bar at the top of the screen, choose Reports > District > Approved Secondary Course Codes.
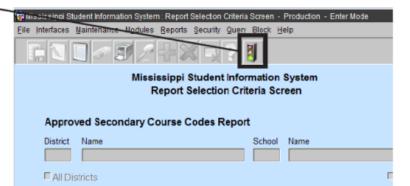
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6. From this page, click the traffic light icon to run reports.

Mississippi Student Information System : Report Selection Criteria Screen - Production - Enter Mode

File Interfaces Maintenance Modules Reports Security Query Block Help

**Mississippi Student Information System
Report Selection Criteria Screen**

Approved Secondary Course Codes Report

District Name   School Name

☐ All Districts

7. Select your preferred output format (PDF is recommended), and chose Run Report.

Select Destination Format

File Interfaces Maintenance Modules Reports Security Query

Please select Output Format

Output Format   PDF

Run Report

Record: 1/1

8. You can save the report and print it for your records.

NOTE: At the time the report is run, it may not reflect or include courses that are presently being developed, revised, or will be deleted. To ensure the most current list of available approved courses is being used, please run this report regularly.

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Mississippi Department of Education

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