



Mobile County  
PUBLIC SCHOOLS



# 2023-2024 EDUCATIONAL PLANNING GUIDE

TWENTY-SIXTH EDITION FOR PARENTS AND STUDENTS

For Incoming 2023-2024 Freshman Class  
Graduation Cohort 2027







# Mobile County PUBLIC SCHOOLS

ONE MAGNUM PASS PO BOX 180069 MOBILE, ALABAMA 36618 WWW.MCPSS.COM

## MR. CHRISAL THREADGILL, SUPERINTENDENT



We believe our primary focus is to educate all students to become productive citizens; and we are committed to making this the priority over all other district functions. We believe all employees are professionals who share in the responsibility for the success of our students; and we are committed to recruiting, employing, developing and retaining employees who are effective in leading our district in achieving our mission. We believe in safe, secure, and productive environments for learning and working; and we are committed to providing quality and equitable settings that ensure students and employees reach their potential. We believe the success of our schools is enhanced by the support and partnership of the community and stakeholders; and we are committed to informing and engaging our community through transparency, accountability, and communication.

### OUR VISION

Mobile County Public Schools will become a premier educational system where students engage in multiple pathways leading to success in a global society.

### OUR MISSION

The mission of Mobile County Public Schools is to graduate prepared and productive citizens.

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**K-12 SCHOOLS**

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**CAREER AND TECHNICAL EDUCATION**

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**FEDERAL PROGRAMS**

**DIVISION OF STUDENT SUPPORT SERVICES**

**MR. TERRANCE S. MIXON, SR, ASSISTANT SUPERINTENDENT**

MRS. CHERYL ROBINSON-SUTTON  
**DISTRICT REGISTRAR**

MRS. KATRICE S. CUNNINGHAM  
DIRECTOR  
**STUDENT DISCIPLINE AND PLACEMENT**

MR. CURTESS BELSON  
SUPERVISOR  
**ATTENDANCE**

MRS. DENISE RIEMER  
**LEAD SOCIAL WORKER**

MRS. SHARON BAILEY  
**LEAD NURSE**

MRS. PAMELA S. SMITH  
**LEAD NURSE**

The Mobile County Public School System does not discriminate its education and employment programs on the basis of religion, age, race, color, sexual orientation, national origin, gender, marital or parental status, and disability. This district complies with all federal and state laws and regulations regarding discrimination. For any inquiries regarding compliance and/or grievance procedures may be directed to Bryan Hack, Executive Director, Human Resources, P.O. Box 180069 Mobile, Alabama 36618 or call (251) 221-4540.

# HIGH SCHOOL DIRECTORY



## **BAKER HIGH SCHOOL**

8901 AIRPORT BOULEVARD  
MOBILE, ALABAMA 36608

[www.bakerhighschool.com](http://www.bakerhighschool.com)

**MR. JOHN J. POIROUX, PRINCIPAL**



## **W.P. DAVIDSON HIGH SCHOOL**

3900 PLEASANT VALLEY ROAD  
MOBILE, ALABAMA 36609

[www.wpdavidson.org](http://www.wpdavidson.org)

**MR. JASON RICHARDSON, PRINCIPAL**



## **MATTIE T. BLOUNT HIGH SCHOOL**

5450 LOTT ROAD  
EIGHT MILE, ALABAMA 36613

[www.blountmcpssal.schoolinsites.com](http://www.blountmcpssal.schoolinsites.com)

**MR. C. JEROME WOODS, JR., PRINCIPAL**



## **JOHN L. LEFLORE HIGH SCHOOL**

700 DONALD STREET  
MOBILE, ALABAMA 36617

[www.lefloremcpssal.schoolinsites.com](http://www.lefloremcpssal.schoolinsites.com)

**DR. ANTONIO WILLIAMS, PRINCIPAL**



## **ALMA BRYANT HIGH SCHOOL**

14001 HURRICANE BOULEVARD  
IRVINGTON, ALABAMA 36544

[www.almabryanth.com](http://www.almabryanth.com)

**MR. DAVID SPRINKLE, PRINCIPAL**



## **MARY MONTGOMERY HIGH SCHOOL**

4275 SNOW ROAD  
SEMMES, ALABAMA 36575

[www.mgmvikings.com](http://www.mgmvikings.com)

**MR. CHARLES MENTON, PRINCIPAL**



## **CITRONELLE HIGH SCHOOL**

8200 LEBARON AVENUE  
CITRONELLE, ALABAMA 36522

[www.citronellemcpssal.schoolinsites.com](http://www.citronellemcpssal.schoolinsites.com)

**MR. ROBERT J. BRUISTER, PRINCIPAL**



## **S.S. MURPHY HIGH SCHOOL**

100 SOUTH CARLEN STREET  
MOBILE, ALABAMA 36606

[www.mhspanthers.com](http://www.mhspanthers.com)

**MR. EDWARD SANDERSON, PRINCIPAL**

# HIGH SCHOOL DIRECTORY



## **B.C. RAIN HIGH SCHOOL**

3125 DAUPHIN ISLAND PARKWAY  
MOBILE, ALABAMA 36605

[www.bcrainmcpssal.schoolinsites.com](http://www.bcrainmcpssal.schoolinsites.com)

**MS. KAREN SA WILLIAMS, PRINCIPAL**



## **BRYANT CAREER TECHNICAL CENTER**

8950 PADGETT SWITCH ROAD  
IRVINGTON, ALABAMA 36544

[www.bryanttechmcpssal.schoolinsites.com](http://www.bryanttechmcpssal.schoolinsites.com)

**MR. WILLIAM MEREDITH, PRINCIPAL**



## **THEODORE HIGH SCHOOL**

6201 SWEDETOWN ROAD  
THEODORE, ALABAMA 36582

[www.theodorebobcats.org](http://www.theodorebobcats.org)

**MR. TIMOTHY HARDEGREE, PRINCIPAL**



## **FAULKNER CAREER TECHNICAL CENTER**

33 WEST ELM STREET  
PRICHARD, ALABAMA 36610

[www.faulknerctc.com](http://www.faulknerctc.com)

**DR. JASON LAFFITTE, PRINCIPAL**



## **C.F. VIGOR HIGH SCHOOL**

913 N. WILSON AVENUE  
PRICHARD, ALABAMA 36610

[www.vigorhighschool.com](http://www.vigorhighschool.com)

**MRS. TEMITCHA JACKSON, INTERIM PRINCIPAL**



## **AUGUSTA EVANS SPECIAL SCHOOL**

6301 BILOXI AVENUE  
MOBILE, ALABAMA 36608

<https://evansspecialmcpssal.schoolinsites.com>

**MRS. ASHA J. KIDD, PRINCIPAL**



## **WILLIAMSON HIGH SCHOOL and MIDDLE GRADES PREPARATORY ACADEMY**

1567 EAST DUBLIN STREET  
MOBILE, ALABAMA 36605

<https://williamsonmcpssal.schoolinsites.com>

**MRS. TAMMY GEORGE, PRINCIPAL**



## **CONTINUOUS LEARNING CENTER**

1870 PLEASANT AVENUE  
MOBILE, ALABAMA 36617

[www.clcmcpssal.schoolinsites.com](http://www.clcmcpssal.schoolinsites.com)

**MR. TIMOTHY EROBU, PRINCIPAL**

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# HOW TO USE THE EDUCATIONAL PLANNING GUIDE



The mission and primary focus of the Mobile County Public School System is to produce and graduate students who are ready to become prepared and productive citizens. As a reflection of our fundamental belief in our students, we developed the Educational Planning Guide (EPG) to provide the necessary information and guidance needed to optimize their high school experience.

The Educational Planning Guide provides answers to all questions related to high school:

**Please know that it is the responsibility of the student and parent to access, read and comprehend ALL information in the Educational Planning Guide.**

- Registration and Enrollment
- Earning and Transferring Credits
- Attendance
- Graduation Requirements
- Scheduling
- Grading Procedures and Calculation Methods
- Honor Society Memberships and Academic Lettering
- Athletics
- Advanced Academic and Special Programs
- Special Education Programs
- Course Descriptions

Throughout the EPG, you will notice icons, pictures, and pull quotes that have been selected to help you find and highlight important information.

Please know that it is the responsibility of the student and parent to access, read, and comprehend ALL information in the Educational Planning Guide. An electronic version of the EPG can be accessed on the MCPSS website (Academic Affairs, Guidance and Counseling area) as well as on the main page of each high school's website. On each website, you will also have access to the PDF version of the EPG to download and print a copy.

Updates and changes made to the Graduation Requirements and Grading and Credits sections apply to the Freshman Class of 2021-2022 (Graduating Class of 2025), ONLY. All other classes will follow requirements written in the following Educational Planning Guide publications:

Freshman Class 2020-2021 (Graduating Class of 2024):	Educational Planning Guide 2020-2021	24th Edition
Freshman Class 2021-2022 (Graduating Class of 2025):	Educational Planning Guide 2021-2022	25th Edition
Freshman Class 2022-2023 (Graduating Class of 2026):	Educational Planning Guide 2022-2023	26th Edition
Freshman Class 2023-2024 (Graduating Class of 2027):	Educational Planning Guide 2023-2024	27th Edition

**Updates and changes made to the Graduation Requirements and Grading and Credits sections apply to the Freshman Class of 2021-2022 (Graduating Class of 2025) ONLY**



# REGISTRATION AND ENROLLMENT

- ENROLLMENT PROCESS
- TRANSFER STUDENTS
- TRANSFERRING CREDITS
- TRANSFERRING FROM NON-ACCREDITED SCHOOLS
- ENROLLING STUDENTS IN A HOMESCHOOL PROGRAM
- GRADE PLACEMENT

MRS. CHERYL ROBINSON-SUTTON, DISTRICT REGISTRAR

[csutton@mcps.com](mailto:csutton@mcps.com)

## REGISTRATION PROCESS

All Mobile County Public School System students MUST complete on-line registration each school year.

**New Students:** <https://newstudentregistration.mcpss.com>

**Returning Students:** <https://stuupdateinfo.mcpss.com>

The following items must be presented to the high school Registrar in order to complete enrollment:

- **Parent/Legal Guardian Photo Identification**  
Driver's License or Non-Driver ID or other Photo ID
- **Alabama Immunization Certificates**  
All students must have an IMM-50 Certificate of Immunization or an IMM-52 Certificate of Religious Exemption. A physical examination verified on Form SS-517 is also recommended. Only Alabama issued immunization certificates are acceptable. A new enrollee from another public school in Alabama will be conditionally enrolled pending receipt of school records containing the student's immunization certificate. Immunization Certificates are required for the following:
  1. Any child entering kindergarten or first grade who has not previously attended school.
  2. Any new enrollee transferring from outside the State of Alabama.
  3. Any new enrollee transferring from a private school.
- **A Copy of Student's Certified Birth Certificate**
- **Student's Social Security Number**
- **Two Proofs of Residence**  
Information regarding Provisions for Determining Proof of Residence may be received by contacting the Division of Student Services or any local public school.
- **Report Card and/or Withdrawal Paper**
- **Copy of Transcript/Record from Previous School**
- **Custody Papers (if applicable)**

## TRANSFER STUDENTS

### (ACCREDITED SCHOOLS, NON-ACCREDITED SCHOOLS, AND HOME SCHOOL SITUATIONS)

Students transferring from accredited public or non-public schools/school settings will have all credits and current class/grade placement accepted upon receipt of their official transcript(s) without validation. The Alabama State Department of Education and the U.S. Department of Education recognize the following accrediting agencies:

AdvancED/COGNIA

Southern Association of Colleges and Schools (SACS)

Middle States Association of Colleges and Schools

New England Association of Schools and Colleges

North Central Association of Colleges and Schools

Western Association of Schools and Colleges

North Western Association of Schools and Colleges

A complete list of schools accredited by AdvancED/COGNIA can be viewed by visiting [www.cognia.org](http://www.cognia.org) or visiting the regional organization's website. Public or non-public schools/school settings that are accredited by any other



accrediting program or agency are considered to be non-accredited schools/school settings. For transferring core (English, mathematics, science, and social studies) courses from non-accredited schools/school settings, official records, national standardized tests, and locally-administered end-of-course test should be used to determine placement/credit for students. Elective courses are transferred without validation.

Validation of core-courses/credits from non-accredited (not AdvancED/Cognia accredited) educational settings is required. All official records and nationally standardized test results (if available) will be used in the validation process. Request for Validation Testing form should be sent to Teaching, Learning, and Assessment for middle school grade placement, 8th grade to 9th grade high school placement, and transfer of high school core credits.

## TRANSFERRING CREDITS

1. The transfer of credits and/or 9th grade placement shall be as follows:
  - **Credit for elective courses shall be transferred without validation.**
  - **Non-contested credit for core courses shall be transferred as follows:**
    - ◇ Using all official records and nationally standardized tests (if available), the principal or his/her designee shall determine placement and notify the student and the parent(s)/guardian(s).
    - ◇ Following placement for any initial core courses successfully completed, transfer of previous credit earned at a non-accredited school(s) in that subject area shall be accepted without further validation.
  - **Validation of core courses from non-accredited institutions will be administered as follows:**
    - ◇ A Central Office designee shall supervise the administration of the District's most recent semester test for each prerequisite core course in which the parent/guardian is requesting enrollment. For each test the student passes as determined by the district office personnel, the student shall be placed in the next level core course and credit shall be transferred for prerequisite courses. The grade earned from the non-accredited setting shall be the grade recorded on the transcript upon passing the exam(s).
    - ◇ For any test failed, placement shall be made by district office officials and no credit shall be transferred for the prerequisite course(s) in that subject.
2. In the event of controversial records/transcripts, the absence of records, or records from a non-accredited institution, the student shall take placement/validation tests consisting of the District's core validation exams.
3. **Transfers from Accredited Schools**  
 A student transferring to an Alabama public school from a public or non-public school accredited by an accrediting agency recognized by the State Board of Education will have all credits accepted without validation upon the receipt of an official transcript(s).  
 The School Counselor will complete a **MCPSS Transfer of Credit Approval Form**, as needed, and submit a copy to the School Registrar so that a valid transcript and be placed in PowerSchool.
4. **Local Board of Education Requirements**  
 All transfer students must meet the graduation requirements established by the Mobile County Public School System.

5. In Mobile County, valid credits are accepted at face value. No accommodations will be made to waive **core course requirements** for graduation for students transferring from schools not following a block schedule. Students transferring from an accredited institution on a 6 or 7 period schedule and have received half (.5) credit for a core class will receive half (.5) elective credit for core course and be scheduled for the course again.
6. All transcripts of students who have withdrawn during the last quarter of a semester from an out-of-district school and have not received credit for those courses should be forwarded to Mrs. Cheryl Sutton, District Registrar, Dr. Kimberly Walker, Supervisor of Guidance and Counseling Services, and Mrs. Helen Miles, Director of Academics: Teaching, Learning, and Assessment immediately upon receipt. **(Board Approved 4/23/18)**

## TRANSFER OF CREDIT APPROVAL FORM

In order to ensure that credits are transferred and posted to transcripts correctly, the School Counselor or Registrar will complete a Transfer of Credit Form. The form will be reviewed and signed by the Counselor, Registrar, and District Registrar. Once the courses and credits have been placed on the transcript in PowerSchool, the Transfer of Credit Form will be filed in the student's cumulative folder.

**MOBILE COUNTY PUBLIC SCHOOLS**  
**TRANSFER OF CREDIT APPROVAL FORM**

This transfer of credit approval form must be completed for all transfer students from accredited and non-accredited schools outside of the Mobile County Public School System. The School Registrar should email this form along with the original transcript to the District Registrar, Cheryl Robinson-Sutton at [csutton@mcpss.com](mailto:csutton@mcpss.com) on the 1<sup>st</sup> of each month following enrollment of the student(s). PLEASE NOTE: The system policy for validating credits must be completed if the previous school is not accredited by Cognia.

ACADEMIC YEAR (Term ID): \_\_\_\_\_ HISTORICAL GRADE LEVEL: \_\_\_\_\_ STORE CODE: \_\_\_\_\_ SEMESTER (Circle One): 1 2 Year

NAME OF MCPSS SCHOOL:			NAME OF PREVIOUS SCHOOL:						
STUDENT'S NAME:			COHORT YEAR (FIRST TIME AS A FRESHMAN):						
Course Name and Grade <small>(from previous school)</small>	Credits Earned <small>(from previous school)</small>	MCPSS Equivalent Course Number and Name	Letter Grade and Numeric Value	GPA Points	Added Value <small>(weighted courses)</small>	Earned Credit Hours	Potential Credit Hours	Credit Type	

Date Form Sent to Counselor: \_\_\_\_\_ Registrar's Initials: \_\_\_\_\_ Date Form Returned to Registrar: \_\_\_\_\_ Counselor's Initials: \_\_\_\_\_

Registrar's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

District Supervisors Signature of Authorization for Transfer of Credit: \_\_\_\_\_ Date: \_\_\_\_\_

## HOMESCHOOLING

Parents seeking information regarding home schooling should contact the Division of Student Support Services. There are specific guidelines for students taught in the home setting or by a private tutor.

When a child enters or re-enters a public school setting, the guardian will be required to provide documentation of the school years enrolled in a home schooling program, courses completed and grading information, and either a promotion statement (i.e. John Doe is promoted to the 9th grade.) or a grade completion statement [(i.e. John Doe has completed the 8th grade requirements under the supervision of (Name of School).] Once the student has presented documentation of completion of the 8th grade, and passed 8th grade validation tests, the student should be enrolled as a 9th grade student. If the student is entering as a high school student and attempting to transfer credits, the same procedures should be followed as outlined in the section, "Transfers from Non-Accredited and Accredited Schools," located above.

## GRADE PLACEMENT

Once a student enrolls in high school, they are placed or promoted to each grade level based on the following information:

### Grade 9 (Freshman)

- Successful completion of Middle School

### Grade 10 (Sophomore)

- Successful completion of 6 of the required graduation credits, Intervention and Enrichment, and an approved Transcript Analysis.

### Grade 11 (Junior)

- Successful completion of 12 of the required graduation credits, Intervention and Enrichment, and an approved Transcript Analysis.

### Grade 12 (Senior)

- Successful completion of 18 credits of the required graduation credits, Intervention and Enrichment, an approved Transcript Analysis, and must be able to complete graduation requirements within the year.

## ENROLLING NON-TRADITIONAL STUDENTS

Non-Traditional students (NTS) are those who are homeschooled; yet, enroll to take part in varsity athletics and/or other extracurricular activities that are not offered through their homeschool program.

- Non-traditional students must enroll in a school that services the area in which they live.
- Prior to enrollment, students and parents must complete the On-line registration process.
- Students follow regular enrollment procedures and present all proofs of residency and official transcripts.
- Students must be enrolled within the first 20 days of the semester in order to participate in any athletic sport or extra-curricular activity.
- An official transcript from the home school must be submitted so that grades can be uploaded to PowerSchool and Dragonfly in order to determine athletic eligibility.
- If the student decides to enroll in the traditional school full-time, they will be deemed eligible only if all requirements are met.
- If the student withdraws due to making a failing grade, they will be deemed ineligible to participate in athletics for one (1) year. If the student is in good academic standing at the time of withdrawal, they will remain eligible.





# ATTENDANCE

- MCPSS ATTENDANCE POLICY
- MEDICAL LEAVE OF ABSENCE
- CONTINUOUS ATTENDANCE FOR GRADUATION

**MR. CURTESS BELSON, SUPERVISOR OF ATTENDANCE**

[cbelson@mcpss.com](mailto:cbelson@mcpss.com)

## ATTENDANCE POLICY

- A. Students are required to be on time for school. It is the responsibility of the parents or guardians to make sure that their children arrive on time each day.
- B. Any time that a student is absent, the parent or guardian must send a written note to school satisfactorily explaining the absence. A satisfactory note from a parent or guardian meets the following state guidelines: illness, death in the immediate family, inclement weather (as determined by the principal) which would be dangerous to the life and health of the child, legal quarantine, emergency conditions as determined by the principal, and prior permission of the principal and consent of the parent or guardian. The note or doctor's excuse must be sent to school within three days of the student's return to school to be counted as an excused absence. **SUSPENSIONS ARE UNEXCUSED ABSENCES.**
- C. In cases of prolonged absence due to illness, the parent or guardian should seek assistance from the Homebound Program or make other arrangements with their child's principal. If the student is planning a medical leave of absence (i.e. surgery, pregnancy), he/she is required to complete a Planned Medical Leave Contract (see School Nurse).
- D. A written note from a parent or guardian, as described above, will excuse absences for up to but not exceeding four (4) absences for any full credit course per term and not exceeding two absences for any half credit course per term. Further absences will require a doctor's note in order to be coded excused.
- E. Parents or guardians of any student having a chronic ailment that may cause the child to miss school during the year are required to provide the school with a doctor's statement verifying the child's condition. This must be done as soon as the problem occurs and repeated at the beginning of each semester. Even though a student may have chronic ailment letter on file, the parent/guardian must provide note for each absence due to the chronic ailment.
- F. Prior permission must be obtained from the principal in order for absences for out-of-town trips to be excused.
- G. Students must be in attendance one-half of the instructional day to be counted present. An early dismissal before ½ day (3½ hours) or a tardy after ½ day is counted as an absence. Tardies and early dismissals are strongly discouraged.
- H. Students are responsible for reporting to school and to each class in accordance with their approved schedules.
- I. Teachers shall be responsible for checking the roll daily in their assigned classes and properly recording attendance.
- J. A student approved by the principal or his designee to participate in or attend a school sponsored or other approved activity during the school day shall be counted present. Students are responsible for all assignments missed while participating in or attending said activities.
- K. The principal shall notify teachers in advance about students who will be attending approved activities and who will be counted present.
- L. The principal or administrative designee should make every reasonable effort to contact (by telephone or in writing) the parents of any absent students on the day of the absence.
- M. The principal shall notify the parent or guardian of the student's attendance record after the first day of unexcused absence per term for any full credit course and after the first day of unexcused absence per term for any half-credit course. This should be documented and kept on file for future reference.

## EARLY WARNING TRUANCY PROGRAM

Parents and students will be referred to the Early Warning Truancy Program on the fifth (5th) unexcused absence and on the fifteenth tardy to school. Referral to the program includes the following steps:

1. The parent will receive official notification by U.S. Mail. The notice will require the parent and student to report to the Municipal Court located at the City/County Government Plaza.
2. The parent and student will meet with the Attendance Officer and the District Attorney. The Attendance Officer will review the system's Attendance Policy; the District Attorney will review the State of Alabama's Attendance Laws and consequences of breaking the laws.
3. If the parent and student fail to appear at the schedule Early Warning Truancy Program, the parent shall receive legal notice and a court referral.

## CONTINUOUS ATTENDANCE FOR GRADUATION

Except in cases of legitimate change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation. If so desired, a local board of education may require students residing within its attendance zone and transferring from a non-accredited school setting to attend its school(s) for two (2) entire school years immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer, and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval, together with any necessary memoranda, should be filed with the transcript of the student's record from the discharging school. In case of doubts as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education.

– *Alabama Administrative Code, Chapter 290-3-1-.02-(8.1) (h-1)*

**Parents and students will be referred to the Early Warning Truancy Program on the fifth (5th) unexcused absence and on the fifteenth tardy to school.**







# GRADUATION REQUIREMENTS

- DIPLOMA REQUIREMENTS
- GRADUATION REQUIREMENTS
- ALABAMA CAREER PLANNING SYSTEM
- PROCEDURE FOR CHANGE OF DIPLOMA TRACK
- DECLARATION OF EARLY GRADUATION
- MID-YEAR GRADUATION
- RANKING OF SENIORS

**DR. KIMBERLY L. WALKER, SUPERVISOR OF GUIDANCE AND COUNSELING**

[kwalker@mcpss.com](mailto:kwalker@mcpss.com)

# MOBILE COUNTY PUBLIC SCHOOL SYSTEM DIPLOMA REQUIREMENTS

Freshman Class 2021-2022 and thereafter

ALABAMA HIGH SCHOOL DIPLOMA	CREDITS NEEDED	ALABAMA HIGH SCHOOL DIPLOMA WITH ADVANCED HONORS	CREDITS NEEDED
<b>ENGLISH</b>	<b>4</b>	<b>ENGLISH (HR, AP, DE, OR IB)</b>	<b>4</b>
ENGLISH 9 ENGLISH 10 ENGLISH 11 ENGLISH 12		ENGLISH 9 ENGLISH 10 ENGLISH 11 ENGLISH 12	
<b>MATHEMATICS</b>	<b>4</b>	<b>MATHEMATICS</b>	<b>4</b>
GEOMETRY w/ DATA ANALYSIS ALGEBRA I w/ PROBABILITY ALGEBRA II w/ STATISTICS MATH ELECTIVE		HR GEOMETRY w/ DATA ANALYSIS HR ALGEBRA I w/ PROBABILITY HR ALGEBRA II w/ STATISTICS HR, AP, DE, OR IB MATH ELECTIVE	
<b>SCIENCE</b>	<b>4</b>	<b>SCIENCE</b>	<b>4</b>
PHYSICAL SCIENCE BIOLOGY I SCIENCE ELECTIVE SCIENCE ELECTIVE		HR BIOLOGY I CP CHEMISTRY I CP or AP PHYSICS SCIENCE ELECTIVE	
<b>SOCIAL STUDIES</b>	<b>4</b>	<b>SOCIAL STUDIES (HR, AP, DE, OR IB)</b>	<b>4</b>
MODERN WORLD HISTORY US HISTORY - BEG TO IND. REV US HISTORY - IND. REV TO PRESENT GOVERNMENT AND ECONOMICS		MODERN WORLD HISTORY US HISTORY - BEG TO IND. REV US HISTORY - IND. REV TO PRESENT GOVERNMENT AND ECONOMICS	
<b>PHYSICAL EDUCATION</b>	<b>1</b>	<b>PHYSICAL EDUCATION</b>	<b>1</b>
ONE CREDIT FROM ONE OR MORE OF THE FOLLOWING AREAS: BEGINNING KINESIOLOGY JROTC MARCHING BAND and AUXILIARIES DANCE VARSITY ATHLETICS		ONE CREDIT FROM ONE OR MORE OF THE FOLLOWING AREAS: BEGINNING KINESIOLOGY JROTC MARCHING BAND and AUXILIARIES DANCE VARSITY ATHLETICS	
<b>HEALTH EDUCATION</b>	<b>0.5</b>	<b>HEALTH EDUCATION</b>	<b>0.5</b>
<b>CAREER PREPAREDNESS</b>	<b>1</b>	<b>CAREER PREPAREDNESS</b>	<b>1</b>
<b>ELECTIVE CREDITS FROM ONE OR MORE OF THE FOLLOWING AREAS:</b>	<b>3</b>	<b>ELECTIVE CREDITS FROM ONE OR MORE OF THE FOLLOWING AREAS:</b>	<b>3</b>
CAREER AND TECHNICAL EDUCATION WORLD LANGUAGE FINE ARTS EDUCATION		CAREER AND TECHNICAL EDUCATION WORLD LANGUAGE FINE ARTS EDUCATION	
<b>GENERAL ELECTIVES</b>	<b>2.5</b>	<b>WORLD LANGUAGE (Parts 1 and 2)</b>	<b>2</b>
<b>TOTAL CREDITS</b>	<b>24</b>	<b>GENERAL ELECTIVES</b>	<b>2.5</b>
		<b>TOTAL CREDITS</b>	<b>26</b>

**Note: STUDENTS MUST MAINTAIN A 3.5 (WEIGHTED) GPA TO EARN THE DIPLOMA WITH ADVANCED HONORS ENDORSEMENT. CHANGES TO CREDITS NEEDED FOR GRADUATION WAS BOARD APPROVED (FALL 2021)**



## MOBILE COUNTY PUBLIC SCHOOL SYSTEM DIPLOMA REQUIREMENTS

## Freshman Classes 2019, 2020, and 2021

ALABAMA HIGH SCHOOL DIPLOMA	CREDITS NEEDED	ALABAMA HIGH SCHOOL DIPLOMA WITH ADVANCED HONORS	CREDITS NEEDED
<b>ENGLISH</b>	<b>4</b>	<b>ENGLISH (HR, AP, DE, OR IB)</b>	<b>4</b>
ENGLISH 9 ENGLISH 10 ENGLISH 11 ENGLISH 12		ENGLISH 9 ENGLISH 10 ENGLISH 11 ENGLISH 12	
<b>MATHEMATICS</b>	<b>4</b>	<b>MATHEMATICS</b>	<b>4</b>
GEOMETRY w/ DATA ANALYSIS ALGEBRA I w/ PROBABILITY ALGEBRA II w/ STATISTICS MATH ELECTIVE		ALGEBRA I GEOMETRY with DATA ANALYSIS HR ALGEBRA II with STATISTICS HR, AP, DE, OR IB MATH ELECTIVE	
<b>SCIENCE</b>	<b>4</b>	<b>SCIENCE</b>	<b>4</b>
PHYSICAL SCIENCE BIOLOGY I SCIENCE ELECTIVE SCIENCE ELECTIVE		HR BIOLOGY I HR CHEMISTRY I HR or AP PHYSICS SCIENCE ELECTIVE	
<b>SOCIAL STUDIES</b>	<b>4</b>	<b>SOCIAL STUDIES (HR, AP, DE, OR IB)</b>	<b>4</b>
MODERN WORLD HISTORY US HISTORY -BEG TO IND. REV US HISTORY -IND. REV TO PRESENT GOVERNMENT AND ECONOMICS		MODERN WORLD HISTORY US HISTORY - BEG TO IND. REV. US HISTORY - IND. REV TO PRESENT GOVERNMENT AND ECONOMICS	
<b>PHYSICAL EDUCATION</b>	<b>1</b>	<b>PHYSICAL EDUCATION</b>	<b>1</b>
ONE CREDIT FROM ONE OR MORE OF THE FOLLOWING AREAS: BEGINNING KINESIOLOGY JROTC MARCHING BAND VARSITY ATHLETICS DANCE		ONE CREDIT FROM ONE OR MORE OF THE FOLLOWING AREAS: BEGINNING KINESIOLOGY JROTC MARCHING BAND VARSITY ATHLETICS DANCE	
<b>HEALTH EDUCATION</b>	<b>0.5</b>	<b>HEALTH EDUCATION</b>	<b>0.5</b>
<b>CAREER PREPAREDNESS</b>	<b>1</b>	<b>CAREER PREPAREDNESS</b>	<b>1</b>
<b>ELECTIVE CREDITS FROM ONE OR MORE OF THE FOLLOWING AREAS:</b>	<b>3</b>	<b>ELECTIVE CREDITS FROM ONE OR MORE OF THE FOLLOWING AREAS:</b>	<b>3</b>
CAREER AND TECHNICAL EDUCATION WORLD LANGUAGE FINE ARTS EDUCATION		CAREER AND TECHNICAL EDUCATION WORLD LANGUAGE FINE ARTS EDUCATION	
<b>GENERAL ELECTIVES</b>	<b>2.5</b>	<b>WORLD LANGUAGE (Parts 1 and 2)</b>	<b>2</b>
<b>TOTAL CREDITS</b>	<b>24</b>	<b>GENERAL ELECTIVES</b>	<b>2.5</b>
		<b>TOTAL CREDITS</b>	<b>26</b>

**Note: STUDENTS MUST MAINTAIN A 3.5 (WEIGHTED) GPA TO EARN THE ADVANCED DIPLOMA WITH HONORS ENDORSEMENT. CHANGES TO CREDITS NEEDED FOR GRADUATION WAS BOARD APPROVED (FALL 2021)**

## MCPSS GRADUATION REQUIREMENTS

In addition to completing the diploma requirements set by the Alabama State Department of Education, each high school senior is responsible for completing the following prior to graduation:

- **Have an ACT score on file**  
All students are required to take the Statewide ACT during their junior year of high school. If the student misses the testing and make up session, they can take the ACT when offered nationally.
- **Earn College and Career Readiness Indicator and/or Credential**  
Seniors can earn a CRI or Credential by accomplishing one or more of the following objectives:

1. Earn a benchmark on at least ONE subtest on the ACT.

ENGLISH	READING	MATH	SCIENCE
18	22	22	23

2. Earn a three (3) or higher on at least one Advanced Placement or International Baccalaureate Examination.
3. Earn a college credit through a Dual Enrollment (Technical or Academic) course.
4. Earn a Credential or Certification through taking a Career and Technical Education course and passing the certification examination.
5. Enlist in the United States Military.
6. Score a 4 or higher on each section of the ACT Workkeys Test

- **Complete an electronic Career Portfolio through the KUDER Career Planning System**

Each seniors' electronic portfolio must include the following:

1. Summary of Career Exploration Assessments
2. Professional Resume
3. Professional Cover Letter

- **Successfully pass the State of Alabama's Civics Test**

Seniors are required to take a Civics Test once they complete their required US Government course. Students must score a 60 or higher to pass the test. If a senior earns a failing score, an opportunity to re-test will be given.

- **Complete and submit the FAFSA (Free Application for Federal Student Aid) Electronic Application.**

All seniors are required to complete the Free Application for Federal Student Aid prior to graduation. Seniors will be able to complete this requirement beginning October 1st. All applications must be complete and submitted no later than April 30th. Any senior who declares non-intent to enroll in post-secondary school must complete and submit the waiver provided by the ALSDE (a parental signature will be required).

## EARNING CREDITS IN CORE COURSES PRIOR TO HIGH SCHOOL

Students who earn credit for HR Algebra I and/or HR Biology I during middle school will receive the credit. However, they must earn a minimum of four math credits and science credits, respectively, in grades 9-12 in the high school program. Students **MUST EARN AT LEAST ONE MATH CREDIT** each school year in high school.

## ALABAMA CAREER PLANNING SYSTEM

### Career Portfolio

All MCPSS students will be required to complete a career portfolio during their junior year of high school. Based on knowledge gained while exploring career opportunities in KUDER, the minimum career portfolio requirements are as follows:

- Typed letter of introduction
- Typed resume/ career pursuit information
- Evidence of career exploration

Student-developed career portfolios highlight academic, community, and personal accomplishments. Career portfolios should support evidence of education, job skills, community services, references, work experience, and career goals. Career portfolios are valuable tools in students' pursuit of career/education opportunities. Development of the career portfolio encourages students to engage in self-reflection, career exploration, decision-making, goal setting, and planning. The career portfolio can serve as the foundation for college and career success for students.

### Four-Year Plan

An updated MCPSS Four-Year Education Plan of Study must be completed prior to transitioning to tenth grade and be classified as a high school sophomore. This is accomplished through ACPS (Alabama Career Planning System).

Students and parents need a clear understanding regarding student learning expectations and the courses necessary for students to graduate college and career ready. A plan of study that serves as a roadmap through high school must be in place by the end of ninth grade. This roadmap will help students to stay on track while completing graduation requirements and gaining the knowledge and skills necessary for postsecondary success. Completing an individualized Four-Year Education/Plan of Study, based on postsecondary/career interests and plans, will promote high school success and the development of college and career readiness skills.

## PROCEDURE FOR CHANGE OF DIPLOMA PATHWAY

- Prior to registration for the 9th grade, a student and his/her parent/guardian must make the decision regarding pursuit of the high school diploma pathway.
- Options should be discussed with the student's grade level counselor.
- Written permission must be obtained from the parent should a student decide to change their chosen diploma pathway.
- The grade level counselor will file the letter in the student's cumulative folder as well as document the change on their transcript analysis card.

## GRADUATING PRIOR TO COHORT YEAR

Beginning in the 2022-2023 school year and thereafter, students will no longer be allowed to graduate prior to their cohort year (Early Exit Pathway).

## MID-YEAR GRADUATION

Beginning in the 2022-2023 school year and thereafter, students are required to seek special permission for Mid-Year Graduation. The high school Principal must make the request to the Director of Academics in the Division of Teaching, Learning, and Assessment no later than June 30th.

## RANKING OF SENIORS

### Senior Classes of 2023 and 2024

Rank-in-Class is an indication of the student's academic standing in relation to that of the other students in the class. Grades in the identified course levels shall be weighted and grade point averages determined.

Schools will observe the following procedure for ranking students:

- Official **tentative** rank will be made at the end of the second semester of eleventh grade and final rank at the end of the second semester of senior year; however, **no Top Ten, Valedictorian, nor Salutatorian results will be revealed until approval is granted by the Deputy Superintendent of Academic Affairs. Top Ten transcripts will be reviewed and hand-calculated after 2nd semester grades are posted. No Top Ten rank position is official until hand-calculations and/or appropriate grade changes have been completed.**
- Top Ten students will be advised of their ranking at the end of the first semester of grade 11.
- The Top Ten positions may be filled by more than ten students in the case of ties for any positions.
- Letter grades (A-E) for all subjects will be used in computing the grade-point average.
- All designated students within a grade level shall be included in determining class rank.
- All students competing for a Top Ten position must take a full schedule (maximum course load).
- All students competing for a Top Ten position must be eligible to receive the Diploma with Advanced Honors Endorsement.
- **High school level courses attempted prior to Grade 9 WILL NOT BE USED when calculating high school GPA or class rank. Only courses attempted in the high school program (Grades 9-12) will be used to calculate grade point average for class rank (Beginning with Freshmen 2016-2017 and thereafter).**

High school level courses attempted prior to Grade 9 **WILL NOT BE USED** when calculating high school GPA or class rank.

Only courses attempted in the high school program (Grades 9-12) will be used to calculate grade point average for class rank (Beginning with Freshmen 2016-2017 and thereafter).

## ANNOUNCEMENT OF TOP TEN

To be considered for valedictorian or salutatorian, the student must receive the Diploma with Advanced Honors Endorsement. The student with the highest grade point average will be named Valedictorian of the graduating class. The student with the second highest grade point average will be named Salutatorian. In the case of a tie in either position, students will be declared Co-Valedictorians/Co-Salutatorians.

**The grade point average will be carried to six decimal places with no rounding.** The following criteria will be used:

- Valedictorian and Salutatorian will be determined based on the rank listed at the end of the second semester.
- The Senior Counselor will hand calculate the grade point average of each Senior who is a candidate for Top Ten. The members of Top Ten will not be revealed until the hand calculations are verified and approved by the Principal, Guidance Supervisor, and designated officials of Academic Affairs.
- Out-of-system transfer students must be enrolled in the current school starting with the first term of the junior year and complete three consecutive terms in this system prior to ranking to be considered for Valedictorian, Salutatorian, or any Top Ten Honor.
- In-system transfer students must be enrolled in the current school starting with the first term of junior year in order to be considered for Valedictorian, Salutatorian, or any Top Ten honor.
- Students must physically attend classes at their home school for the duration of the junior and senior year to qualify for the Valedictorian and Salutatorian positions. Students granted special permission for Mid-Year graduation may qualify for a Top Ten position (including Valedictorian or Salutatorian).
- For three years following consolidation of two (2) or more schools, there may be a co-aledictorian and co-salutatorian selected from each former attendance area.
- All students must take a full schedule (maximum course load).
- **This applies to the Senior Classes of 2023 and 2024, only. The Senior Class of 2025 and after will be announced by Honor for Academic Achievement.**

Top Ten students will be comprised of those students receiving the Diploma with Advanced Honors Endorsement. In the event that a Senior Class may not have ten or more top ranking students who qualify for the Diploma with Honors Endorsement, the school will acknowledge the number of qualifying seniors as Top Scholars of the Senior Class.

## RANKING OF SENIORS

### FRESHMAN CLASS OF 2021-2022 (SENIOR CLASS OF 2025) AND AFTER

Beginning with the Freshman Class of 2022 (Senior Class of 2025) and after, only a class Valedictorian and Salutatorian will be named. All other seniors will be ranked by **Honor for Academic Achievement**. Honor for Academic Achievement will be based on cumulative, weighted grade point average and determined at the end of Senior Year. The Honor for Academic Achievement categories are:

**SUMMA CUM LAUDE (With Highest Praise) – GPA 4.0 and Above**

**MAGNA CUM LAUDE (With Great Honor) – GPA 3.50 to 3.99**

**CUM LAUDE (With Honor) - GPA 3.00 to 3.49**

- To be recognized as a SUMMA CUM LAUDE or MAGNA CUM LAUDE graduate, students must complete the core, elective, and GPA requirements for the Diploma with Advanced Honors endorsement.
- Students who do not meet the course or GPA requirements for the Diploma with Advanced Honors Endorsement will be recognized as CUM LAUDE graduates; provided they meet the GPA requirements (3.00-3.49).
- The Announcement of Valedictorian and Salutatorian will follow the same procedures and criteria as listed above.

**\*The Honors for Academic Achievement classification system for Seniors is designed to allow more students to be recognized for their academic achievements regardless of their chosen diploma track.**

**(Board Approved Fall 2021)**

## COMPUTATION OF GRADE POINT AVERAGE (GPA)

Grade Point Averages are calculated based on the following factors:

- The grade earned for the course
- The quality points each grade is worth
- The number of credits earned for the course

When calculating grade point averages, the counselor uses the following formula:

**Number of Quality Points/Number of Credits = GPA**

### SAMPLE GPA COMPUTATION FOR NON-WEIGHTED COURSES

Course	Grade	Credits	Quality Points
Algebra I	B	1	3
English 9	A	1	4
Health Education	C	0.5	1
World History	C	1	2
<b>TOTALS</b>		<b>3.5</b>	<b>10</b>

**10** (Total Quality Points) / **3.5** (Total Credits) = **2.85 Grade Point Average**

**Note:** Courses that are worth .5 credit only receive half of the value of the quality point (See above)

### SAMPLE GPA COMPUTATION FOR WEIGHTED COURSES

Course	Grade	Credits	Quality Points
HR Geometry	B	1	4
HR English 9	A	1	5
AP World History 9	A	1	5.5
HR Biology	C	1	3
<b>TOTALS</b>		<b>4</b>	<b>17.5</b>

**17.5** (Total Quality Points) / **4** (Total Credits) = **4.37 Grade Point Average**

## COMMEMORATION OF DECEASED STUDENTS DURING GRADUATION

Graduating from high school is an occasion in which we celebrate the achievements of Seniors as they embark upon the next stage of their lives. Such milestones tend to trigger memories and emotions of students and family members who remember those who have transitioned prior to graduation. In order to commemorate those students who are no longer with us while assuring their loved ones and friends they are not forgotten, we will follow the guidelines as written.

### Recognizing Students Who Transition While Enrolled in Grades 9-11

Whereas, students who transition before completing sufficient credit to graduate will not qualify for a posthumous diploma, the following steps can be taken to recognize them as members of the Senior Class cohort during graduation and senior year:

1. Posting of Photo with brief tribute in the Senior section of the school's Yearbook.
2. Listing of name and photo in commencement ceremony program (with indication of being deceased).
3. Provide a plaque or certificate recognizing the deceased student as a member of the class cohort during Senior Honors Day Ceremonies or Baccalaureate Services.
4. Recognize the deceased student by offering a moment of silence at the beginning of the commencement ceremony.
5. Family members of the deceased student can be welcomed by school leadership to sit in reserved seating and observe the ceremony rather than be a participant.

### Recognizing Students Who Transition While Enrolled in Grade 12

Students who complete sufficient credit to graduate prior to their transition will qualify for a posthumous diploma. If requested or desired by the family, the diploma may be presented to a family member or designee during the commencement ceremony. The awarding of the posthumous diploma should be in a manner consistent with the commencement ceremony so it will not overshadow or shift focus away from the celebratory atmosphere. To ensure that the deceased student is recognized, the following steps must be taken:

1. A diploma will be ordered for the deceased student.
2. The family will be notified by phone call and written letter of the intent to recognize the deceased student during the ceremony.
3. The written letter must contain guidelines and required attire for participating in the commencement ceremony.
4. The participating family members will be allowed to sit in a reserved seating area that is within close proximity to the stage. Family members will not be allowed to sit with graduates.
5. The deceased student's name will be called last. At that time, the family members or designee will walk to the School Principal who will present them with a diploma, cap and gown, and any other senior class memorabilia (yearbook, academic/athletic letter, honors certificates/medals, etc.).
6. Before leaving the stage, the family members will be allowed to be photographed with the Principal during the presentation.
7. The family members will be escorted from the stage back to the reserved seating area by School Administration.



## Guidelines for Participating in a Commencement Ceremony

1. Only two family members will be allowed to enter the stage and accept the diploma on behalf of their deceased relative.
2. The participating family members must follow the dress code outline in the written letter of invitation.
3. The participating family members must RSVP to allow the school time to prepare for the presentation during the ceremony.

## Required Attire for Participating in a Commencement Ceremony

All commencement ceremonies are special occasions that require proper attire and etiquette. Family members participating in the commencement ceremony will be required wear the following attire:

**Ladies:** Dress or two-piece suit, blouse and skirt or pants, or pant suit with appropriate dress shoes.

**Men:** Shirt, tie, and dress pants, two-piece suit, or sport coat, dress shirt and dress pants with appropriate dress shoes.

**Participating family members will not be allowed to wear a cap and gown of any type.**

T-shirts, jeans, strapless dresses, tennis shoes, flip-flops, slides, baseball caps and any other garments deemed inappropriate for the occasion are not allowed to be worn by program participants.

## Commencement Exercises and Senior Activities

Only students who receive an approved diploma and special education students who are following program requirements as prescribed in their Individual Education Plan shall participate in graduation exercises and senior activities.

## Attire for Commencement Exercises and Senior Activities

Each school's Principal and Senior Advisory Committee will determine the attire to be worn under the uniformed cap and gown for Commencement Exercises as well as the attire worn for Baccalaureate Services and other senior class activities. Students are required to follow the dress code set by the school. The Principal has the autonomy to decide when, where, and how Honor Cords can be worn during graduation activities.

**Only students who receive an approved diploma and special education students who are following program requirements as prescribed in their Individual Education Plan shall participate in graduation exercises and senior activities.**



# SCHEDULING

- YEAR-LONG SCHEDULING
- SCHEDULE CHANGE PROCEDURES
- SCHEDULING REQUIREMENTS

MRS. HELEN C. MILES, DIRECTOR OF ACADEMICS, TEACHING, LEARNING, AND ASSESSMENT

[hmiles@mcps.com](mailto:hmiles@mcps.com)

## 7-PERIOD DAY SCHEDULING

Beginning Fall 2023, All MCPSS high schools moved to 7-Period Day Scheduling System. Seven-Period Day Scheduling consists of 7 classes, plus an Opportunities for Success period, that will be offered all year. Implementing a Seven-Period Day will provide consistency in scheduling, better retention rates, better learning experiences, and better relationships for students and teachers. The new Seven-Period Day schedule will incorporate the following:

- Seven periods and an Intervention/Enrichment Period (Opportunities for Success).
- Classes will be 49-minutes with 5 minutes transition time.
- Opportunities for Success will be offered 30 to 30 minutes each day.
- Courses offered at the CTE Centers will be scheduled for morning and afternoon.
- Coordinated Studies will be scheduled in the afternoon.

**Students will be allowed to request a schedule change prior to the beginning of school opening.**

### SAMPLE SCHEDULE

- 1st Period – 49 min
- 2nd Period – 49 min
- 3rd Period – 49 min
- OFS/Reach Advisory – 30 to 35 min
- 4th Period – Lunch waves
- 5th Period – 49 min
- 6th Period – 49 min
- 7th Period – 49 min

### SCHEDULE CHANGE PROCEDURES

Students will be allowed to request a schedule change prior to the beginning of school opening. Course change requests must be turned in to the grade level counselor before the end of the second full day of the school term. Courses may be dropped or added for legitimate reasons but may not include the right to select teachers. The principal has final approval of any schedule changes.

Preliminary schedules will be provided to students prior to the opening of the new school year. The principal shall provide the final schedule to all students before the second full day of the new school year. Students should have complete schedules for the school year.

### SCHEDULING REQUIREMENT

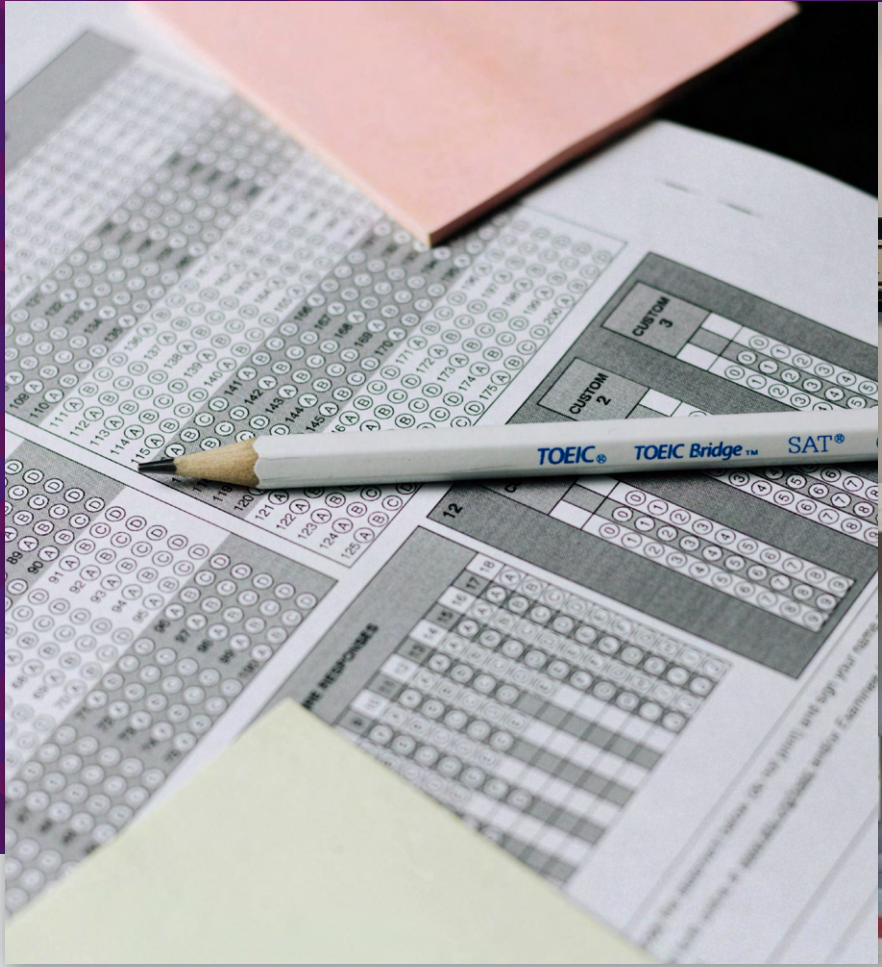
Pursuant to Section 16-13-231, Code of Alabama of 1975, the Flexible School Calendar Act of 2012 mandates that all schools must have at least 180 instructional days or the hourly equivalent of no less than 1,080 instructional hours per academic year.

### SCHEDULING NON-TRADITIONAL STUDENTS

Once the non-traditional student has completed the enrollment and registration process, the grade-level counselor will create a schedule that consists of the following:

- **Attendance Period:** If the class that supports the extra-curricular activity/sport in which the NTS is participating is not offered during 1st Period (A-Day) or 2nd Period (B-Day), an attendance period must be created (during the first period of the day). These students count for the schools ADM (Please use course- **22996X10SA NTS Student Attendance**). If an attendance period is used, the NTS will not have to report to school at the first period of the day for attendance, the Coach/Elective Teacher will mark attendance when the student comes to class.
- **Two electives:** The NTS will be scheduled for one elective each semester; one being varsity Athletics (or a closely related Physical Education course) or the extracurricular activity the student wishes to participate in (Band, JROTC, Art, etc.), and the other may be a general elective as deemed by the school.





# GRADING AND CREDITS

- MCPSS GRADING SCALE
- GRADE COMPUTATION
- PROGRESS REPORTS
- WEIGHTING OF GRADES
- EARNING CREDITS

MRS. HELEN C. MILES, DIRECTOR OF ACADEMICS, TEACHING, LEARNING, AND ASSESSMENT  
[hmiles@mcps.com](mailto:hmiles@mcps.com)

## GRADING

### GRADING SCALE

The following grade scale is utilized in all public high schools in the Mobile County Public School System:

**MCPSS Grading Scale**

Numerical Grade	Letter Grade
100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59 - 0	E

**Grading Scale Computation for Out of District Students with Letter Grades, Only**

Letter Grade	Numerical Value	Letter Grade	Numerical Value
A+	98	C+	78
A	95	C	75
A-	92	C-	72
B+	88	D+	68
B	85	D	65
B-	82	D-	62
		E	59

Credit **CANNOT** be awarded to courses that receive a failing grade out of district; even if the grade may be considered as passing within MCPSS. The grade and credit must be posted on the transcript as received from the transferring school.

### MAGNET SCHOOL GRADING SCALE

The following scale is used in MCPSS Magnet High School settings, only:

Numerical Grade	Letter Grade
100 - 90	A
89 - 80	B
79 - 70	C
69 - 0	E

## PROGRESS REPORTS

Progress reports should be sent home four and half weeks after the beginning of each quarter. All parents can benefit from reports of student progress. **All students making a D or an E at 4½ weeks into the quarter and/or are in jeopardy of failing for the quarter MUST receive a report.** Copies should be maintained and teachers should have each student sign a duplicate copy or a signature log to show proof of distribution. Additional reports to parents may be designed and approved by the local school. Communication is essential to the educational process and is encouraged whether through letters, reports, conferences, or phone calls. Parents can receive progress reports one of the following ways:

- A. **SCHOOLGY REPORTS:** Parents receive weekly progress reports through Schoology. The weekly reports are emailed to parents on Friday.
- B. **POWERSCHOOL REPORTS:** Parents receive progress reports through PowerSchool at the mid-term of each quarter. The quarterly reports are available for downloading.

## WEIGHTING OF GRADES

Weights are extra point values added to courses that have high achievement levels. The courses are listed as Honors, College Prep (CP), Pre-AP, Pre-IB, Advanced Placement (AP), AP Capstone, Cambridge, Dual Enrollment (DE), and International Baccalaureate (IB).

The Mobile County Public School System utilizes the following scale for applying weight to academically advanced level courses:

AP Capstone, Cambridge, and International Baccalaureate		Advanced Placement, Cambridge, International Baccalaureate and Dual Enrollment		Honors, Pre-AP, Pre-IB, College Prep, and Cambridge, IB and AP Capstone Support Courses		Regular Courses	
A	6 Points	A	5.5 Points	A	5 Points	A	4 Points
B	5 Points	B	4.5 Points	B	4 Points	B	3 Points
C	4 Points	C	3.5 Points	C	3 Points	C	2 Points
D	3 Points	D	2.5 Points	D	2 Points	D	1 Points
E	0 Points	E	0 Points	E	0 Points	E	0 Points

Dual Enrollment courses only earn Advanced Placement (AP) grade points when taken during the regular school day within the academic school year; including UA Early College courses that are approved through the school system’s articulation agreement. Enrollment in these courses must be approved by the school’s Principal and Counselor prior to registering for the course. If permission is not obtained prior to taking the course, credit will not be placed on the high school transcript. Any other Dual Enrollment course taken during the summer, at night, or outside of the regular school day will earn regular GPA weight.



## GRADING CORRECTIONS

### Guidelines

Each school principal is responsible for the management and the integrity of the school grading and transcript process. It is the principal's duty to limit access to making grade corrections to one designated Counselor and the school's registrar. The names of the persons designated to make grade corrections must be submitted to the Director of Academics Teaching, Learning, and Assessment.

Grade corrections may occur for the following reasons:

- Teacher error
- Incomplete projects/assignments
- Failure to take semester exam

**The grade correction procedure must be completed by the teacher and signed by the principal no later than three weeks from the last day of the grading period. Only teachers may complete and submit to the registrar, or designated counselor, the grade correction. The principal has discretion to extend the three-week timeframe under extenuating circumstances.**

Any grade correction requires the completion of the MCPSS Grade Correction Form. **Any unsigned form will not be processed.** The grade correction must be returned to the registrar.

**Note: Grade recovery and grade correction are two different procedures in MCPSS.**

### Procedures for Grade Correction

- The registrar/designated counselor verifies the Grade Correction is completed and signed.
- The registrar/designated counselor completes the grade correction in PowerSchool.
- The registrar/designated counselor makes a copy of the Grade Correction and places it in the student's cumulative folder with the updated transcript attached.
- The registrar/designated counselor places the original grade correction form with the teacher's grade verification roster to be filed with the grade book at the end of the school year.
- The registrar/designated counselor will give a copy of the updated transcript to the grade level counselor.
- The registrar/designated counselor will maintain a notebook of all grade corrections with accompanying documentation made during the quarter.

### Principal

- Acts in oversight capacity, not as a change agent.
- Ensures limited access to grade correction process.
- Submits the name of people assigned to the grade correction process.
- Signs the completed form and returns the form to the designated staff member for change to take place.

**The grade correction procedure must be completed by the teacher and signed by the principal no later than three weeks from the last day of the grading period.**

### Teacher

- Completes and submits the Grade Correction form to the registrar/designated counselor.

## Registrar

- Completes the PowerSchool grade correction process.
- Maintains files on all grade correction changes.

## CREDIT AWARDED PRIOR TO NINTH GRADE

Students may earn high school credit for the following courses taken prior to Grade 9: World Language and Business Technology Application (BTA) (BTA only accepted from transfer students from out of district); and in schools where offered, Biology 1 HR. The guidelines for earning credit for courses taken prior to high school are as follows:

- The course must be taken in the eighth grade.
- The course must follow the course of study guidelines, be of high school content and rigor, and be taught by secondary certified/highly qualified teacher.
- The course cannot supersede required courses (i.e. eighth grade English cannot be substituted for high school English; eighth grade Physical Education cannot be substituted for the required unit of high school Physical Education, etc.).
- Middle school students earning high school credits from non-accredited settings shall follow the same guidelines as high school students attempting to transfer courses. Validation is required.
- Transfer students who earned credits in 8th grade from an accredited school will be considered on a case-by-case basis.
- Credits earned in 8th grade **WILL NOT BE CALCULATED IN HIGH SCHOOL GPA/RANKING.**
- **Middle school students awarded high school credit for Algebra 1 HR and/or Biology 1 HR are still required to earn a minimum of four math credits and science credits, respectively, in grades 9 – 12 in the high school program. Students must earn at least one math credit each school year in high school. Students who earn a credit in part one of a World Language must take part two in high school in order to meet the requirements for a Diploma with Advanced Honors.**
- Middle School students who successfully complete Accelerated Mathematics 7 and Accelerated Mathematics 8 will not have to take HR Algebra I w/Probability in high school. **These students will be required to earn four (4) honors level math credits during their high school tenure.**

Credits earned in 8th grade will not be calculated in high school GPA/ranking.

## TIME ALLOTMENT AND CREDIT REQUIREMENT

The basic requirement for a Carnegie unit of credit is 140 clock hours of instruction for a course earning one credit. One-half credit may be granted for an elective course of a minimum for 70 clock hours. A student may earn more than ten credits in a calendar year which includes the regular academic year plus the following summer (August – July). This includes credits earned in the regular school program, dual enrollment program, summer school program, night school program, distance learning program, or credit recovery program. **All school system procedures for each program must be strictly followed with needed approval, from the Academic Coordinator in Teaching, Learning, and Assessment, prior to beginning any of these programs.** Careful scheduling and consideration must be followed when approving additional credits. Credits earned within a semester must be reasonable.

## CREDIT RESTRICTIONS

### PREREQUISITES

Any course offered for registration purposes that lists prerequisites must be followed as stated. (English 10 cannot be taken until the student passes English 9, US History from the Industrial Revolution to Present cannot be taken until the student passes US History to the Industrial Revolution.)

### DUPLICATE CREDIT

In accordance with Alabama Administrative code Rule 290-3-1-.02(8) (d)1., a student cannot earn credit toward graduation for a course that duplicates the course content for which credit has already been awarded.

**A student cannot earn credit toward graduation for a course that duplicates the course content for which credit has already been awarded.**

### SUBSUMED CREDIT

In accordance with Alabama Administrative Code Rule 290-3-1-.02(8) (d) 2., a student cannot earn credit toward graduation for a course whose content is subsumed (included) by a course for which credit has already been awarded. (i.e. credit for physical science cannot be awarded after credit has been awarded for chemistry, etc.) Therefore, if a student does take a subsumed course, credit will not be awarded.

## CREDIT ADVANCEMENT

### What is credit advancement?

Credit advancement allows students who exhibit mastery of standards taught in a particular course to prove mastery of course content by successfully completing a pretest and posttest in that subject.

### In which classes can students attempt credit advancement?

Students can attempt credit advancement in most regular core courses (math, science, English, and social studies).

### What tests are used for credit advancement?

Edgenuity Assessments

### What is the process for attempting credit advancement?

The process for attempting credit advancement includes the following:

- Students should complete the Credit Advancement Request Form found on the MCPSS website. Parents/Guardians, grade-level Counselor, and Principal must sign this form.
- Students should return the completed form to the grade level Counselor who will forward it to the Division of Teaching, Learning, and Assessment. The student will be contacted to schedule an appointment to take the pretest credit advancement exam. Students should allow approximately 1.5 hours to take this pretest exam.
- All credit advancement exams will be administered at central office in the Teaching, Learning, and Assessment division and will be proctored by designated staff or a TLA supervisor. There is no fee to take a credit advancement exam.

- Students attempting credit advancement will take a pretest for the course. If the student earns at least an 80 on the pretest, then he/she will take a comprehensive posttest. If the student makes at least an 80 on the posttest, then he or she will receive credit for the course. If the student earns below an 80 on the pretest, then he or she is not eligible to take the posttest or to receive credit for the course.
- Results for tests taken through Edgenuity will be available immediately. Once the student has passed the pretest, he or she will need to schedule an appointment to take the posttest. This appointment must be scheduled before leaving the testing area. The student should allow approximately 1.5 hours to take a posttest. The posttest must be taken within **one week** of the results of the pretest being released to the student. Students are permitted to take the posttest on the same day as the pretest if an appointment to do so is available.
- Students who do not earn at least a minimum score of 80 on the pretest and the posttest will not earn credit through credit advancement, and no grade or credit will be posted to the transcript.

### **How will students' grades for credit advancement courses be calculated?**

The grade earned on the pretest and the posttest will be averaged. The numeric average will serve as the final grade and will be posted directly to the transcript in a separate column indicating that the credit was earned through credit advancement. **Credit advancement courses are not weighted.** The credit will be posted under Term 2 (1st semester) or Term 5 (Summer).

### **How many credits can students earn through credit advancement?**

There is no limit on the number of credits that a student can earn through credit advancement.

**Credit advancement courses are not weighted.**

### **Who is eligible to attempt credit advancement?**

All rising ninth grade through twelfth grade Mobile County Public School students are eligible to attempt credit advancement. Before the request for credit advancement testing is granted, approval must be given by the Teaching, Learning, and Assessment Supervisor which will be based on the student's overall academic record.

### **How many times can students attempt credit advancement in each course?**

Students will be permitted to attempt credit advancement one time per course, per academic year.

### **When can students take credit advancement exams?**

Credit advancement exams must be taken during the months of June and December for currently enrolled MCPSS students and transfer students.

### **How can students prepare for credit advancement exams?**

All credit advancement exams are based on the Alabama courses of study, which are located at [www.alsde.edu](http://www.alsde.edu) on the tab below the box labeled College and Career Ready Standards. Students may prepare for credit advancement exams by reviewing the standards in the related course of study.

### **Are credit advancement classes approved by the National Collegiate Athletic Association (NCAA), the Alabama High School Athletic Association and other organizations?**

Admission and eligibility requirements of various organizations are subject to change, and it is the student's responsibility to consult with outside organizations such as universities, the Alabama High School Athletic

Association, the National Collegiate Athletic Association (NCAA), etc. to determine how credits earned through credit advancement might affect eligibility, admissions, or status.

**Credit Advancement courses are not approved by NCAA.**

Credit Advancement courses are not approved by NCAA.

## CREDIT ADVANCEMENT COURSES

All courses are full credit unless otherwise specified. Credit advancement courses are not weighted. These courses do not satisfy NCAA requirements, when completed through credit advancement.

Language Arts	History	Mathematics	Science	World Language
English 9	World History 9	Algebra I	Biology	French I
English 10	US History 10	Geometry	Physical Science	French II
	US History 11		Earth Science	German I
	US Government		Environmental Science	German II
	Economics			Spanish I
				Spanish II

NCAA does not recognize Credit Recovery for course credit.

## CREDIT RECOVERY

Credit Recovery is a course-specific, skill-based extended learning opportunity for students who have been unsuccessful in mastering content or skills required to receive course credit or earn promotion. Credit Recovery courses are based on deficiencies rather than a repeat of the entire course or courses failed. Students enrolled at local high schools will attend classes where the Edgenuity software program is utilized for Credit Recovery.

**High school administrators, counselors, and teachers should be aware that the NCAA does not recognize Credit Recovery for course credit, and athletes should not be allowed to participate in the MCPSS Credit Recovery Program.**

### 1. Student Eligibility Admission and Removal

- Student must be recommended by principal/counselor.
- The principal or counselor must complete the Credit Recovery Enrollment Form and submit it to the Credit Recovery/Edgenuity Manager so the student can be enrolled in the recommended course.
- Student must be working toward the Standard Diploma Option. Honors and/or other advanced level courses are not offered in Credit Recovery.
- Student is eligible for credit recovery if the final grade in the course required for graduation is between 45% - 59%.
- If the final grade earned in a course required for graduation is between 0% - 44%, the student must retake the course in the regular program or may recover the credit during the summer.
- Students may be removed from the Credit Recovery Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated unacceptable behavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.

If the final grade earned in a course required for graduation is between 0% - 44%, the student must retake the course in the regular program or may recover the credit during the summer.

- g. Credit Recovery Program offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses. There is no guarantee that all courses required for graduation may be served by the Credit Recovery Program.

## 2. Grades

- a. A minimum grade of 80% on the Pre-Test assessment and 70% on the Post and Review Test assessments of skill specific goals is required for credit recovery.
- b. Students can ONLY earn a grade of 70% for course work completed in Prescriptive Credit Recovery courses.
- c. The original course grade will remain “as is” on students’ transcript and will be included in computing the student’s overall grade point average (GPA).

## 3. Credits

- a. Credit Recovery courses in which students are enrolled will be included in calculating the total credits and GPA for the school year.
- b. High school administrators, counselors, and teachers should be aware that the NCAA does not recognize Credit Recovery for course credit, and athletes should not be allowed to earn any credits through the MCPSS Credit Recovery Program.
- c. Courses in the Edgenuity software program may not be assigned to a student for initial credit without prior permission from the Director of Academic in the Division of Teaching, Learning, and Assessment.

## 4. Scheduling

- a. Credit Recovery courses should be added to the student’s schedule.
- b. Any additional Credit Recovery courses assigned should be added to the schedule under Cohort.

## INITIAL CREDIT

Initial Credit is a course-specific, learning opportunity for students who are in need of a credit in order to meet graduation requirements, be placed in proper cohort, or meet **NCAA Eligibility**. Students enrolled at local high schools will attend classes where the Edgenuity software program is utilized for Initial Credit. Students will take the Sequential course option which **does not offer the opportunity to take and pass a Pre-Test in order to move past mastered units**. Students are required to take and complete the course in its entirety. **Any athlete taking a summer school or additional course must be enrolled in Initial Credit (Sequential Option) in order to meet NCAA Eligibility requirement.**

### 1. Student Eligibility, Admission, and Removal

- a. The student must be referred by the principal or counselor.
- b. The principal or counselor submit the referral to the TLA Academic Coordinator for approval.
- c. After approval is granted, the principal or counselor will forward the referral to the Credit Recovery/Edgenuity Manager so that the student can be enrolled in the recommended course.
- d. If a core course is needed, the student must be working towards earning a Standard Diploma as Honors and/or other advanced level courses are not offered in Edgenuity.

**Any athlete taking a summer school or additional course must be enrolled in Initial Credit (Sequential Option) in order to meet NCAA Eligibility requirement.**



- e. Students can be removed from the Initial Credit Program at the discretion of the administrator supervising the program for circumstances involving serious or repeated unacceptable behavior, failure to adhere to program attendance requirements, or failure to make adequate progress towards meeting remediation requirements.
- f. Initial Credit offerings may be limited by the availability of space, teachers, or appropriate computer-based content for specific courses. There is no guarantee that all courses required for graduation may be served by the Credit Recovery Program.
- g. Applications for seniors being recommended for Initial Credit should be submitted to the TLA Academic Coordinator for approval no later than January 31st.

2. Grades

- a. A minimum grade of 70% on the Post and Review Test Assessments of skill specific goals is required for Initial Credit.
- b. The final grade earned in the course will be posted to the student’s transcript.

3. Scheduling

- a. Initial Credit courses should be added to the student’s schedule.
- b. Any additional initial credit courses should be added to the schedule under Cohort.

**MCPSS Approved Credit Recovery/Initial Credit Courses**

Language Arts	History	Mathematics	Science	Electives
English 9	World History 9	Algebra I w/Probability	Biology	Parenting
English 10	US History 10	Geometry	Physical Science	Personal Finance
English 11	US History 11	Algebra II w/Statistics	Earth Science	
English 12	US Government	Mathematical Modeling	Environmental Science	
	Economics			

**Note: Honors, AP, Cambridge, of IB courses CANNOT be taken in Credit Recovery.**

Please see the **Course Options and Descriptions** section for a listing of course numbers to be used when scheduling students for Credit Recovery and/or Initial Credit.

**SUMMER SCHOOL**

Summer school instruction may be offered for initial credit in Drivers Education (without prior permission) or for students who have failed. Those students who wish to take initial credit in any other core subject must obtain permission from the Director of Academics in the Division of Teaching, Learning, and Assessment. Students who participate in the MCPSS Summer School program must adhere to the MCPSS Code of Conduct and the summer school guidelines. MCPSS currently utilizes Edgenuity online program during the high school summer school program. Courses taken using this type of program may negatively affect NCAA eligibility requirements.



## ACADEMIC LETTERING AND HONOR SOCIETY MEMBERSHIPS

- National Honor Society
- National Technical Honor Society
- Academic Lettering
- Honor Roll Procedures

MRS. HELEN C. MILES, DIRECTOR OF ACADEMICS, TEACHING, LEARNING, AND ASSESSMENT

[hmiles@mcpss.com](mailto:hmiles@mcpss.com)

## NATIONAL HONOR SOCIETY

The National Honor Society (NHS), established in 1921, is a recognition program for American high school students who show achievement in scholarship, leadership, service, and character.

Students are selected for membership through an established school chapter in secondary public and accredited private schools by a five-member Faculty Council. Candidates must meet the chapter's requirement for scholarship, service, leadership, and character in order to be selected for membership.

Continued participation in service projects is required to retain membership. Members must also maintain the chapter's required cumulative GPA.

Listed below are the MCPSS guidelines for National Honor Society High School Chapters.

### NATIONAL HONOR SOCIETY – MCPSS GUIDELINES

#### 1. **Grade Levels**

- 2nd Semester Sophomore (optional)
- Junior
- Senior

#### 2. **Grade Point Average**

- Overall unweighted 3.5 in regular or honors courses

#### 3. **Character**

- No Class B, C, D, or E Discipline Offenses
- Four teacher recommendations from previous semester teachers
- No more than three Class A Discipline Offenses during high school tenure

#### 4. **Service**

- Verification of specific form (submit service verification form)
- Three positive service contacts

#### 5. **Induction**

- Schools set their own Induction Date

#### 6. **Completed Student Activity Information Form**

## NATIONAL TECHNICAL HONOR SOCIETY

For over 30 years, the National Technical Honor Society has been the acknowledged leader in recognizing outstanding student achievement in Career and Technical Education. Membership in the National Technical Honor Society affords students scholarship opportunities that encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce.

Students are selected for membership through an established school chapter within the MCPSS high schools. Candidates must meet the chapter's requirement for scholarship, character, and enrollment or successful completion of a Career and Technical Education Program.

## NATIONAL TECHNICAL HONOR SOCIETY – MCPSS GUIDELINES

### 1. Student Eligibility Criteria

- Must have completed or be currently enrolled in the 3rd sequential CTE course
- Must have two courses in the same career cluster (to demonstrate advancement of skills in a concentrated area)
- Must be a current/active member of a Career and Technical Education Student Organization

### 2. Grade Point Average

- 3.0 GPA overall; 3.5 GPA in Career and Technical Education Courses

### 3. Character

- Must be of good character and demonstrate leadership skills

### 4. Induction

- Each school's chapter sets its own induction date

## ACADEMIC LETTERING

Academic Lettering is the process by which high school students are rewarded for maintaining excellence in academics, discipline, and attendance. Although Academic Lettering is not a required activity, several MCPSS high schools hold a yearly awards ceremony. Each school sets its requirements for students being eligible for academic lettering.







## ADVANCED ACADEMIC AND SPECIAL PROGRAMS

- Dual Enrollment
- UA Early College
- Accelerated College Enrollment Program
- ACCESS Distance Learning
- MCPSS Academy of Virtual Learning
- Evening Educational Options Program
- Alternative Education Programs

**MR. NATHANIEL SMITH, SUPERVISOR TEACHING, LEARNING, AND ASSESSMENT**

[nsmith@mcpss.com](mailto:nsmith@mcpss.com)

## ADVANCED ACADEMIC PROGRAMS

### Academic Dual Enrollment

The Mobile County Public School System, through an agreement with post-secondary institutions, allows eligible high school students to enroll in post-secondary courses in order to dually earn credits for a high school diploma and/or a post-secondary degree at both the high school and participating post-secondary institution. The courses are offered on the high school campus during the regular school day and may be taught by qualified teachers who have been certified by the participating post-secondary institution or post-secondary instructors. Eligibility requirements include having a 2.5 unweighted grade point average and having the written approval of the Principal and Superintendent. Students enrolling in a DE Mathematics must have a score of 20 or higher on the Mathematics subtest of the ACT and DE English courses must have a minimum of 20 on the English subtest of the ACT or make a comparable score on the ACUPLACER test given at Bishop State Community College.

Dual Enrollment courses taken during the school day must be on the student's schedule in order for the credit to post to the high school transcript. Credit earned for any Dual Enrollment courses taken outside of the regular school day and/or during the summer will not be posted to the student's high school transcript.

### Technical Dual Enrollment

The Mobile County Public School System, Bishop State Community College, and Coastal Alabama Community College have an agreement that allows students to receive advanced training in technical fields including Welding, Process and Instrumentation Technology, Electronics, Automotive Technology, Heating, Ventilation, and Air Conditioning Repair, and Aviation Technology, among other choices. The participating students may receive both high school and post-secondary credit for the courses in these programs. This program will provide MCPSS students with quality career pathways that can lead to more advanced education, certification, and more employment opportunities. A Dual Enrollment Contract signed by the student, counselor, and principal must be signed prior to beginning any DE course in order for student to receive the DE credit on their high school transcript. Technical Dual Enrollment courses taken during summer school sessions will not receive weighted credit on the high school transcript.

### University of Alabama Early College

The University of Alabama has implemented a program that allows high school students to start their college career early. Through the University of Alabama Early College program, students can take college courses online or on campus (summer semester) while still in high school, earning up to 30 credit hours. Interested students must complete the on-line application process before being eligible to enroll in courses. Students can take any UAEC course they choose; however, only courses listed in the MCPSS/UAEC Articulation agreement will be placed on the high school transcript.

### Start South

The University of South Alabama's Start South Dual Enrollment/Early College Program provides high school students the opportunity to enroll in courses that earn both high school and college credit. In the Mobile County Public School System, Start South courses are offered on-line during the school day. The courses are taught by qualified University of South Alabama instructors. The dual enrollment courses are on the student's schedule and credit is posted to the high school transcript. To be eligible to enroll in Start South courses, students must be enrolled in grades 10, 11, or 12, have a 3.0 GPA or higher, and receive a recommendation from the high school counselor and principal. Qualifying students will be allowed to take Start South courses that are

designated by the Division of Teaching, Learning, and Assessment. The cost of tuition, fees, and books for Start South courses taken after school hours and/or during summer sessions are not incurred by the Mobile County Public School System; also, credits earned during this timeframe will not post to the high school transcript.

### ACCESS Distance Learning

ACCESS Virtual Learning (Alabama Connecting Classrooms, Educators, and Students Statewide) is an education initiative of the State of Alabama Department of Education. It provides opportunities and options for Alabama public high school students to engage in Advanced Placement (AP), elective, and other courses to which they may not otherwise have access or be able to schedule.

Additional information may be found at <http://accessdl.state.al.us>.

To enroll in an ACCESS Distance Learning course, students must be enrolled in grades 9-12 in an Alabama public high school. The State Department of Education reserves the right to deny enrollment to student who have been expelled from previous courses due to misconduct or failure to abide by academic integrity or Internet acceptable use policies. Credit restrictions are as follows:

- On-line courses must warrant 140 clock hours of instruction if one credit is to be earned and 70 clock hours if one-half credit is to be earned.
- All online and interactive videoconferencing courses are to be included in calculating total credits earned during the academic year, including summer school (August – July).
- On-line courses qualifying for credit in required courses must contain all required content identified in Alabama course of study.
- **ACCESS courses are NCAA approved; however, they must be one of the Fifty-two (52) courses approved for Alabama students. Credit Recovery and/or Credit Advancement courses available through ACCESS Distance Learning are NOT accepted by the NCAA for eligibility. A listing of these courses can be found in the Athletics section of the Educational Planning Guide.**
- **Detailed information can be found at [www.accessdl.state.al.us](http://www.accessdl.state.al.us).**

**ACCESS courses are NCAA approved; however, they must be one of the Fifty-two (52) courses approved for Alabama students.**

## SPECIAL PROGRAMS

### MCPSS ACADEMY OF VIRTUAL LEARNING

As an innovative, highly accountable learning environment without walls, MCPSS Academy of Virtual Learning (MAVL) offers a unique and flexible learning opportunity with extensive support from teachers, individualized instruction, and a full range of courses.

Unlike in a traditional school setting, MAVL students work in their courses at the time of day that is more suitable for their schedule. Face-to-face meetings occur on campus for tutoring, academic counseling, and testing. During the Curriculum Lab visits, students are able to form study groups and friendships while enhancing 21st century skills. MCPSS Academy of Virtual Learning offers not only core courses but also many career and technical education courses, honors and AP courses, foreign languages, and other academic electives which will enable students to have a well-rounded educational experience.

#### **Requirements for enrollment include, but are not limited to:**

- being enrolled in grades K-12.
- being enrolled in a public, private, or home school.
- being a resident within one of the MCPSS school zones.
- being at or above grade level in reading and math.
- having acceptable attendance.
- having minimal discipline issues (no C-E offenses).
- having a minimum 2.0 GPA for 10th -12th graders.
- having passed all academic courses for the upcoming school year.
- having access to consistent internet.
- having reliable transportation to attend lab days.

*\*A review committee will evaluate all received applications with the final decision resting among the administration.*

#### **Student Expectations**

Students are expected to work on a paced schedule, with individual and collaborative assignments due weekly. However, students have the flexibility to work at a time and place that suits their individual needs. For students to be successful in the program, students will need to complete the prescribed amount of assignments each week. For application and enrollment information, please contact Dr. Valerie Johnson, Administrator at [vjohnson@mcpss.com](mailto:vjohnson@mcpss.com).

## EVENING EDUCATIONAL OPTIONS PROGRAMS

The Evening Educational Options Program (EEOP) was established through a partnership with the Mobile County Public School System and the Mobile Area Education Foundation in the Fall of 2009. The primary goal of EEOP is graduating students who need alternatives from the traditional high school setting. The program utilizes a combination of Edgenuity and direct teaching to provide students with course instruction.

### Highlights of EEOP

- EEOP is housed at Denton Middle School
- Students attend school Monday through Thursday from 4:00 P.M. to 8:30 P.M.
- Students must provide their own transportation
- Students are allowed to attend prom as well as participate in senior activities and commencement with their home school **(unless home school administrator has valid reason for denying participation)**
- Students obtain credits through completion of courses by computer-directed instruction
- MCPSS teachers are available to assist students in each subject area

### Requirements for Admission

- Student must complete application and have it signed by a parent
- Student must receive counselor's or administrator's signature on application
- Student must have at least 14 credits
- Student must have an unofficial copy of their transcript attached to the application
- Student and Parent MUST complete the EEOP Orientation Meeting

### Requirements for Enrollment

- Student must submit an EEOP withdrawal form to the registrar
- Student must clear all non-credits before withdrawing
- Student must pay all overdue fines and past due course fees before withdrawing
- Student must return all textbooks, athletic, band, JROTC uniforms, and/or any other property of the school before withdrawing
- Student is responsible for making sure that grades obtained through Credit Recovery, Twilight School, or Summer School are posted on transcript before withdrawing
- Student must return the EEOP Withdrawal Form, containing the registrar's signature, in order to be enrolled
- For application and enrollment information, please contact Mrs. Djuna H. Moore, Administrator  
[dmoore1@mcps.com](mailto:dmoore1@mcps.com).







# ATHLETICS

- Athletic Eligibility Requirements
- Non-Traditional Athletes

MR. R. BRAD LOWELL, SUPERVISOR TEACHING, LEARNING, AND ASSESSMENT

[rllowell@mcpsps.com](mailto:rllowell@mcpsps.com)

## ACADEMICS FIRST AND ATHLETIC ELIGIBILITY

### Eligibility for High School Athletes

1. Students entering the 10th, 11th, and 12th grades must have passed during the last two semesters in attendance and summer school, if applicable, at least six new Carnegie units with a minimum composite numerical average of 70 in those six units.
  - a. Four core curriculum courses must be included in those units passed and averaged. (English, mathematics, science and social studies are core curriculum courses. Any combination of these courses is acceptable.) Student must be on track to graduate.
  - b. Any student who accumulates more than four units of core courses per year may earn less than the required four core courses during the next school year and be eligible as long as the student remains on track for graduation with his/her class.
2. Students entering the 8th and 9th grades must have passed during the last two semesters in attendance and summer school, if applicable, at least five new subjects with a minimum composite numerical average of 70 in those five subjects and must have been promoted to the next grade.

**Note:** A new unit is one that has not been previously passed. A semester is half of a school year as defined by the local school system.

- a. Home School students should consult the NCAA website for information and requirements for Division I and Division II.
- b. Students entering the 7th grade for the first time are eligible.

Please refer to the Student/Parent Resource Guide at [www.ahsaa.com](http://www.ahsaa.com) to obtain detailed information from the Alabama High School Athletic Association.

## ELIGIBILITY FOR THE COLLEGE BOUND ATHLETE

### NATIONAL COLLEGIATE ATHLETIC ASSOCIATION ELIGIBILITY CENTER

Students desiring to play sports at an NCAA Division I or II school must start by registering for a Certification Account with the NCAA Eligibility Center. Students desiring to play Division III sports must start by creating a Profile Page. Certification Accounts and Profile pages can be created on [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

- **ACADEMIC REQUIREMENTS:** To play sports at a Division I or II school, the student must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA as well as earn an ACT or SAT score that matches your core-course GPA.
- **CORE COURSES:** Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [www.eligibilitycenter.org/courselist](http://www.eligibilitycenter.org/courselist) for a full list of your high school's approved core courses.

- **GRADE POINT AVERAGE:** The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved **core courses**. DIVISION I requires a minimum 2.3 GPA; DIVISION II requires a minimum 2.2 GPA.
- **TEST SCORES:** You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility code 9999 to send your scores directly to us from the testing agency. NCAA accepts official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best sub-score from different tests are used to give you the best possible score.
- **SLIDING SCALE:** Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [www.ncaa.org/test-scores](http://www.ncaa.org/test-scores).

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

### NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS

The NAIA is an athletics association for small colleges and universities. Graduating seniors who earn athletic scholarships to any NAIA college will be required to complete a Certification Account with the NAIA Eligibility Center. Eligibility requirements can be found at [www.naia.org](http://www.naia.org).

## ELIGIBILITY FOR NON-TRADITIONAL HIGH SCHOOL ATHLETES

Non-traditional high school athletes attend a homeschool program; yet, are eligible to play high school sports through the bylaws of the Alabama High School Athletic Association. In order to participate in any high school athletics program, the non-traditional student must:

- Enroll in a school that serves the area in which they live.
- Provide a transcript from the homeschool program to be evaluated for eligibility.
- Enroll in the public school within the first 20 days of the semester.
- Complete the enrollment process and registration paperwork prior to tryouts.
- Enroll in two electives (one elective per semester).
- Be added to the roster of the sport in C2C in order to be covered under catastrophic insurance.
- Attend assigned classes (i.e. Weight Training, Varsity Athletics, etc.) each school day.
- Take regular Physical Education on the school's campus if enrolling in a middle school.

NCAA accepts official scores only from the ACT or SAT, and won't use scores shown on your high school transcript.







## SIGNATURE ACADEMIES

- Baker High School
- Mattie T. Blount High School
- Alma Bryant High School
- Citronelle High School
- W.P. Davidson High School
- John L. LeFlore High School
- Mary G. Montgomery High School
- S.S. Murphy High School
- Ben C. Rain High School
- Theodore High School
- C.F. Vigor High School
- Lillie B. Williamson High School

**MRS. CLAIRE MINTO, SIGNATURE ACADEMY SPECIALIST**

[cminto@mcpss.com](mailto:cminto@mcpss.com)

**DR. WILLIAM WHITE, EXECUTIVE DIRECTOR, CAREER AND TECHNICAL EDUCATION**

[wwhite@mcpss.com](mailto:wwhite@mcpss.com)

## SIGNATURE ACADEMIES

The Mobile County School System created Signature Academies at each high school to provide small learning communities that afford all 10th -12th grade students the opportunity to participate in real world, hands-on assignments connected to a specific career theme. Signature Academies offer college and career-ready opportunities such as internships, job shadowing, workplace tours, worksite training, business mentors, etc. Students complete a minimum of one course each year beginning in the 10th grade. Students may request an academy change during their 10th grade year after consulting with the school's Academy Specialist.

8th grade students who are not zoned to attend a high school that offers the Signature Academy they are interested in pursuing may apply to the school of their choice during the Signature Academy application period. All applicants will receive written notification of their acceptance status. Students who are accepted to the Signature Academy outside of their zoned school will be responsible for providing their own transportation to their assigned school. Students can be withdrawn from their assigned school if they decide to change their academy pathway. If this occurs, students are re-enrolled in their zoned high school.

Below is a list of each high school's Signature Academy. In addition to their signature program, each school offers additional academies that are available to students who are zoned to attend that particular school. Information regarding the academies offered at each school can be found on each school's website, by visiting [www.academiesofmobile.com](http://www.academiesofmobile.com).

### Earning a Career Readiness Indicator through Signature Academies

Students enrolled in a MCPSS Signature Academy CTE Pathway must complete a three (3) course sequence in the pathway selected to earn a Career Readiness Indicator (CRI). Upon completion of the three (3) course sequence, documentation of the CRI earned will be made in PowerSchool. Students must be reminded of the following:

- CRIs cannot be earned for courses taken in various pathways. Students MUST complete the required three (3) course sequence in one chosen pathway.
- Students are still provided an opportunity to earn additional credentials through various assessments; but will not be required.

## BAKER HIGH SCHOOL

The Academy of Advanced Placement Capstone Academy is designed to provide students with a rigorous curriculum to develop productive citizens and life-long learners who are prepared to compete in a global society.

As Baker High School's Signature Academy, the **Advanced Placement Capstone Program** cultivates curious, independent, and collaborative scholars. Students work both individually and within a team setting to study topics of relevance and interest. Students will be trained to propose logical, evidence-based solutions to research questions of their own choosing. Students will master both argument-based writing skills and persuasive speech. Finally, students will be challenged to defend their findings at the conclusion of a multimedia presentation. The AP Capstone program is comprised of two courses: AP Capstone Seminar and AP Capstone Research. These two courses are designed to complement and enhance the discipline-specific study of other AP courses. Students who successfully complete AP Seminar and AP Research along with at least four other AP courses will earn the prestigious AP Capstone Diploma. Successful completion is deemed as receiving a score of three or better on all six AP exams.

## BLOUNT HIGH SCHOOL

The Academy of Pre-Med, Medical, and Advanced Healthcare Careers is a specialized program designed to expose students to a wide range of careers in healthcare.

- Health Science is designed to provide the student with multiple opportunities to learn and acquire skills necessary for various levels of careers within the healthcare field. Students will have the opportunity to earn a credential as a Certified Nursing Assistant (CNA) endorsed by the State of Alabama. Coming soon, students will also have the opportunity to earn EKG Technician Certifications.
- Sports Medicine is designed to provide students with the knowledge and skills needed to assist with first aid and therapeutic medical services. Students will be given the opportunity to earn multiple certifications in the following areas: Cardiopulmonary Resuscitation Certificate (CPR), First Aid, Automated External Defibrillator (AED), and Blood Borne Pathogens.
- The Pre-Med and Advanced Healthcare Careers Academy is designed for students enrolled in the 11th and/or 12th grade who plan to pursue a major in the Bio-Medical Sciences. Course sequence is designed to apply science to medicine through various classroom, laboratory, community, and service-related activities. Students in this career path will take part in a range of classroom experiences that will expose them to a variety of careers in the healthcare industry. Experiences will provide an overview of medicine, Pharmacy, Nursing, Allied Health Technology, Health Systems Management, Optometry, and Dentistry through major pathway projects.

## BRYANT HIGH SCHOOL

The Academy of Cambridge and Coastal Studies offer students opportunities in the following pathways:

The Cambridge Assessment International Education Program is a rigorous, internationally recognized course of study for academically talented students. The program has been in existence for over 150 years and is under the auspices of Cambridge Assessment, a not-for-profit organization and part of the world-renowned University of Cambridge in the United Kingdom, whose international qualifications are recognized by the world's best universities and employers, giving students a wide range of options in their education and career.

The first two years in the Cambridge Program are spent studying a broad curriculum of courses designed to emphasize the development of higher order thinking skills, oral and written skills, and extensive problem solving and teamwork while earning the International General Certificate for Secondary Education (IGCSE). The final two years are spent in the advanced program which is comprised of college-level courses leading to the Advanced International Certificate of Education (AICE) diploma.

The Academy of Coastal Studies provides students opportunities to acquire the knowledge and skills needed to protect and preserve the environment and livelihood of the Gulf Coast.

- **Agriscience** provides students with a fundamental overview of the Agriculture, Food, and Natural Resources cluster which contains Power, Structure, and Technical Systems; Environmental and Natural Resources Systems; Animal Systems; Plant Systems; and Agribusiness.
- **Coastal Environmental Sciences** provides students an opportunity to focus on the coastal environment surrounding them. Through classroom and hand-on learning experiments, students will study the various aquatic ecosystems within the marine environment.
- **Fisheries Management & Aquaculture** is designed to provide students with the knowledge and skills necessary to move beyond the harvesting of wild seafood to an industry of seafood production and harvesting. Students will learn about aquaculture systems, water chemistry and management, system design and maintenance, health and sanitation, and other aquaculture issues.
- **Maritime & Industrial Technologies** is designed for students interested in the shipbuilding industry. Through collaboration with the Ingalls Shipbuilding, students will participate in courses in Welding, Pipefitting, Engine Repair, and Electrical/Wiring Systems.
- **Recreation, Travel, & Tourism** is designed to introduce students to hospitality and tourism, recreation, travel and tourism, lodging, restaurants/food and beverage services, customer relations, and quality services. Students will learn about development, marketing, and promotion of this vital area in the gulf coast economy.

## CITRONELLE HIGH SCHOOL

The Academy of Advanced Manufacturing provides students various opportunities to obtain the knowledge and skills necessary to become proficient in the areas of Construction and Manufacturing.

The following pathways are available to students in this academy:

- **Automotive** is designed to provide knowledge and skills related to the automotive repair industry.
- **Engineering** is designed to prepare students to enter the science, technology, engineering, and mathematics (STEM) workforce.
- **Manufacturing Technologies** is designed to prepare students for entry-level positions in manufacturing including safety, quality practices and measurement, manufacturing production & processes, maintenance awareness and green production.
- **Welding** is designed to develop the knowledge and skills necessary in the welding industry.

## DAVIDSON HIGH SCHOOL

The International Baccalaureate Diploma Program and Engineering Pathways Integrated Curriculum allows students to explore advanced educational and career opportunities in the following pathways:

The International Baccalaureate Diploma Program is a two-year curriculum for eleventh and twelfth graders aimed at developing inquiring, knowledgeable, and caring young people. The program provides a rigorous and challenging academic curriculum that prepares students for a variety of post-secondary school options.

The DHS Pre-IB Program is a two-year curriculum designed for ninth and tenth grade students desiring to complete the IB Diploma Program as eleventh and twelfth graders. The DHS Pre-IB Program offers a rigorous study in all IB subject areas with particular focus on English and History preparation. The DHS Pre-IB Program can be completed in conjunction with the EPIC Program, AP Program, and other extra-curricular programs.

Engineering Pathways Integrated Curriculum (EPIC) is a specialized math and science program that prepares students for post-secondary education in engineering, medicine, information technology and other STEM fields. EPIC's strong math and science components allow interested students to go beyond the required curriculum to take extra courses and to participate in enrichment activities related to their interests in math and science. EPIC students choose one of three pathways that best suits their interests and goals for the future:

- Biomedical Engineering
- Computer Science
- Engineering



## LEFLORE MAGNET HIGH SCHOOL

The Academy of Law, Arts, and Health Services provides opportunities for developing sound communication skills as well as critical thinking skills needed to pursue careers within these areas of focus:

- The Academy of Law offers pathways in Legal Studies, Public Safety and AJROTC Leadership. It provides students with the knowledge, skills and exposure to pursue careers in the areas of practicing criminal and civil law, legal research/writing, law enforcement, firefighting and emergency rescue, and military service.
- The Academy of Arts provides exposure to Performing and Visual Arts. This academy engages students in challenging curricula where they are able to perform & develop technical skills in the areas of band, dance, art, and commercial photography.
- The Academy of Health Services offers the following pathways: Therapeutic Services and Pharmacy Technician. This academy provides students with essential knowledge and skills for entering the healthcare field. A competency-based program utilizes learner-centered instruction and provides opportunities for students to learn skills necessary for a career path in Health Science.

## MARY G. MONTGOMERY HIGH SCHOOL

The Academy of Biomedical Sciences is MGM's signature program. This academy is structured to develop knowledgeable and skilled professionals by building a strong academic foundation in biological and medical sciences. There are two pathways offered in this academy:

- Biomedical Science is the students' introduction to the world of biomedical science. Throughout the course, your students will "investigate and solve a mysterious death" by using information and skills they learn in the lessons. Students are required to take each of the following courses: Principles of Biomedical Science (PBS), Human Body Systems (HBS), and Medical Interventions (MI).
- Sports Medicine introduces the student to the interdisciplinary subspecialty of medicine through engaging and compelling real-world challenges in and around athletics and other physical activities. Students work with teams during practices and games in preparing for performance on the field and assist with injury and athlete recovery. The curriculum is written by professional certified athletic trainers and consists of three consecutive courses: Foundations of Health Science (FHS), Human Body Structures and Functions (HBSF), and Sports Medicine Fundamentals (SMF).

## MURPHY HIGH SCHOOL

The Murphy University Center Signature Academy is designed for the highly motivated student that has a record of academic ability from middle school. Students who enter Murphy University have two pathway choices, International Baccalaureate (IB) and Early College. Both pathways are highly competitive and are by application admission only. Pre-MUC is the prerequisite curriculum taught in Grades 9 and 10 and is labeled Pre-MUC. In Pre-MUC, IB and Early College students take core classes and electives that are the foundation of the IB and Early College curriculum. These courses are taught on an advanced level, in fact, some of the courses are Advanced Placement courses. The Pre-MUC curriculum is necessary to not only develop the knowledge and skill set required for future study but is essential in the formation of time management principles, study habits, confidence and motivation.

- The International Baccalaureate program is a rigorous two-year program taught in Grades 11 and 12. MHS IB curriculum follows the guidelines set by the International Baccalaureate Organization. At Murphy High School, students are offered courses in History, Literature, Spanish, Biology, Chemistry, Advanced Mathematics, Sports Medicine, Music, and Dance. Students participate in service projects, conduct overnight field research trips, and become surrounded by an international culture and world

view way of thinking. The program culminates senior year, with a series of exams where students can earn college credits and points towards their IB Diplomas. Successful IB students can earn upwards of 24 college credits solely through their IB exams.

- Our Early College program includes partnerships with both the University of Alabama and Bishop State Community College in order for students to earn college credit their junior and senior years. In the spring of their sophomore year, the top 40 students enrolled in the Early College program will be selected to participate in the UA Early College program. This selection will be based off GPA, academic courses, and teacher recommendations. Students not eligible to participate with UA will continue the Early College experience with Bishop State Community College. All students in Early College will take dual enrollment through an accredited program. Students can elect to take Advanced Placement and International Baccalaureate classes in addition to their dual enrollment college classes.

## RAIN HIGH SCHOOL

The Signature Academy of Aviation and Aerospace encourages students to explore and pursue careers in the field of Aviation and Aerospace. The Academy of Aviation and Aerospace encourages students to explore and pursue careers in the field of Aviation and Aerospace. Ben C. Rain High School offers the following pathways:

- **Aviation Technology** prepares students to enter an aviation certification program and or workplace knowledgeable of basic aviation concepts. Students are afforded the experience of building and maintaining aircraft in the on-campus hangar. The aviation technology pathway provides students with a wide range of activities based on the expectations found in aviation careers. Safety, proper tool use and adherence to policies and procedures are an integral component. Students take what they have learned in class and apply to their student-built airplane project.
- **Aerospace Engineering** prepares students to enter a 2-year or 4-year college program based on exposure to high quality engineering curriculum. Using Solid Works, AutoCAD and other engineering design software, students use the engineering design process to solve real world engineering problems. Students are challenged with upper-level math and science courses, as well as learn how to design and build aircrafts and robots. The knowledge gained by the students in this pathway apply to engineering and engineering related curriculum across the nation. They use the information presented to analyzes data, materials, structures and safety. Students participate in real world experiences, such as designing, building, and testing pilot seats, rockets, and assisting with engineering problems on the airplane build.

## THEODORE HIGH SCHOOL

The Industry and Engineering Academy is designed to provide students opportunities in the areas of engineering and drafting or in the thirteen career technical programs available at the Bryant Career Technical Center.

- **Industrial Multi-Craft Technology** is designed to provide students with multiple opportunities to acquire skills necessary for performing various tasks in the vast areas of industrial craftsmanship.
- **Engineering** is designed to provide students with the knowledge and skills in drafting (computer aided drafting (CAD) and hand drafting) as well as an introduction to the different engineering disciplines (civil engineering, mechanical engineering, electrical engineering, etc.) and skills and knowledge pertaining to each.

## VIGOR HIGH SCHOOL

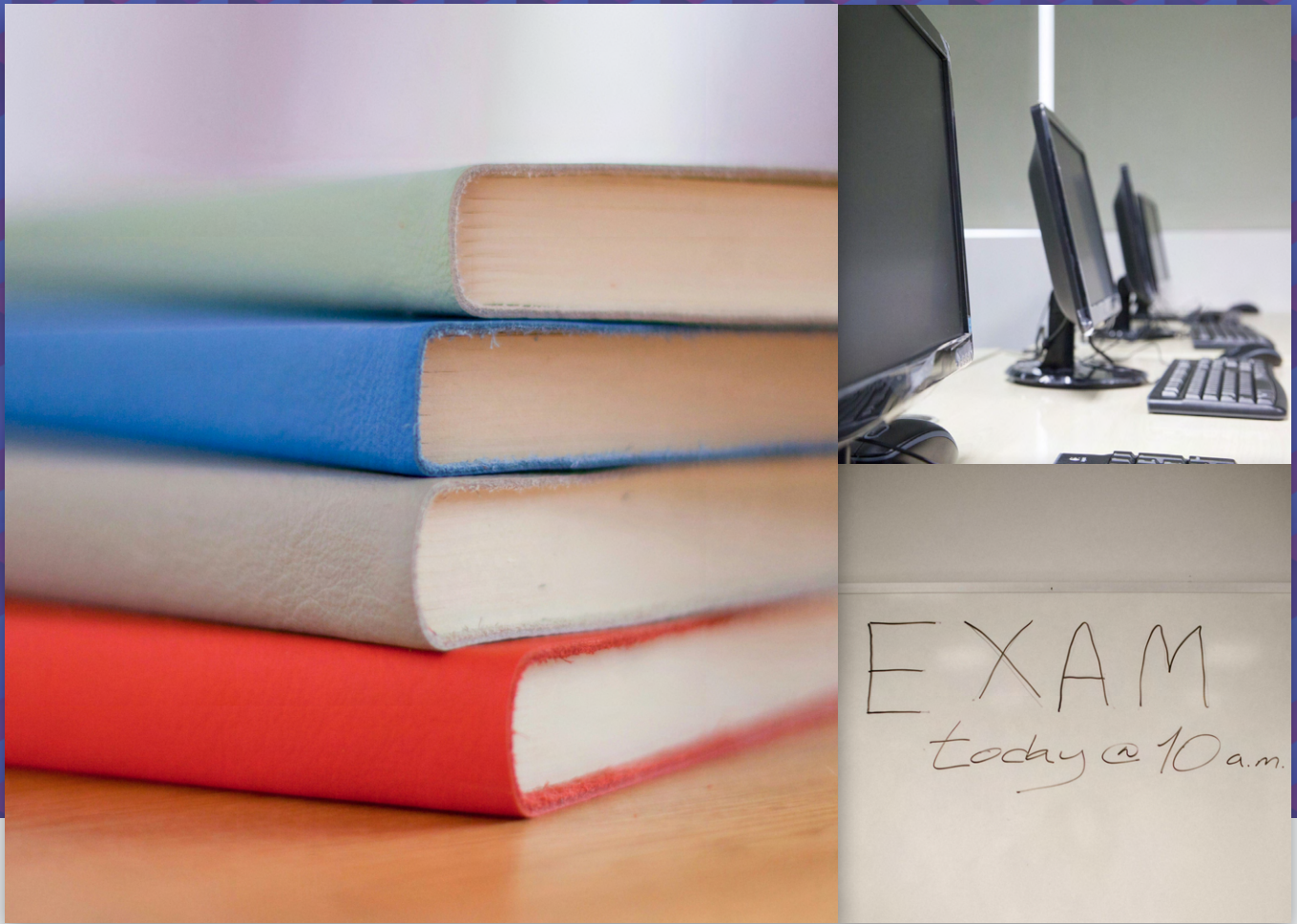
The Academy of Advanced Information Technology (IT) is designed to develop IT technicians to assist companies grow and become innovative in the ever-changing global technology. This academy offers the following pathways:

- **Programming and Software Development** prepares students for further study and careers in the field of computer science through programming, design, and networking issues.
- **Networking** prepares students with the fundamentals and advanced computer, interpersonal, and problem-solving skills necessary for success in computer fields.
- **Interactive Media** introduces students to the role of digital media specialist by learning the essential components of how to create a website, produce a training video, or design a computer game.
- **Virtual Reality** teaches students to use emerging computer technology to create simulated environments needed for workforce training, manufacturing and various industries.

## WILLIAMSON HIGH SCHOOL

The Academies of Maritime, Engineering, and Entrepreneurship expose students to the skill set necessary to be successful within a two-or four-year college or university and the work place.

- **The Maritime Academy** encourage students to explore and pursue careers in the Maritime Industry of Welding, Multi-Craft and Electrical fields of study. Mobile is home to various maritime companies and through high school fabrication and welding programs; students can obtain skills that will make them very marketable in the maritime industry. Fabricators in the maritime industry are seeking young women who may otherwise dismiss potential opportunities in this career path. There are opportunities for young women to advance in the maritime industry through this academy. Williamson High School's Maritime Academy helps students realize there are viable career options within their own community that doesn't require a four-year degree. Students in this academy learn the value of a career in welding and metal fabrication, both creatively and financially. The Maritime Academy provides students with insight into the future of Mobile's maritime industry.
- **The Engineering Academy** provides students with the opportunity to gain experience in general engineering design and application. Students can explore computer-aided drawing software, civil engineering concepts and engineering design process; that helps them to prepare to attend a 2-year or 4-year institution. In addition to the knowledge that will help to prepare them for a career in engineering, upon successful completion of the course the students receive the credential needed for graduation. As students complete coursework in engineering, they acquire discipline-specific knowledge that allows them to make informed career choices.
- **The Entrepreneurship Academy** consists of Business Marketing, Culinary Arts, Cosmetology, Music Performance, and JROTC. The students engage in real-world projects that assist in building the foundation necessary to be successful in various career fields. Through our partnership with the University of South Alabama's Mitchell College of Business, students can work with entrepreneurs to learn essential information that will allow them to be successful entrepreneurs. Students engage in real world activities, such as pitch competitions, product development, and writing business proposals. Students who successfully complete the academy, can apply for scholarships specific to entrepreneurship at South Alabama. Students also gain credentials that make them more marketable to Business and Industry.



# SPECIAL EDUCATION SERVICES

**MS. SHARON MAGEE, EXECUTIVE DIRECTOR  
SPECIAL PROGRAMS**

[samagee@mcps.com](mailto:samagee@mcps.com)

**MRS. KAREN BUMPERS, ASSISTANT DIRECTOR  
SPECIAL PROGRAMS**

[kbumpers@mcps.com](mailto:kbumpers@mcps.com)



## SPECIAL EDUCATION PROGRAMS

Special Education means individualized instruction that is specially designed to meet the unique needs of students with disabilities and students identified as gifted. A continuum of services is available based upon each student's functioning level and need for specialized educationally-related services. Special education services may be consultative, part-time, or full-time. Please contact the Special Education office in Academic Affairs at (251) 221-4218 for more information about a specific area of Special Programs. The following exceptionalities are served through the Special Education Program:

- Autism
- Deaf/Blindness
- Emotional Disability
- Gifted
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment
- Developmentally Delayed
- Other Health Impairment

Since the content of the Essentials courses is not fully aligned to the Alabama Courses of Study, this diploma may be accepted as most state community colleges, but may not be accepted by most four-year institutions.

## DIPLOMA PATHWAYS

The Individualized Education Program (IEP) Team determines the appropriate pathway for a student receiving services through Special Programs. The Diploma Pathways offered within the Mobile County Public School System in alignment with the State of Alabama Department of Education are as follows:

- **General Education Pathway** – the General Education Pathway is designed to prepare students to be college and/or career ready.
- **Essential Pathway** – the Essentials Pathway is designed to allow students to participate in career/competitive employment. Since the content of the Essentials courses is not fully aligned to the Alabama Courses of Study, this diploma may be accepted as most state community colleges, but may not be accepted by most four-year institutions, and may not be accepted by the National Collegiate Athletic Association (NCAA) for eligibility purposes.
- **Alternate Achievement Standards Pathway** – the Alternate Achievement Standards Pathway is designed to prepare students with significant cognitive disabilities for supportive/competitive employment and postsecondary education intended for students with an intellectual disability.



## ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS AND DIPLOMA PATHWAYS

GENERAL EDUCATION PATHWAY	ESSENTIALS PATHWAY	ALTERNATE ACHIEVEMENT STANDARDS (AAS) PATHWAY
<b>ENGLISH/LANGUAGE ARTS</b> <b>4 credits</b>	<b>ENGLISH/LANGUAGE ARTS</b> <b>4 credits</b>	<b>ENGLISH/LANGUAGE ARTS</b> <b>4 credits</b>
English 9 English 10 English 11 English 12	English or Essentials English 9 English or Essentials English 10 English or Essentials English 11 English or Essentials English 12	AAS English Language Arts 9 AAS English Language Arts 10 AAS English Language Arts 11 AAS English Language Arts 12
<b>MATHEMATICS</b> <b>4 credits</b>	<b>MATHEMATICS</b> <b>4 credits</b>	<b>MATHEMATICS</b> <b>4 credits</b>
Geometry w/ Data Analysis Algebra I w/ Probability Algebra II w/ Statistics Mathematical Modeling	Essentials Geometry w/ Data Analysis Essentials Algebra I w/ Probability Essentials Algebra II w/ Statistics Essentials Mathematical Modeling	AAS Mathematics 9 AAS Mathematics 10 AAS Mathematics 11 AAS Mathematics 12
<b>SCIENCE</b> <b>4 credits</b>	<b>SCIENCE</b> <b>4 credits</b>	<b>SCIENCE</b> <b>4 credits</b>
Biology Physical Science Two (2) Science Electives (1 credit ea.)	Reg. or Essentials Biology Reg. or Essentials Physical Science Two (2) Reg. or Essentials Science Electives: (Earth and Space, Environmental, Human Anatomy and Physiology)	AAS Science 9 AAS Science 10 AAS Science 11 AAS Science 12
<b>SOCIAL STUDIES</b> <b>4 credits</b>	<b>SOCIAL STUDIES</b> <b>4 credits</b>	<b>SOCIAL STUDIES</b> <b>4 credits</b>
World History United States History I United States History II US Government (.5 credit) Economics (.5 credit)	Reg. or Essentials World History Reg. or Essentials United States History I Reg. or Essentials United States History II Reg. or Essentials US Government (.5 credit) Reg. or Essentials Economics (.5 credit)	AAS Social Studies 9 AAS Social Studies 10 AAS Social Studies 11 AAS Social Studies 12
<b>REQUIRED ELECTIVES</b> <b>2.5 credits</b>	<b>REQUIRED ELECTIVES</b> <b>4 credits</b>	<b>REQUIRED ELECTIVES</b> <b>3 credits</b>
Beginning Kinesiology or JROTC (1 credit) Health Education (.5 credit) Career Preparation (1 credit)	Beginning Kinesiology or JROTC (1 credit) Health Education (.5 credit) Career Preparation (1 credit)	Beginning Kinesiology or JROTC (1 credit) AAS Life Skills (aligned with Health Education) (1 credit) Career Preparation (1 credit)
<b>CAREER AND TECH. EDUCATION, WORLD LANGUAGE, AND/OR FINE ARTS</b> <b>3 credits</b>	<b>CAREER AND TECHNICAL EDUCATION</b> <b>4 credits</b>	<b>VOCATIONAL AND COMMUNITY BASED EDUCATION</b> <b>4 credits</b>
3 credits from any category	Career and Technical Education (2) Work Essentials or Transition Services (1) Cooperative Education/Work-Based Learning or Essentials Career Preparation (1)	AAS Prevocational AAS Vocational AAS Community-Based Instruction AAS Life Skills
<b>GENERAL ELECTIVES</b> <b>2.5 credits</b>	<b>GENERAL ELECTIVES</b> <b>1.5 credits</b>	<b>GENERAL ELECTIVES</b> <b>1 credit</b>
<b>TOTAL CREDITS</b> <b>24 credits</b>	<b>TOTAL CREDITS</b> <b>24 credits</b>	<b>TOTAL CREDITS</b> <b>24 credits</b>

## SPECIAL EDUCATION WORK COMPONENT REQUIREMENTS

Students who are working to earn the Essentials/Life Skills Diploma are required to complete a work component. The work component requirements are as follows:

### PREREQUISITE COURSE

Career Preparedness (Career and Academic Planning, Computer Applications, and Financial Literacy)

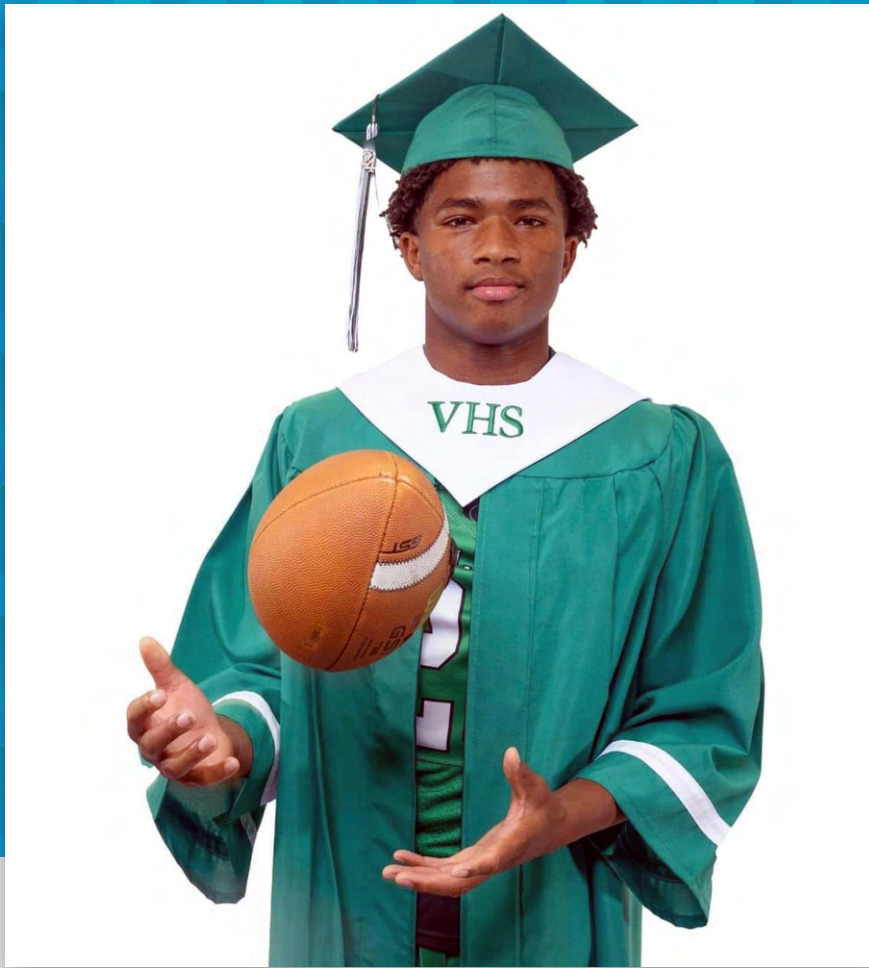
### REQUIREMENTS

Students who take 4 or more Essentials Pathway courses must complete the following:

- Community-Based Work Training
- Two Career/Technical Education courses in a sequence
- Workforce Essentials or Transition Services II
- Cooperative Education/Work-Based Learning and/or Essentials Career Preparation

### IMPORTANT INFORMATION

- Community-Based Work Training should be completed before applying for Cooperative Education/Work-Based Learning.
- Community-Based Work Training should be completed at two different work sites, and will be considered successful when the student has two Community-Based Work Training Performance Evaluations with scores of 3 or 4 for each site.
- Community-Based Work Training can be waived with successful paid work experiences documented on the Community-Based Work Training Performance Evaluation form (minimum of two).
- Cooperative Education/Work-Based Learning and Essentials Career Preparation can consist of an apprenticeship (paid) or internship (unpaid) experience.
- Students must have a minimum of 140 hours of apprenticeship or internship experience. The student will be awarded one credit for each 140 hours of the career experience.
- Apprenticeship and internship hours can only be earned in the summer if the student is enrolled in summer school and the system Cooperative Education Coordinator is on a 12-month contract.
- The Career Preparation course can count as a Career and Technical Education (CTE) course, regardless of the instructor's teacher certification.



## COURSE OPTIONS & DESCRIPTIONS

The following pages contain courses offered in the Mobile County Public School for the 2020-2021 school year. Each course listed includes a brief description, the amount of credit that can be earned, and any pre-requisites needed to take the course. Please note that due to the number of course options, classes are listed alphabetically and not in sequential order. Students and parents should consult with the grade-level counselor for recommended course sequences based on the student's diploma endorsement and academy choices. Courses options and descriptions are listed for the following areas:

- Career and Technical Education
- Driver's Education and Safety
- English and Language Arts Education
- English As A Second Language (ESL)
- Fine Arts Education
- Health and Physical Education
- Junior Reserve Officer Training Corps (JROTC)
- Mathematics Education
- Science Education
- Social Studies Education
- Special Education
- World Languages

## MISCELLANEOUS COURSES

### ACADEMIC TEAMS

**22994X10HQ**      **HI Q ACADEMIC TEAM**      **1 CREDIT**

This course is designed to assist students in the preparation for participation in the Hi-Q Academic Team Program.

**22994X10SB**      **SCHOLARS' BOWL TEAM**      **1 CREDIT**

This course is designed to assist students in the preparation for participation in the Scholars' Bowl Team.

### TWILIGHT AND NON-TRADITIONAL STUDENT ENROLLMENT

**22996X10TA**      **TWILIGHT ATTENDANCE**      **0 CREDIT**

This course code is used for Twilight attendance ONLY.

**22996X10SA**      **NON-TRADITIONAL STUDENT ATTENDANCE**      **0 CREDIT**

This course code is used for Non-Traditional (Homeschool) student attendance ONLY.

### REGISTRATION AND TRANSFER OF CREDIT APPROVAL

**22997X10TE**      **TRANSFER ELECTIVE**      **1 CREDIT/.5 CREDIT**

This course code number is ONLY utilized for transfer courses that do not have a match in the valid course file (EX: Arkansas State History). **AT NO TIME SHOULD THE WORD "TRANSFER ELECTIVE" REMAIN ON THE TRANSCRIPT.** The Registrar will manually enter the course name, course type, difficulty level, grade, credit, and weight of course.

### GUIDANCE AND COUNSELING

**23991X10RA**      **REACH STUDENT ADVISEMENT**      **.25 CREDIT**

This course is designed to enhance academic, career, social, and personal development for high school students. Students meet under the supervision of a faculty advisor who facilitates REACH Advisory lessons and serves as an advocate for their students.

**0.25 credit may be awarded each school year for maximum of 1.0 credit per student to be earned.**

**22996X10SG**      **SEE GUIDANCE; SCHEDULE FILLER**      **0 CREDIT**

These numbers have been added to valid course file to give flexibility in scheduling unique groups of students. The course number is used simply as a "holding place" and is non-credited. The student must be adjusted with a credited course.

## CREDIT RECOVERY AND INITIAL CREDIT

### CREDIT RECOVERY

The following numbers should be used when scheduling a student for a CREDIT RECOVERY course in Imagine Learning:

ENGLISH	
ENGLISH 9	01001G1000.700
ENGLISH 10	01002G1000.700
ENGLISH 11	01003G1000.700
ENGLISH 12	01004G1000.700

MATHEMATICS	
ALGEBRA I	02052G1000.700
GEOMETRY	02073G1000.700
ALGEBRA II	02056G1000.700

SOCIAL STUDIES	
WORLD HISTORY	04053G1000.700
US HISTORY 10	04102G1000.700
US HISTORY 11	04102H1000.700
GOVERNMENT	04151G0500.700
ECONOMICS	04201G0500.700

SCIENCE	
PHYSICAL SCIENCE	03159G1000.700
BIOLOGY	03051G1000.700
EARTH SPACE SCIENCE	03008G1000.700
ENVIRONMENTAL SCIENCE	03003G1000.700

### INITIAL CREDIT

The following numbers should be used when scheduling a student for an INITIAL CREDIT course in Imagine Learning:

ENGLISH	
ENGLISH 9	01001G1000.800
ENGLISH 10	01002G1000.800
ENGLISH 11	01003G1000.800
ENGLISH 12	01004G1000.800

SCIENCE	
PHYSICAL SCIENCE	03159G1000.800
BIOLOGY	03051G1000.800
EARTH SPACE SCIENCE	03008G1000.800
ENVIRONMENTAL SCIENCE	03003G1000.800

MATHEMATICS	
ALGEBRA I	02052G1000.800
GEOMETRY	02073G1000.800
ALGEBRA II	02056G1000.800

SOCIAL STUDIES	
WORLD HISTORY	04053G1000.800
US HISTORY 10	04102G1000.800
US HISTORY 11	04102H1000.800
GOVERNMENT	04151G0500.800
ECONOMICS	04201G0500.800

ELECTIVES	
PERSONAL FINANCE	19262G1001.800
PARENTING	19055G1000.800



## CAREER AND TECHNICAL CENTERS

**The George H. Bryant Career and Technical Center** provides career technical training for area high school students. Hands on skilled instruction combined with related academics that prepares students for having a successful career in the workforce industry. Students can choose to attend the morning or afternoon session (pending space and time that course is offered). The following courses are offered at Bryant Career and Technical Center:

- Agricultural Construction Technology
- Agricultural Mechanics
- Agricultural Turf management
- Automotive Technology
- Aviation Technology
- Computer Electronics Technology
- Construction and IM&S Technology
- Cosmetology
- Fire Science Technology
- Forestry and Wildlife Science
- Horticulture & Floriculture
- Health Science Technology
- Heating, Ventilation, Air Conditioning, & Refrigeration
- Plumbing & Pipefitting
- Welding Technology

Bryant Career and Technical Center services students from the following high schools within MCPSS: Baker High School, Alma Bryant High School, Davidson High School, BC Rain High School, and Theodore High School.

**The Thomas L. Faulkner Career and Technical Center** provides career and technical training for area high school students. Students are prepared for global opportunities by being equipped with workforce skills, exposure to internship opportunities, and post-secondary opportunities. Students can choose to attend the morning or afternoon session (pending space and time that course is offered). The following courses are offered at Faulkner Career and Technical Center:

- Automotive Technology
- Carpentry and Cabinet Making
- Collision Repair Technology
- Computer Electronics Technology
- Cosmetology
- Electrical Technology
- Graphic Arts and Design
- Health Science
- Heating, Ventilation, Air Conditioning, & Refrigeration
- Masonry and Trowel
- Mathematics
- Teaching and Training
- Welding Technology

Faulkner Career and Technical Center services the following high schools within MCPSS: Mary G. Montgomery High School, Blount High School, Vigor High School, LeFlore High School, Murphy High School, and Williamson High School.

**The Citronelle Center for Advanced Technology** provided career and technical training for Citronelle High School students. Students who enroll in the Citronelle Center for Advanced Technology achieve the self-confidence, discipline, and assurance needed to reach their career goals. The following courses are offered at the Citronelle Center for Advanced Technology:

- Automotive Technology
- Agriscience
- Engineering Technology
- Health Science
- Hospitality and Tourism
- Manufacturing
- Patient Care Technology
- Welding Technology

## CTE TECHNICAL DUAL ENROLLMENT PROGRAMS

The Mobile County Public School System, Bishop State Community College, and Coastal Alabama Community College have an agreement that allows students to receive advanced training in technical fields including Welding, Process and Instrumentation Technology, Electronics, Automotive Technology, Heating, Ventilation, and Air Conditioning Repair, and Aviation Technology, among other choices. The participating students may receive both high school and post-secondary credit for the courses in these programs. This program will provide MCPSS students with quality career pathways that can lead to more advanced education, certification, and more employment opportunities. A Dual Enrollment Contract signed by the student, counselor, and principal must be signed prior to beginning any DE course in order for student to receive the DE credit on their high school transcript. **Interested students should see the Guidance Counselor at the Career and Technical Education Center they attend.**

## CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS



**DECA** prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management. DECA enhances the preparation for college and careers by providing co-curricular programs that integrate into classroom instruction, applying learning in the context of business, connecting to business and the community, and promoting competition.



**FUTURE BUSINESS LEADERS OF AMERICA** is a nonprofit international career and technical student organization for young men and women preparing for careers in business and business-related fields. Our mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.



**FAMILY, CAREER, AND COMMUNITY LEADERS OF AMERICA** is a nonprofit national career and technical student organization for young men and women in family and consumer sciences education in high schools. FCCLA is the ultimate leadership experience.



**FFA** makes a difference in the lives of young people by developing their potential for premier leadership, personal growth, and career success through agriscience education.



**HEALTH OCCUPATIONS STUDENTS OF AMERICA** officially known as HOSA Future Health Professionals, is the CTE student organization dedicated to preparing students for careers in the Health Science Cluster. HOSA's mission is to empower its members to become leaders in the global health community through education, collaboration, and experience.



**THE NATIONAL TECHNICAL HONOR SOCIETY** acknowledges the achievements of outstanding Career and Technical Education students, provides scholarships, and career development opportunities. Students are recognized for their leadership skills and abilities. NTHS celebrates the accomplishments of today's CTE students, empowering them to know the value and impact of their chosen career path.



**SKILLS USA** is a partnership of students, teachers, and industry working together to ensure America has a skilled workforce. We provide educational programs, events and competitions that support career and technical education in the nation's classrooms.



**THE TECHNOLOGY STUDENT ASSOCIATION** fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs.

# AGRICULTURE, FOOD, AND NATURAL RESOURCES CLUSTER

MRS. DANIELLE BOOTH, SUPERVISOR

[dbooth@mcpss.com](mailto:dbooth@mcpss.com) 221-4027

In the Agriculture, Food, and Natural Resources cluster specific content standards describe what students will be able to do at the end of each course. Students who select the Agriculture, Food, and Natural Resources cluster are interested in the planning, implementation, production, management or marketing of agriculture, food and natural resources. Instruction in the Agriculture, Food and Natural Resources cluster provides students with the essential knowledge, high-level skills and training demanded for work in this cluster. Learning activities simulate types of work environments students may encounter, which include opportunities to gain knowledge and skills through coordinated workplace learning experiences, such as on-site visits and work shadowing. The classroom and laboratory for this cluster provide a safe and appropriate setting for active, structured and stimulating student learning and assessment. This cluster emphasizes the Supervised Agricultural Experience (SAE) program and FFA activities that help students develop their potential for premier leadership, personal growth and career success. The following programs are in this section:

- **General Agriscience Program** is designed to deliver a variety of agricultural disciplines which will provide students a general understanding of the scope of agriculture as it relates to the following areas: animal science, plant science, food science, forestry and wildlife sciences, agricultural construction and agricultural mechanics. This program is offered at Bryant High School, Citronelle High School, and Evans Special School.
- **Industrial Agricultural Technology Program** is designed to provide students with a general understanding of agricultural power equipment and modern construction and building practices along with a basic understanding of metal fabrication and welding. This program is offered at Bryant Career Technical Center and Montgomery High School.
- **Plant Science Program** is designed to provide students with an understanding of the greenhouse, horticulture and nursery/landscape industries. This program is offered at Bryant Career Technical Center, Continuous Learning Center, and Montgomery High School.

## GENERAL AGRISCIENCE PROGRAMS

### 18003G1001 FUNDAMENTALS OF AGRISCIENCE 1 CREDIT

Fundamental of Agriscience is a one-credit course that provides students with a fundamental overview of the Agriculture, Food and Natural Resources cluster. Students are involved in classroom and laboratory activities with an emphasis based around the NCCER Core Curriculum including basic safety, construction math, hand tools, power tools, construction drawings, basic rigging, communication skills, employability skills, and materials handling. \*Foundation course for AG programs. **Grades:** 10-12

### 18003G1002 INTERMEDIATE AGRISCIENCE 1 CREDIT

Intermediate Agriscience is a one-credit course that provides students with an intermediate understanding of the Agriculture, Food and Natural Resources cluster. Students are involved in classroom and laboratory activities with an emphasis on plant systems. The curriculum will provide opportunities for Career Readiness Indicators utilizing resources from the Alabama Green Industry Training Center, Landscape Management Technician, and NCCER. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12

### 18003G1003 ADVANCED AGRISCIENCE 1 CREDIT

Advanced Agriscience is a one-credit course that provides students with an intermediate understanding of the Agriculture, Food and Natural Resources cluster. Students are involved in classroom and laboratory activities emphasizing plant and animal systems. The curriculum will provide opportunities for Career Readiness Indicators utilizing resources from the Youth Beef Quality Assurance, Youth Pork Quality Assurance, and NCCER. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

## INDUSTRIAL AGRICULTURE PROGRAM

### 18003G1001 FUNDAMENTALS OF AGRISCIENCE 1 CREDIT

Fundamental of Agriscience is a one-credit course that provides students with a fundamental overview of the Agriculture, Food and Natural Resources cluster. Students are involved in classroom and laboratory activities with an emphasis based around the NCCER Core Curriculum including basic safety, construction math, hand tools, power tools, construction drawings, basic rigging, communication skills, employability skills, and materials handling. \*Foundation course for AG programs. **Grades:** 10-12

### 18014G1000 CONSTRUCTION, SITE PREP, AND FOUNDATIONS 1 CREDIT

Construction, Site Prep, and Foundations is a one-credit course designed to facilitate students' understanding of the first phases of construction including types of structures and their uses. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

### 18004G1000 CONSTRUCTION FRAMING 1 CREDIT

Construction Framing is a one-credit course designed to facilitate students' understanding of the framing components of a structure. Emphasis is placed on floor systems, wall and ceiling framing, stair construction, and roof framing. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

### 18011G1000 CONSTRUCTION FINISHING AND INTERIOR SYSTEM 1 CREDIT

Construction Finishing and Interior System is a one-credit course designed to provide instruction on the exterior and interior finishing phases of a structure. Students become familiar with the interior and exterior of a structure. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12



**18403G1000      INTRO TO AGRICULTURAL WIRING      1 CREDIT**

Agricultural Wiring is a one-credit course designed to provide students with the fundamental knowledge and skills for this area of the construction industry. This course emphasizes safety, grounding, conduit and electrical metallic tubing bending, boxes and fittings, circuit breakers, fuses, among other program-related topics.

\*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12

**PLANT SCIENCE PROGRAM****18502G1001      FORESTRY      CREDIT**

Forestry is designed to inform students about forestry management, woodlands conservation, and wood technology. Topics include safety, history, dendrology, silviculture practices, protection of forests, forestry equipment, forest products and marketing, tree measurement, and mapping. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12

**18502G1002      URBAN FORESTRY      1 CREDIT**

Urban Forestry is designed to enable students to acquire forestry knowledge and skills for use in an urban setting. Topics include safety, climbing and rigging, urban tree management, and tree disorders. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

**18052G1001      HORTICULTURAL SCIENCE      1 CREDIT**

Horticultural Science introduces students to plants, facilities, tools, and techniques used in the horticulture industry. Topics include plant physiology and propagation, growth requirements, facilities, horticulture crop production, pest management, and technological applications. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

**18308G1002      PLANT BIOTECHNOLOGY      1 CREDIT**

Plant Biotechnology familiarizes students with botany and plant biotechnology. Topics include plant classification, plant cells and tissues, needs, responses to stimuli, importance of plants, plant disease, biotechnology advancement, and applied genetics and biotechnology concepts. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

**18052G1002      GREENHOUSE AND NURSERY PRODUCTION      1 CREDIT**

Greenhouse and Nursery Production gives students the opportunity to utilize, manage, and maintain facilities and tools and to carry out procedures used in growing plants commercially. The course prepares them to own, manage, or work in greenhouses and plant nurseries. Topics include facilities, growing media, propagation, plant identification, production, pest and disease management, and business management. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

**18054G1000      TURFGRASS MANAGEMENT      1 CREDIT**

Turfgrass Management prepares students to install and maintain turfgrass in a variety of settings. Topics include turfgrass identification, establishment, maintenance, tools and equipment, and business management.

\*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

**18056G1001      LANDSCAPE DESIGN AND MANAGEMENT      1 CREDIT**

Landscape Design and Management prepares students to create, install, and manage various types of landscape plans and features. Topics include facilities, irrigation, tools and equipment, landscape establishment, plant identification, design, business management, maintenance, environmental issues, and technology.

\*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

## AGRISCIENCE ELECTIVES

### 18501G1001 FISH AND WILDLIFE MANAGEMENT 1 CREDIT

Fish and Wildlife Management is a one-credit course that provides students with the opportunity to gain knowledge regarding the management of natural resources. Topics included in the course are career opportunities, outdoor safety, history, issues, classification, fish and wildlife ecology, fish and wildlife management, endangered species, pest management, and outdoor recreation. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

### 18504G1000 ENVIRONMENTAL MANAGEMENT 1 CREDIT

Environmental Management provides students with the opportunity to develop an understanding of the principles and practices involved in controlling damage to the natural environment. Topics include ecology, natural resources, water quality, soil science, air quality, waste management, and chemical use and management. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

### 18306G1002 AQUACULTURE SCIENCE 1 CREDIT

In Aquaculture Science, students are introduced to practical applications of both physical and biological concepts and skills through experiential learning opportunities. While aquaculture is the cornerstone of this course, the program places heavy emphasis on integration of knowledge to solve problems and broaden depth of understanding about water chemistry and management, aquaculture systems, aquatic biology, and health and sanitation. \*Fundamentals of Agriscience is the prerequisite for this course. **Grades:** 10-12.

## ARCHITECTURE AND CONSTRUCTION CLUSTER

In the Architecture and Construction Cluster, course work leads to careers in various program areas. Course content includes significant technical depth and incorporates engineering concepts and terminology. The cluster provides students with basic knowledge and skills within a safe and appropriate setting for student exploration and achievement. The active, structured, and stimulating environment simulates the workplace setting and enhances student ability to adapt to an ever- changing job market. Students participate in SkillsUSA and can earn credentials in Autodesk AutoCAD, Autodesk Inventor, NCCER, and AWS.

## CONSTRUCTION TECHNOLOGY PROGRAM

Courses in the construction technology program will ground the trainee in the basic knowledge and principles of carpentry, cabinetmaking masonry, concrete finishing, electrical work, HVAC, and plumbing. Once completing this course, the student will be able to interpret construction drawings; perform quality concrete and brickwork; frame walls, ceilings, and floors of a structure; and install the proper wiring and piping for electrical, and plumbing systems. This program is available at Bryant Career Tech Center, Continuous Learning Center, and Faulkner Career Tech Center.

### 17002G1002 ARCHITECTURE AND CONSTRUCTION FOUNDATION COURSE 1 CREDIT

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling.

**17002G1010 RESIDENTIAL BUILDING 1 CREDIT**

Residential Building is designed to familiarize students with the framing phase of building a structure and with framing components. Topics include floor systems, wall systems, ceiling joist and roof framing, roofing applications, and building envelope systems.

**17011G1001 CONSTRUCTION FINISHING 1 CREDIT**

Construction Finishing is designed to provide knowledge and skills used in applying a structure's exterior and interior finishes. Topics include exterior finishing, thermal and moisture protection, drywall, trim, stair layout, and cabinetry.

**17013G1001 CARPENTRY: COMMERCIAL FRAMING AND LAYOUT 1 CREDIT**

Carpentry: Commercial Framing and Layout is designed to equip students with fundamental knowledge and skills in the commercial construction industry. Students learn basic theory and practice hands-on application of skills. Topics include commercial drawings, steel framing, exterior finishes, thermal protection, roofing, doors, drywall, suspended ceilings, trim, and commercial cabinet installation.

**17047G1001 CAREER PATHWAY PROJECT- ARCHITECTURE & CONSTRUCTION 1 CREDIT**

Career Pathway Project in Architecture and Construction is a capstone course designed for students who have completed two or more Career and Technical Education credits in the Architecture and Construction Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Prerequisite:** Two courses in the Architecture and Construction cluster.

**17017G1000 CTE LAB IN ARCHITECTURE & CONSTRUCTION 1 CREDIT**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Architecture and Construction through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite:** Two courses in the Architecture and Construction cluster.

In the **Architecture and Construction Cluster**, course work leads to careers in various program areas. Course content includes significant technical depth and incorporates engineering concepts and terminology. The cluster provides students with basic knowledge and skills within a safe and appropriate setting for student exploration and achievement. The active, structured, and stimulating environment simulates the workplace setting and enhances student ability to adapt to an ever-changing job market. Students participate in SkillsUSA and can earn credentials in Autodesk AutoCAD, Autodesk Inventor, NCCER, and AWS.

## ELECTRICAL PROGRAM

Electricians install electrical systems in structures; they install wiring and other electrical components, such as circuit breaker panels, switches, and light fixtures, and they follow blueprints, the National Electrical Code® and state and local codes. To prepare trainees for a career in the electrical field, this program utilizes NCCER's comprehensive, 4-level Electrical curriculum that complies with DOL time-based standards for apprenticeship. \*This program is offered at Faulkner Career Tech Center.

### 17002G1002      ARCHITECTURE AND CONSTRUCTION FOUNDATION COURSE      1 CREDIT

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling. Required foundation course.

### 170102G1000      ELECTRICAL FUNDAMENTALS      1 CREDIT

Electrical Fundamentals is designed to provide students with basic knowledge and skills for work in the electrical industry. The course emphasizes safety while addressing basic electrical theory, National Electrical Code (NEC), terminology, conductors, circuit construction, basic alternating current, reactive circuits, and troubleshooting circuits. **Prerequisite:** Architecture and Construction Foundation Course.

### 17103G1001      ELECTRICAL INSTALLATION      1 CREDIT

Electrical Installation is designed to provide students with the knowledge and skills for the installation of electrical systems. The course emphasizes safety while addressing conduit bending, basic electrical construction drawings, electrical test equipment, alternating current, and conductor installation. **Prerequisite:** Electrical Fundamentals.

### 17102G1001      ELECTRICAL TECHNOLOGY      1 CREDIT

Electrical Technology is an advanced study of the design and installation of residential, commercial, and industrial electrical systems. Topics include conductor selection, overcurrent protection, distribution systems, transformers, commercial electrical service, and selection and installation of luminaires for various situations. Precautions for hazardous locations are also stressed. **Prerequisite:** Electrical Installation.

### 17047G1001      CAREER PATHWAY PROJECT- ARCHITECTURE & CONSTRUCTION      1 CREDIT

Career Pathway Project in Architecture and Construction is a capstone course designed for students who have completed two or more Career and Technical Education credits in the Architecture and Construction Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Prerequisite:** Two courses in the Architecture and Construction cluster.

### 17017G1000      CTE LAB IN ARCHITECTURE & CONSTRUCTION      1 CREDIT

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Architecture and Construction through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite:** Two courses in the Architecture and Construction cluster.

## HVAC PROGRAM

The increasing development of HVAC (heating and air-conditioning systems) technology causes employers to recognize the importance of continuous education and keeping up to speed with the latest equipment and skills. This program aligns with NCCER's standards that have been designed by highly qualified subject matter experts with this in mind. This curriculum is recognized by North American Technician Excellence (NATE) and presents theoretical and practical skills essential to your success as an HVAC installer or technician. The HVAC program is available at Bryant Career Tech Center and Faulkner Career Tech Center.

### 17002G1002      ARCHITECTURE AND CONSTRUCTION FOUNDATION COURSE      1 CREDIT

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling. **Required foundation course.**

### 17056G1001      HVAC FUNDAMENTALS      1 CREDIT

HVAC Fundamentals introduces the basic skills and knowledge required in the heating, ventilation, air conditioning, and refrigeration industry, including mathematical skills and the use of specialized tools. Topics include heat, comfort, and psychometrics; equipment; trade math; and electricity. **Prerequisite:** Architecture and Construction Foundation Course.

### 17055G1001      HVAC INSTALLATION AND OPERATION      1 CREDIT

HVAC Installation and Operation introduces students to procedures for installing heating, ventilation, air conditioning, and refrigeration (HVACR) equipment and performing basic preventive maintenance for HVACR systems. Emphasis is placed on interpreting information gathered about the system and using that information to determine whether the system is performing optimally. **Prerequisite:** HVAC Fundamentals.

### 17052G1001      HVAC REFRIGERATION SYSTEMS      1 CREDIT

HVAC Refrigeration Systems introduces students to electrical components and controls for refrigeration systems. Emphasis is placed on advanced problem-solving techniques for electrical components and circuitry. Students utilize flow charts and diagrams and use trouble-shooting procedures to identify defective electrical components and describe operating procedures for components of a refrigeration system. Topics include alternating current, compressors, refrigerating piping design, refrigerants and oils, and basic maintenance. **Prerequisite:** HVAC Installation and Operation.

### 17047G1001      CAREER PATHWAY PROJECT- ARCHITECTURE & CONSTRUCTION      1 CREDIT

Career Pathway Project in Architecture and Construction is a capstone course designed for students who have completed two or more Career and Technical Education credits in the Architecture and Construction Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Prerequisite:** Two courses in the Architecture and Construction cluster.

### 17017G1000      CTE LAB IN ARCHITECTURE & CONSTRUCTION      1 CREDIT

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Architecture and Construction through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within



the career cluster and prepare for industry credentialing opportunities. **Prerequisite:** Two courses in the Architecture and Construction cluster.

## MASONRY PROGRAM

The study of masonry is one of the world's oldest and most respected crafts. This program encompasses modules such as Mortar, Metalwork in Masonry, and Estimating; and aligns with NCCER standards. The masonry program is available at Faulkner Career Tech Center.

### 17002G1002 ARCHITECTURE AND CONSTRUCTION FOUNDATION COURSE 1 CREDIT

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling. Required foundation course.

### 17008G1001 MASONRY: MORTAR, MATERIALS, AND INSTALLATION 1 CREDIT

Masonry: Mortar, Materials, and Installation provides instruction regarding mortar work and basic laying of concrete units and brick. Topics include mortar ingredients and types, mixing and disposing of mortar, drawings and codes, concrete and brick cutting, and concrete and brick laying. **Prerequisite:** Architecture and Construction Foundation Course.

### 17008G1002 MASONRY LAYING TECHNIQUES 1 CREDIT

Masonry Laying Techniques provides instruction regarding advanced masonry techniques. Topics include laying techniques, temperature and moisture, and quality control. **Prerequisite:** Masonry, Mortar, Materials, and Installation.

### 17008G1003 MASONRY: RESIDENTIAL 1 CREDIT

Masonry: Residential focuses on interpreting drawings, estimating materials and costs, mixing and placing grout, reinforcing masonry, and installing masonry openings. **Prerequisite:** Masonry Laying Techniques.

### 17047G1001 CAREER PATHWAY PROJECT- ARCHITECTURE & CONSTRUCTION 1 CREDIT

Career Pathway Project in Architecture and Construction is a capstone course designed for students who have completed two or more Career and Technical Education credits in the Architecture and Construction Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Prerequisite:** Two courses in the Architecture and Construction cluster.

### 17017G1000 CTE LAB IN ARCHITECTURE & CONSTRUCTION 1 CREDIT

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Architecture and Construction through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite:** Two courses in the Architecture and Construction cluster.

## PLUMBING PROGRAM

Plumbers install, maintain, and repair many different types of pipe systems. For example, some systems move water to a municipal water treatment plant and then to residential, commercial, and public buildings. Other systems dispose of waste, provide gas to stoves and furnaces, or supply air conditioning. Pipe systems in power plants carry the steam that powers huge turbines. Pipes also are used in manufacturing plants to move material through production processes. The plumbing program is available at Bryant Career Tech Center.

### 17002G1002      ARCHITECTURE AND CONSTRUCTION FOUNDATION COURSE      1 CREDIT

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling. Required foundation course.

### 17058G1001      PLUMBING AND PIPEFITTING      1 CREDIT

Plumbing and Pipefitting provides instruction regarding installation of pipe, drains, fixtures, and fittings using cast iron, copper, and stainless-steel pipes. Emphasis is placed on installing and testing water supply and drain lines, supporting pipes, and using fire-resistant materials in plumbing systems. **Prerequisite:** Plumbing Systems.

### 17058G1002      PLUMBING SYSTEMS      1 CREDIT

Plumbing Systems provides instruction regarding plumbing materials, tools, supplies, equipment, and methods of installation for plastic pipes. Topics include safety, calculations, drawings, fixtures; drainage, waste, and vent systems; and water distribution systems. This course aims to enable students to join various pipes and fittings; make plumbing repairs; test drain, waste, and vent (DWV) piping; and install plumbing fixtures. **Prerequisite:** Architecture and Construction Foundation Course.

### 17047G1001      CAREER PATHWAY PROJECT- ARCHITECTURE & CONSTRUCTION      1 CREDIT

Career Pathway Project in Architecture and Construction is a capstone course designed for students who have completed two or more Career and Technical Education credits in the Architecture and Construction Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Prerequisite:** Two courses in the Architecture and Construction cluster.

### 17017G1000      CTE LAB IN ARCHITECTURE & CONSTRUCTION      1 CREDIT

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Architecture and Construction through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite:** Two courses in the Architecture and Construction cluster.

## TECHNICAL DESIGN PROGRAM

Courses in the drafting program are designed to enable students to pursue a successful career in an architectural, engineering, or industrial field. Students learn technical, mechanical drafting, and computer-aided drafting. \*This program is offered at Davidson High School.

### 21106G1001 TECHNICAL DESIGN COMMUNICATION I 1 CREDIT

Technical Design Communications I presents a variety of fundamental skills utilized in entry-level computer-aided design (CAD) positions. Students use CAD technology and technical drawing fundamentals to produce various designs, working drawings, charts, forms, and records. This class emphasizes creativity, visualization, critical thinking, and problem-solving. Topics include blueprints, sketching, measurement, basic two-dimensional drawing skills and sheet layout, CAD skills, annotation and dimensioning, and plotting. Required foundation course.

### 21106G1002 TECHNICAL DESIGN COMMUNICATION II 1 CREDIT

Technical Design Communications II emphasizes detailed parts drawings, bills of materials, and assembly drawings. Students are introduced to basic geometric dimensioning and tolerancing (GD&T) applications. Through intersections and development, students acquire knowledge of basic flat pattern development and creation. Students lay out and form models of geometric figures. **Prerequisite:** TECHNICAL DESIGN COMMUNICATION I

### 21103G1005 ARCHITECTURAL DESIGN FUNDAMENTALS 1 CREDIT

Architectural Design Fundamentals introduces students to the foundational terminology, concepts, and principles of the architectural design field. Emphasis is placed on creating basic residential architectural construction drawings including floor plans, electrical plans, foundation plans, wall sections, roof designs, and elevations. **Prerequisite:** TECHNICAL DESIGN COMMUNICATION I

### 17047G1001 CAREER PATHWAY PROJECT- ARCHITECTURE & CONSTRUCTION 1 CREDIT

Career Pathway Project in Architecture and Construction is a capstone course designed for students who have completed two or more Career and Technical Education credits in the Architecture and Construction Career Cluster. This course allows students to utilize the knowledge and skills gained through their secondary coursework in a practical, real-world experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and explore it in depth while demonstrating problem-solving, decision-making, and independent-learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Prerequisite:** Two courses in the Architecture and Construction cluster.

## WELDING PROGRAM

Welding is a highly skilled industry that can take you places all over the world. From ladders to aircraft carriers, from NASCAR to national defense, and from the laboratory to sales and repair, the varied welding industry impacts virtually every industry. Technology is creating more uses for welding in the workplace. The welding program is available at Bryant Career Tech Center, Faulkner Career Tech Center, Bryant High School, Citronelle High School, and Williamson High School.

### 17002G1002 ARCHITECTURE AND CONSTRUCTION FOUNDATION COURSE 1 CREDIT

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or



# CAREER PREPAREDNESS

MRS. JUANITA VEALE, SUPERVISOR

[jveale@mcpss.com](mailto:jveale@mcpss.com)

221-4167

**22153G1000**

**CAREER PREPAREDNESS**

**1 CREDIT**

A one-credit course that is taught in grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience. (It does not count toward pathway completion.) **CAREER PREPAREDNESS IS REQUIRED FOR GRADUATION.**

**22153G0522**

**CAREER PREPAREDNESS A**

**1 CREDIT**

A one-half credit course that is taught in grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. the required 20-hour online experience can be met by successful completion of both Career Preparedness A and Career Preparedness B. (It does not count toward pathway completion.)

**CAREER PREPAREDNESS IS REQUIRED FOR GRADUATION**

**22153G1000**

**CAREER PREPAREDNESS B**

**1 CREDIT**

A one-half credit course that is taught in grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. The required 20-hour online experience can be met by successful completion of both Career Preparedness A and Career Preparedness B. (It does not count toward pathway completion.)

**CAREER PREPAREDNESS IS REQUIRED FOR GRADUATION**

## ARTS, A/V TECHNOLOGY, COMMUNICATIONS, AND PRINTING TECHNOLOGY

### ADVERTISING DESIGN PROGRAM

**(Must teach three courses from this program list within Two Years)**

Advertising Design provides students with orientation experiences and laboratory safety for working in an advertising design studio environment. Topics of study include art history, art production, art criticism, design elements and principles, and materials and media utilized in the field of visual communication. Particular emphasis is placed on related academic skills. Instruction also includes information regarding various computer operations, applications and procedures, type styles, desktop publishing, layout and design techniques, mechanical production files, formats, and technology in the workplace.

#### 11051G1001 INTRODUCTION TO ADVERTISING DESIGN 1 CREDIT

A one-credit course that provides students with instruction and experiences in an advertising design laboratory and studio environment. **Special Note:** Course offered at Faulkner CTC. **Grades:** 9-12

#### 12165G1012 DIGITAL DESIGN 1 CREDIT

Digital Design is a one-credit course designed for students who have successfully completed the Introduction to Advertising Design course or have completed one credit in Visual Arts. Digital Design provides students with hands-on experiences addressing a variety of components of information design. Instruction includes information regarding various computer operations, applications and procedures, type styles, desktop publishing, layout and design techniques, mechanical production files, formats, and technology in the workplace. Skills gained in this course prepare students for the Graphic Illustration course, the next level of study in the Advertising Design program. **Prerequisite:** Introduction to Advertising Design. **Special Note:** Course offered at Faulkner CTC. **Grades:** 10-12

#### 12165G1022 GRAPHIC ILLUSTRATION 1 CREDIT

Graphic Illustration is a one-credit course that provides students with experiences and instruction in object and information design. Students apply the elements of design and sharpen visual communication skills. They design projects, allowing them to manipulate graphic applications and demonstrate mastery of these skills. Topics of study include interior design, fashion illustrations, computer and hand drawings, exploration of software, package design, typography, and digital photography. Skills developed in these areas prepare students for the final course in the sequence, Studio and Portfolio. **Prerequisite:** Digital Design. **Special Note:** Course offered at Faulkner CTC **Grades:** 10-12

#### 12165G1001 STUDIO AND PORTFOLIO 1 CREDIT

Studio and Portfolio is a one-credit course that provides students with the opportunity to create a wide variety of art projects utilizing traditional and electronic portfolio presentations. Instruction allows students to focus on safety, studio projects, portfolio organization, and exhibitions in environment design. Students plan and execute a public showing of their portfolios, which involves preparing their work for presentation; selecting a date from a given timeline to exhibit, design, print, and mail invitations; and preparing a reception. They are encouraged to participate in a variety of local, state, and national contests and scholarship and volunteer programs that will enhance their portfolios and broaden their experiences. This course prepares students for postsecondary education and entry-level positions in the area of advertising design. **Prerequisite:** Introduction to Advertising Design AND Digital Design AND Graphic Illustration. **Special Note:** Course offered at Faulkner CTC. **Grades:** 10-12



**11197G1001 SENIOR CAREER PATHWAY PROJECT- ARTS, A/V, & COMMUNICATION 1 CREDIT**

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Special Note:** Course offered at Faulkner CTC. **Grades:** 11-12

**11197G1002 CTE LAB IN ARTS, A/V TELEVISION, & COMMUNICATION 1 CREDIT**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Arts, AV Television, and Communication through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Special Note:** Course offered at Faulkner CTC. **Grades:** 9-12

**COMMERCIAL PHOTOGRAPHY PROGRAM**

**11052G1012 INTRODUCTIONS TO COMMERCIAL PHOTOGRAPHY 1 CREDIT**

Introduction to Commercial Photography is a one-credit course that provides students with the opportunity to experience practical training in current and emerging photographic technology. The curriculum is based on industry standards designed to provide specialized skills and technical knowledge relevant to photography. Students focus on the basics in camera, film development, darkroom procedures, safety, history, and composition principles. This course is the prerequisite for Medium Format Photography and Large Format Photography. **Special Note:** Course offered at Leflore. **Grades:** 9-12

**11052G1022 MEDIUM FORMAT PHOTOGRAPHY 1 CREDIT**

Medium Format Photography is a one-credit course designed to provide students with skills in studio techniques, photographic theory, medium format, and digital imaging. This course emphasizes portfolio development for students to apply for employment, scholarships, and college admissions. **Prerequisite:** Introduction to Commercial Photography. **Special Note:** Course offered at Leflore. **Grades:** 10-12

**11052G1001 LARGE FORMAT PHOTOGRAPHY 1 CREDIT**

Large Format Photography is a one-credit course that provides students with the skills needed to effectively organize, develop, create, and manage a business. This course focuses on broad, transferable skills and strategies for commercial photography, including studio operation, leadership, training, and advanced operation in large digital photography. **Prerequisite:** Introduction to Commercial Photography. **Special Note:** Course offered at Leflore. **Grades:** 10-12

**11197G1002 CTE LAB IN ARTS, AV TELEVISION, & COMMUNICATION 1 CREDIT**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Arts, AV Television, and Communication through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Grades:** 9-12

**11197G1001 SENIOR CAREER PATHWAY PROJECT- ARTS, A/V & COMMUNICATION 1 CREDIT**

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Grades:** 11-12

## COMMUNICATIONS, COMMERCE, AND INFORMATION TECHNOLOGY

The mission of the BMA Cluster is to provide students with the knowledge and skills necessary for economic success in the twenty-first century. This dynamic and challenging program prepares students for the accelerated changes taking place in the competitive business world.

**The opportunities available to students in Commerce are centered on four clusters:**

1. Business, Management and Administration
2. Finance
3. Marketing
4. Business Middle School

Commerce student organizations (FBLA – Future Business Leaders of America, DECA and SkillsUSA) are an integral part of classroom instruction. These co-curricular organizations provide students with opportunities to develop leadership skills through activities that are member-planned, member-directed, and member-centered. Participation in student organizations enables students to develop skills and competence for business/marketing careers, to build self-esteem, to experience leadership, and to practice community service.

### BUSINESS, MANAGEMENT, AND ADMINISTRATION PROGRAM

The Business, Management and Administration cluster prepares students with the fundamental knowledge and skills for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Instruction is flexible and focuses on quality performance in the skill areas of organization, time management, customer service and communication. In addition, students learn ways in which technology, globalization and regulatory issues affect the day-to-day operation of businesses.

#### 12002G1001 BUSINESS TECHNOLOGY APPLICATIONS 1 CREDIT

This course is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, Internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills. **Grades:** 9-12

#### 12003G1000 ADVANCED BUSINESS TECHNOLOGY APPLICATIONS 1 CREDIT

This course is designed to provide students with the project-based applications of concepts learned in Business Technology Applications or Business Essentials. Personal computing and business skills are integrated throughout the course students use a variety of software applications to produce and prepare documents for publication and learn how to select appropriate software for generating information. **Prerequisite:** Business Technology Applications **Grades:** 10-12

#### 12002G1002 BUSINESS ESSENTIALS 1 CREDIT

This course is designed for students to develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in commerce and information technology careers. Students examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources are managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. **Grades:** 9-12

**12051G1000**

**FOUNDATIONS OF BUSINESS LEADERSHIP**

**1 CREDIT**

Foundations of Business Leadership is a one-credit course. Students develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in any career. Students examine leadership and management materials to determine impact on business and industry and legal and ethical behavior, determine how resources are managed to achieve company goals, and identify employability and essential skills needed to obtain a career and be successful in the workplace. **Grade:** 10-12

**15057G1002**

**LAW IN SOCIETY**

**1 CREDIT**

This course is designed to acquaint students with the basic legal principles common to business and personal activities. This course is an overview of criminal, civil, contract, and consumer law. Topics include evaluating contracts, purchasing appropriate insurance, interpreting state and federal criminal law, and representing other businesses as employee or contractor. **Grades:** 10-12

**12055G1000**

**MANAGEMENT PRINCIPLES**

**1 CREDIT**

A one-credit course designed to provide students with an understanding of the organizational functions of businesses, including quality concepts, project management, and problem solving. Specific content standards to be included in each of the courses are indicated in the Course of Study chart. **Grades:** 10-12

**12008G1001**

**MULTIMEDIA DESIGN**

**1 CREDIT**

This course is designed to provide students with hands-on skills involving graphic design, digital photography, Web publishing, and digital video production. Students use various hardware peripherals and software for completing documents. **Grades:** 10-12

**12008G1002**

**MULTIMEDIA PUBLICATIONS**

**1 CREDIT**

A one-credit course designed to provide students with the ability to utilize digital equipment and multimedia digital imaging software, produce interactive media projects, and develop publication layouts. Students use various hardware peripherals as well as the Internet for integrating skills to create a variety of publications. **Grades:** 10-12

## BUSINESS ADMINISTRATIVE SERVICES PROGRAM (NEW 2022-2023)

### (MUST TEACH THREE COURSES FROM THIS PROGRAM LIST WITHIN TWO YEARS.)

This program is for students who are interested in pursuing careers in business administration and management. courses provide an overview of career opportunities, which are available in every sector of the economy and require specific skills in organization, time management, customer service, communication, and effective use of technology.

#### 02154G1001 BUSINESS AND CONSUMER MATHEMATICS 1 CREDIT

Business and Consumer Mathematics is designed to build upon previous knowledge and skills to solve a variety of arithmetic problems that are commonly found in personal and business financial situations. Students develop the skills necessary to solve mathematical problems, analyze and interpret data, and use data to make sound decisions in business and personal financial situations. Topics include taxation, savings and investments, credit management, cash management, and financial statements. **Grades:** 9-12

#### 10005G1001 BUSINESS SOFTWARE APPLICATIONS I 1 CREDIT

Business Software Applications I emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment. **Grades:** 10-12

#### 10005G1002 BUSINESS SOFTWARE APPLICATIONS II 1 CREDIT

Business Software Applications II focuses on advanced word processing and spreadsheet and database management skills using current and emerging integrated technology. These skills include a variety of input technologies in the production of professional quality business documents and reports. performance and production skills for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PPL), are embedded in this course. students will also have the opportunity to gain industry-recognized credentials to document advanced computer skills needed for future education or employment plans. **Grades:** 10-12

#### 12051G1000 FOUNDATIONS OF BUSINESS LEADERSHIP 1 CREDIT

Foundations of Business Leadership focuses on the exploration of leadership and management to determine the impact of management practices on business and industry, management of expectations regarding legal and ethical behavior, and investigation of how resources are managed to achieve company goals. Standards are designed to emphasize principles of sound business management and the analysis of business practices to determine ethical and social responsibilities. **Grades:** 9-12

#### 12054G101 BUSINESS AND LEGAL CONCEPTS 1 CREDIT

Business and Legal Concepts emphasizes the ethical and legal dimensions of conducting business. the course focuses on application of ethical concepts, historical events that have shaped business law in the United States, the US court systems, contracts, insurance, and various areas of law that impact business operations. **Grades:** 9-12

## BUSINESS INFORMATION TECHNOLOGY PROGRAM (NEW 2022-2023)

### (MUST TEACH THREE COURSES FROM THIS PROGRAM LIST WITHIN TWO YEARS.)

This program is for students who are interested in pursuing careers in business information technology. Courses provide an overview of career opportunities, which are available in every sector of the economy and require specific skills in basic computer programming, print and digital media, information management, and other effective uses of technology.

#### 10012G1001      EXPLORING COMPUTER SCIENCE      1 CREDIT

Exploring Computer Science is an introductory year-long high school Computer Science course for students in grades 9-10 focused on foundational computer science concepts and computational practices. Students will be introduced to the breadth of the field of Computer Science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve problems. The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. **\*Prerequisite:** it is recommended that students have completed Algebra I prior to enrolling or be concurrently enrolled in Algebra I. Exploring computer science is designed to be a college preparatory high school course and thus, should provide a rigorous, but accessible, introduction to computer science. No previous Computer Science experience is required. Grades 9-10

#### 10012G1002      INTRODUCTION TO COMPUTER SCIENCE-TEALS\*      1 CREDIT

Introduction to Computer Science - Teals is a one-credit engaging course that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project and roughly 75% of student time is spent building projects and practicing the skills they are learning

#### 10019E1000      COMPUTER SCIENCE PRINCIPLES, AP      1 CREDIT

Computer science principles, ap college-level advanced course following the curriculum established by the college board advanced placement (ap) program for computer science; focuses on the innovative and multidisciplinary aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives; introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. **Grades:** 10-12

#### 10157E1000      COMPUTER SCIENCE A, AP\*      1 CREDIT

A one credit college-level course following the curriculum established by the College Board Advanced Placement (AP) Program for Computer Science; emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development. **Grades:** 10-12.

#### 10206G1001      MOBILE APPLICATION DEVELOPMENT\*      1 CREDIT

Mobile Application Development is designed to equip students to create and develop mobile applications, which are both popular and important in education, entertainment, news, social dynamics, media, and general learning. This project-oriented course focuses on learning principles of basic design and development of mobile applications. This course will include analytical skills that mobile developers require for overall career success. **Grades:** 9-12 (**Note:** \*instructor must complete high quality professional development/training or certification to teach this course.)

## MANAGEMENT PROGRAM (NEW 2022-2023)

### (MUST TEACH THREE COURSES FROM THIS PROGRAM LIST WITHIN TWO YEARS.)

This program is for students who are interested in pursuing careers in management. Courses provide an overview of career opportunities, which are available in every sector of the economy and require specific skills that plan, organize, direct, and evaluate all or part of a business organization through allocation and use of financial, human and material resources, and effective use of technology.

#### **12166G1002**      **CUSTOMER SERVICE AND SALES**      **1 CREDIT**

Customer service and sales is designed to provide instruction on basic principles of customer service and selling. This course focuses on the identification and classification of customer services, technology literacy issues related to customer service, and the human relations, leadership, organizational, and communication skills necessary for success in customer service. In addition, this course offers instruction related to selling and sales, including professional sales, sales presentations, types of compensation, and characteristics and traits associated with successful selling. **Grades:** 9-12

#### **12053G1000**      **ENTREPRENEURSHIP**      **1 CREDIT**

Entrepreneurship focuses on the skills needed to organize, develop, create, and manage a business in a variety of environments. Course standards are designed to foster an entrepreneurial mindset; encourage innovation, critical thinking, and problem-solving in a fast-paced professional setting; and build basic knowledge of various entrepreneurial ventures. Grades 9-12

#### **16202G1001**      **EVENT PLANNING AND MANAGEMENT**      **1 CREDIT**

Event planning and management is designed for students interested in learning to create and present gatherings for groups of people to enjoy or attend for corporate goals or individual benefits. The course emphasizes the many facets of this multi-billion-dollar industry, including site selection, financial management, time management, promotion, and catering. Students will organize, plan, and evaluate various meetings and events such as conferences, sporting events, weddings, and workshops. Grades 9-12

#### **12159G1001**      **HOSPITALITY MANAGEMENT AND MARKETING**      **1 CREDIT**

Hospitality Management and Marketing emphasizes skills needed for ownership, management, or employment in the growing hospitality and tourism industry. Standards are designed to develop a leadership perspective about social, environmental, economic, legal, human resource, customer relations, and consumer factors impacting the hospitality industry. The course also focuses on the marketing aspect of hospitality and tourism, including sales, promotions, advertising, and public relations. Grades 9-12



## FINANCE CLUSTER PROGRAM (NEW 2022-2023)

This cluster prepares high school students for careers in the field of finance. rigorous instruction is provided to equip learners with knowledge and skills for college and career readiness. extended learning experiences to enrich and enhance instruction is reinforced through learner participation in career and technical student organizations (DECA and FBLA).

### ACCOUNTING PROGRAM

This program is for students who are interested in pursuing careers in accounting. courses provide an overview of career opportunities, which are available in every sector of the economy and require individuals working in accounting to have strong computational, analytical, and interpersonal skills and effective use of technology.

**(must teach three courses from this program list within two years.)**

**19262G1001**

**PERSONAL FINANCE**

**1 CREDIT**

Personal finance is a foundational course that introduces students to the principles of financial literacy for achieving personal goals. This course is designed to inform students about how the choices they make directly influence their occupational goals, future earning potential, and long-term financial well-being. Content provides opportunities for students to explore consumer behavior, legislation, consumer protection, consumer rights and responsibilities, financial decision-making, advertising and promotional techniques, individual and family money management, banking services, use of credit, income tax, and technology. Grades 9-12

**12104G1012**

**ACCOUNTING**

**1 CREDIT**

Accounting is designed to help students understand the basic principles of the accounting cycle. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally accepted accounting principles, and performing banking and payroll activities. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work. Grades 9-12

**12104G1001**

**COLLEGE ACCOUNTING**

**1 CREDIT**

College Accounting is a one-credit course designed to provide students with how accounting serves as an information system for both individuals and businesses. Students will acquire knowledge of the four business processes: business organization and strategy, operating, capital resources, and performance measurement and management. They will learn how these processes are used to provide long-term direction for a business as well as how they are used to evaluate a business success. Students will also learn how to use the balanced scorecard approach to take a company strategy and relate it to measurable objectives in the areas of financial, internal, customer, and learning and growth so that management has a tool to evaluate performance and plan. Grades 9-12

**12147G1002**

**CTE LAB IN FINANCE**

**1 CREDIT**

CTE Lab in Finance is designed to enhance the student's general understanding and mastery of content in the cluster. This course is designed as a learning laboratory to support students' individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment. **Grades:** 10-12

## MARKETING CLUSTER PROGRAM (NEW 2022-2023)

This cluster prepares high school students for careers in the field of marketing. Rigorous instruction is provided to equip learners with knowledge and skills for college and career readiness. Extended learning experiences to enrich and enhance instruction is reinforced through learner participation in career and technical student organizations (DECA AND FBLA).

### MARKETING PROGRAM

**(Must teach three courses from this program list within two years.)**

This program is for students who are interested in pursuing careers in marketing. Courses provide an overview of career opportunities, which are available in every sector of the economy and requires individuals working in marketing to become familiar with topics including sales, marketing, customer service, telecommunications, research, and media.

#### 10005G1001 BUSINESS SOFTWARE APPLICATIONS I 1 CREDIT

Business Software Applications I emphasize the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment. **Grades:** 10-12

#### 12166G1001 ADVERTISING AND SALES 1 CREDIT

Advertising and Sales provides the tools necessary for the development, implementation, and management of promotional programs. This course focuses on the performance of key responsibilities required in the advertising and sales environment. Skills emphasized in this course are pricing, visual merchandising, advertising, special promotions, professional sales, and customer service. These skills are designed to prepare students to manage the sales function, to determine client needs and wants, and to respond through planned, personalized communication. **Grade:** 9-12

#### 12164G1001 MARKETING PRINCIPLES 1 CREDIT

Marketing Principles is designed to provide students with an overview of marketing concepts. The course addresses the ways in which marketing satisfies consumer and business needs and wants for products and services. Areas emphasized include economics, entrepreneurship, information management, finance, marketing, product and service planning, promotion, pricing, selling, interpersonal skills, and international marketing. **Grades:** 9-12

#### 12053G1000 ENTREPRENEURSHIP 1 CREDIT

Entrepreneurship focuses on the skills needed to organize, develop, create, and manage a business in a variety of environments. Course standards are designed to foster an entrepreneurial mindset; encourage innovation, critical thinking, and problem-solving in a fast-paced professional setting; and build basic knowledge of various entrepreneurial ventures. **Grades:** 9-12

#### 12163G1003 SPORTS AND ENTERTAINMENT MARKETING 1 CREDIT

Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking sports and entertainment marketing. **Grades:** 9-12

## FINANCE PROGRAM (2021-2022)

Courses in the Finance cluster include specific content standards that tell what students should know and be able to do at the end of each course. Students who are likely to be successful in careers in the Finance cluster are those who tend to be focused, analytical and methodical, and who can be trusted with confidential information.

### 19262G1001      PERSONAL FINANCE      1 CREDIT

A one credit course designed to introduce students to the management of personal and family resources to achieve personal goals and financial literacy. **Grades:** 9-12

### 12002G1001      BUSINESS TECHNOLOGY APPLICATIONS      1 CREDIT

This course is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills. **Grades:** 9-12

### 12007G1000      BUSINESS FINANCE      1 CREDIT

A one credit course designed to provide students with an overview of the principles of business finance. The curriculum focuses on economics, marketing, accounting procedures, and the global financial market. Specific content standards to be included in each of the courses are indicated in the course of study chart. **Grades:** 9-12

### 12102G1000      BANKING AND FINANCIAL SERVICES      1 CREDIT

This course is designed to help students develop skills related to banking and related services as they process customer transactions, maintain cash drawer, process documents, and respond to customer requests to provide other customer services. Students employ technical skills to perform data processing functions as well as to perform new account functions. Applicable skills are utilized by practicing lending functions, including aiding the customer in determining the best loan alternative, processing the customer's application to include appropriate information, and processing the loan to complete transactions. **Grades:** 10-12

### 12104G1012      ACCOUNTING      1 CREDIT

This course is designed to help students understand the basic principles of the accounting cycle. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally accepted accounting principles, and performing banking and payroll activities. **Grades:** 10-12

### 12104G1022      ADVANCED ACCOUNTING      1 CREDIT

This course is designed to provide students with an increased emphasis on accounting principles and techniques for solving business problems and making financial decisions. This course includes adjusting inventory control systems; applying accounting procedures for revenues, expenses, and loans; and enhancing accounting skills **prerequisite:** accounting **Grades:** 10-12

### 12103G1000      FINANCIAL MANAGEMENT      1 CREDIT

This course is designed to provide students with an overview of financial and investment planning procedures. Students interpret financial data to develop short- and long-term budgetary plans, produce accurate reports, and make informed business decisions. Students develop product knowledge related to financial and investment planning by examining characteristics for distinguishing among stocks, bonds, and commodities and between insurance and annuity products. **Grades:** 10-12

**12106G1000 INSURANCE SERVICES 1 CREDIT**

This course is designed to help students develop skills related to insurance services, including life, health, and property insurance, as they gain product knowledge of the industry. Students distinguish between policy types and coverage and create and complete insurance-related documents to process information. **Grades:** 9-12

**12147G1001 SENIOR CAREER PATHWAY PROJECT-FINANCE 1 CREDIT**

This course is designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Grades:** 10-12

**12147G1002 CTE LAB IN FINANCE 1 CREDIT**

This course is an extended laboratory experience to address the advancement and specialization of careers within finance through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Grades:** 10-12

## MARKETING PROGRAM (2021-2022)

The Marketing cluster prepares learners for careers in planning, managing and performing marketing activities to reach organizational objectives. For questions regarding course descriptions and/or course numbers, please contact supervisor listed above.

**12002G1001 BUSINESS TECHNOLOGY APPLICATIONS 1 CREDIT**

This course is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, Internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills. **Grades:** 9-12

**12053G1000 ENTREPRENEURSHIP 1 CREDIT**

A one-credit course designed to provide students with the skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Grades 10-12

**12002G1002 BUSINESS ESSENTIALS 1 CREDIT**

This course is designed for students to develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in commerce and information technology careers. Students examine current events to determine their impact on business and industry and legal and ethical behavior, acquire knowledge of safe and secure environmental controls to enhance productivity, determine how resources are managed to achieve company goals, and identify employability and personal skills needed to obtain a career and be successful in the workplace. **Grades:** 9-12

**12162G1000 INTERNET MARKETING 1 CREDIT**

Internet Marketing is a one-credit course which focuses on applying tools, strategies and processes to communicate digitally with targeted customers. Emphasis is placed on creating, implementing, and critiquing online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video/images and podcasts/webcasts. Students will apply project management techniques to guide and control digital communications efforts. They will also create and repurpose content for use in digital environments. Technology, employability skills, leadership and communications will be incorporated in classroom activities. **Grades:** 10-12

**12163G1001                      SPORTS AND ENTERTAINMENT MARKETING FUNDAMENTALS                      1 CREDIT**

Sports and Entertainment Marketing is a one-credit specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. Sports Marketing addresses such diverse products as the sporting event itself, its athletes, sports facilities or locations, sporting goods, personal training, and sports information. Entertainment Marketing includes events such as fairs, concerts trade shows, festivals, plays, product launches, and causes. Students will develop skills in the areas of merchandising, advertising, public relations/publicity, even marketing, sponsoring, ticket distribution, and career opportunities as they relate to the sports and entertainment industry. Students will foster a realistic understanding of the business environment in which marketing activities are performed and develop an understanding and appreciation of business ethics. Technology, employability skills, leadership and communications will be incorporated into classroom activities. **Grades:** 10-12

**12167G1001                      COMMERCE COMMUNICATION                      1 CREDIT**

A one-credit course that deals with the operation and management of advertising and promotion functions in marketing. The prerequisite for this course is Business Essentials or Business Technology Applications. Specific content standards to be included in each course are indicated in the Course of Study chart. **Grades:** 10-12

**12164G1001                      MARKETING PRINCIPLES                      1 CREDIT**

This course is designed to provide students with an overview of in-depth marketing concepts. Students develop a foundational knowledge of marketing and its functions, including marketing information management, pricing, product and service management, entrepreneurship, and promotion and selling. Students examine the need for sales and marketing strategies. Students practice customer relationship skills, ethics, technology applications, and communicating in the workplace. **Grades:** 10-12

**12152G1000                      SALES AND PROMOTION PLANNING                      1 CREDIT**

This course provides the tools necessary for the development, implementation, and management of promotional programs. The focus of this course is on utilizing promotional knowledge and skills for communicating information to achieve a desired outcome. Students develop skills related to advertising, publicity, special events, visual merchandising, displays, promotional campaigns, and advertisements to aid in promotional planning. They learn to manage the sales function to determine client needs and wants and to respond through planned, personalized communication. **Grades:** 10-12

**12164G1003                      INTEGRATED MARKETING COMMUNICATIONS AND BRANDING                      1 CREDIT**

Integrated Marketing Communications and Branding is a one-credit course where students create, execute, and evaluate promotional strategies and content for advertising, sales promotion, and publicity/public relations. Students apply project management techniques to guide and control promotional campaign development and execution. They also incorporate motivation theories, branding techniques and design principles in communications with targeted audiences. They will plan and implement procedures to use marketing communications that mitigate image or brand-damaging issues. Technology, employability skills, leadership and communications will be incorporated in classroom activities. **Grades:** 10-12

**12163G100                      ADVANCED SPORTS AND ENTERTAINMENT MARKETING                      1 CREDIT**

Advanced Sports and Entertainment Marketing is a one-credit specialized course designed to help students gain knowledge and develop skills in determining the economic impact of sports and entertainment events, price setting, research, marketing, positioning, product/service management, and promotion and sales strategies. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Sports and Entertainment Marketing is a required prerequisite for this course. **Grades:** 10-12

**12197G100****SENIOR CAREER PATHWAY PROJECT-MARKETING****1 CREDIT**

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Grades:** 10-12

**12197G1002****CTE LAB IN MARKETING****1 CREDIT**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Marketing through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Grades:** 9-12



## INFORMATION TECHNOLOGY CLUSTER

### NETWORK SYSTEMS AND COMPUTER SERVICES PROGRAM

The Information Technology cluster prepares learners with essential knowledge and skills for pursuing careers in Database Design; Network Systems and Computer Services; and Programming and Software Development. Rigorous instruction is provided to equip learners with knowledge and skills for college and career readiness. For students entering the Business Information Technology pathway, Business Technology Applications is a prerequisite.

**Note: Database Design Program (Outgoing 2022-2023) (Must teach three courses from this program list within two years.)** This program is for students who are interested in pursuing careers that involve developing strategies to design, administer, fine-tune, and maintain databases, plus develop the business acumen needed to excel in the IT industry. Courses provide an overview of the knowledge and skills required in implementing operational databases that help organizations successfully manage their business processes and provide business intelligence.

#### 17106G1001      DIRECT CURRENT (ADDITION 2022-2023)      1 CREDIT

Direct Current is designed to provide students with basic knowledge and skills in the electrical industry. Emphasis is placed on basic circuitry, measuring and calculating electrical quantities, characteristics of resistors, circuit construction, and troubleshooting.

#### 17106G1002      ALTERNATING CURRENT (ADDITION 2022-2023)      1 CREDIT

Alternating Current addresses principles and concepts of magnetism, measuring electrical quantities, calculating electrical quantities using Ohm's law in alternating current circuits, and reactive circuits. **Special Note:** Course offered at Faulkner CTC. Grades 10-12

#### 10001G1000      INFORMATION TECHNOLOGY FUNDAMENTALS      1 CREDIT

Information Technology introduces students to the knowledge base and technical skills for information technology careers. Students study the nature of business and demonstrate knowledge of the functions of information systems in business. Emphasis is placed on maintaining a safe working environment and on building interpersonal skills needed for working in the information technology environment. Students demonstrate appropriate knowledge and behaviors of legal responsibilities by information technology professionals. Students explore a variety of information technology career opportunities and develop a personal career plan to meet their career goals and objectives. **Special Note:** Course offered at Faulkner CTC **Grades:** 9-12

#### 10102G1002      INFORMATION TECHNOLOGY SUPPORT AND SERVICES      1 CREDIT

This course is designed to provide students with knowledge of computer hardware, operating systems, and computer software applications. This course provides students with additional skills necessary to effectively plan, develop, and administer both a local area network (LAN) and a wide area network (WAN). **Special Note:** Course offered at Faulkner CTC. **Grades:** 9-12

#### 10111G1000      COMPUTER MANAGEMENT AND SUPPORT      1 CREDIT

Computer Management and Support is designed to provide students with skills necessary to manage a stand-alone computer on a home network. Topics in this course include computer hardware, computer operating systems, network architecture, network protocols, career opportunities, and network design and security. **Special Note:** Course offered at Faulkner CTC. **Grades:** 910102G1044-12

#### 10157E1000      COMPUTER SCIENCE A, ADVANCED PLACEMENT (AP)      1 CREDIT

A one-credit college-level course following the curriculum established by the College Board Advanced Placement (AP-Program) for computer science; emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development. **Grades:** 9-12

**10019E1000**      **COMPUTER SCIENCE PRINCIPLES, ADVANCED PLACEMENT (AP)**      **1 CREDIT**

A one-credit designed to introduce students to the central ideas of computing and computer science. The course content is focused on creativity, abstraction, algorithms, programming, Internet/networking, and societal impact. **Grades:** 10-12

**10101G1014**      **NETWORKING I**      **1 CREDIT**

Networking I is a one-credit course designed to provide students with skills involving hands-on learning by installing a router, configuring a server, and performing disaster recovery. This course includes a strong emphasis on proper safety practices and industry ethics. **Special Note:** Course offered at Faulkner CTC. **Prerequisite:** Information Technology Fundamentals. **Grades:** 10-12

**10101G1024**      **NETWORKING II**      **1 CREDIT**

Networking II is a one-credit course designed to provide students with skills involving hands-on learning by installing a router, configuring a server, and performing disaster recovery. This course includes a strong emphasis on proper safety practices and industry ethics. **Special Note:** Course offered at Faulkner CTC. **Prerequisite:** Networking I **Grades:** 10-12

**10102G1034**      **NETWORKING III**      **1 CREDIT**

Networking III is a one-credit course designed to provide students with skills needed to perform routing and switching in an enterprise network. Students configure a switch with virtual local area networks (VLANs) and inter-switch communication. Students perform troubleshooting using a structured methodology. **Special Note:** Course offered at Faulkner CTC. **Prerequisite:** Networking II **Grades:** 10-12

**10102G1044**      **NETWORKING IV**      **1 CREDIT**

Networking IV is a one-credit course designed to provide students with the skills needed to design and support computer networks. Students learn the technical skills and soft skills needed to succeed in entry-level networking professions. **Special Note:** Course offered at Faulkner CTC. **Prerequisite:** Networking III **Grades:** 10-12

**10154G1000**      **SOFTWARE DEVELOPMENT**      **1 CREDIT**

Software Development is designed to provide students with an introduction to the C++ programming language, structured elements of C++, classes, data, abstractions, inheritance, polymorphism, storage management, and a C++ programming environment. Simple programming exercises will reinforce the theory and stimulate understanding **Prerequisite:** It is recommended that Information Technology Fundamental be taken prior to this course. **Grades:** 9-12

**10155G1000**      **JAVA PROGRAMMING**      **1 CREDIT**

Java Programming is a one-credit course designed to provide students with a conceptual understanding of object-oriented programming. Students learn to use Java language's object-oriented technologies to solve business problems. Topics also include language fundamentals and the Java language application programming interface (API). Students create classes, objects, and applications using Java language. **Grades:** 9-12

**11999C1012**      **INTRODUCTION TO GAME DESIGN I**      **1 CREDIT**

This course is designed to give students ample lab time to work with pipefitting hand tools and pipefitting power tools with emphasis placed on safety with these tools. Students will also be instructed in the correct use of oxyfuel cutting equipment. 2-1 ratio 50-minute hours. **Special Note:** OFFERED AT VIGOR HIGH SCHOOL. **Grades:** 10-12

**11999C1013**

**INTRODUCTION TO COMPUTER PROGRAMMING FOR 3D**

**1 CREDIT**

This course is designed to introduce students to piping systems, drawings and details. It also places emphasis on math skills needed for entry level pipefitting craft. 2-1 ratio 50-minute hours. **Special Note:** OFFERED AT VIGOR HIGH SCHOOL. **Grades:** 10-12

**LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY CLUSTER**

**LAW ENFORCEMENT SERVICES PROGRAM**

This program is for students who are interested in pursuing careers in law enforcement and forensic science. The student will learn the role and responsibilities of a law enforcement officer; discuss relevant rules, regulations, and laws; and demonstrate defensive tactics, police patrol techniques, and CPR and First Aid procedures as used in emergency situations. Meeting and maintaining physical fitness standards for law enforcement is also emphasized in this course. The courses also focus on career opportunities, safety, history of forensic science, criminal investigation, forensic serology and DNA testing, forensic studies in anthropology, toxicology, fingerprinting, firearms, physics, and document examination.

**15001G1000**

**INTRODUCTION TO PUBLIC SAFETY**

**1 CREDIT**

Introduction to Public Safety is a foundational course that helps students develop the knowledge and skills necessary for success and advancement in specialized preparatory programs for public service jobs. The course emphasizes emergency preparedness, basic first aid, fire management services, legal services, and corrections and law enforcement services. FEMA Independent Study Courses 100, 200, 700, and 800, which are included in this course, are prerequisites for Hazardous Materials and Weapons of Mass Destruction CRI (NFPA 1072). **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

**15054G1001**

**LAW ENFORCEMENT AND CORRECTIONS**

**1 CREDIT**

Law Enforcement and Corrections is designed to align with the curriculum that many law enforcement academies require and is intended for students who may be interested in pursuing a career in this field. Law Enforcement and Corrections provides an overview of the history, organization, and functions of local, state, and federal law enforcement agencies. Students will examine the role of constitutional law at local, state, and federal levels; the United States legal system; criminal law; law enforcement terminology and procedures; and the classification and elements of crime according to the Criminal Code of Alabama. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

**15054G1000**

**ADVANCED LAW ENFORCEMENT**

**1 CREDIT**

In Advanced Law Enforcement, students prepare for enrollment in police academy and for the certification required for employment as a law enforcement officer. The student will learn the roles and responsibilities of law enforcement officers in a variety of settings; discuss relevant rules, regulations, and laws; demonstrate patrol, communication, and advanced police techniques; and demonstrate CPR and first aid procedures as used in emergency situations. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

**15055G1000**

**FORENSIC SCIENCE & CRIME SCENE INVESTIGATION**

**1 CREDIT**

Forensic Science and Crime Scene Investigation teaches students to apply chemistry, physics, and biology to a suspect, a criminal act or behavior, or a victim. This course prepares students in two distinct concentrations. The Forensic Science portion focuses on working in a crime lab setting as a forensic scientist or technician. Crime Scene Investigations covers the application of the scientific method at a crime scene, including scene processing and the identification and collection of evidence. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

**15997G1002 CTE LAB IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY 1 CREDIT**

This course is an extended laboratory experience to address the advancement and specialization of careers within Law, Public Safety, Corrections, & Security through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

**15997G1001 CAREER PATHWAY PROJECT IN LPSCS 1 CREDIT**

Career Pathway Project (CPP) for Law, Public Safety, Corrections, and Security is a capstone course designed for students who have completed two or more career and technical education courses in a particular cluster. This course allows students to utilize their secondary coursework through an experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and engage in an in-depth exploration of the area while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

**LEGAL SERVICES PROGRAM**

This program provides students with knowledge and skills needed for legal service and criminal justice careers. Courses are designed to develop workplace readiness skills in this area of study, including ethics and professionalism, constitutional and criminal laws, the court system, trial processes, juvenile justice and correctional systems, and human diversity. Students learn fundamental aspects of career opportunities, history and development of law, sources of law in society, civil law, criminal law and procedure, ethics and the justice system, reasoning skills, trial procedures, and communication and research skills.

**15001G1000 INTRODUCTION TO PUBLIC SAFETY 1 CREDIT**

Introduction to Public Safety is a foundational course that helps students develop the knowledge and skills necessary for success and advancement in specialized preparatory programs for public service jobs. The course emphasizes emergency preparedness, basic first aid, fire management services, legal services, and corrections and law enforcement services. FEMA Independent Study Courses 100, 200, 700, and 800, which are included in this course, are prerequisites for Hazardous Materials and Weapons of Mass Destruction CRI (NFPA 1072)

**15057G1001 FUNDAMENTALS OF LEGAL SERVICES 1 CREDIT**

Fundamentals of Legal Services is designed to develop workplace-readiness skills in the legal field. Students can develop necessary skills to become legal assistants and/or paralegals in law firms; private, corporate, or governmental agencies; or judiciary offices. This course calls upon students to demonstrate reasoning and communication skills, develop research skills, become familiar with office procedures, and engage in additional study of ethics and the justice system. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12.

**15999C1001 INTRODUCTIONS TO CRIMINAL JUSTICE 1 CREDIT**

This course surveys the entire criminal justice process from law enforcement to the administration of justice through corrections. It discusses the history and philosophy of the system and introduces various career opportunities. **PREREQUISITE:** As required by program. **Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12.

15999C1018

**INTRODUCTION TO LAW & AMERICAN LEGAL SYSTEM**

**1 CREDIT**

This course requires the student to apply research, analysis, and writing techniques to substantive legal issues. Assignments include preparation of legal memoranda and other documents and the more efficient use of electronic research methods. **PREREQUISITE:** As required by program.

**Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12.

15997G1002

**CTE LAB IN LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY**

**1 CREDIT**

This course is an extended laboratory experience to address the advancement and specialization of careers within Law, Public Safety, Corrections, & Security through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities.

**Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

15997G1001

**CAREER PATHWAY PROJECT IN LPSCS**

**1 CREDIT**

Career Pathway Project (CPP) for Law, Public Safety, Corrections, and Security is a capstone course designed for students who have completed two or more career and technical education courses in a law cluster. This course allows students to utilize their secondary coursework through an experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and engage in an in-depth exploration of the area while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

**Special Note:** OFFERED AT LEFLORE HIGH SCHOOL. **Grades:** 9-12

# HEALTH SCIENCE EDUCATION

**MRS. TERRIA MOORE, SUPERVISOR**

[tdmoore@mcpss.com](mailto:tdmoore@mcpss.com)

221-4018

The Health Science Cluster of programs provides students with essential knowledge and hands-on skills necessary to pursue a career or post-secondary education in health care. Students will explore a variety of health career paths related to Nursing, Sports Medicine, Dental Services, Pre-Med, Pharmacy, and the Biomedical Sciences. Successful completion of two credits in Health Science coursework is required prior to placement of a student in a clinical/internship.

Five pathways make up the Health Science course of study. Each pathway has a recommended 3-course sequence. Foundations of Health Science is the pre-requisite course for all Therapeutic Services pathways. This course will provide a basis for advancement into subsequent courses offered with the exception of the Project Lead the Way (PLTW) Biomedical Science courses. All Health Science courses are 1-credit unless specified.

Throughout the Health Science pathways, course content integrates problem-based healthcare practices, procedures, and projects that demonstrate skills fundamental to a variety of healthcare occupations. Knowledge and skills are reinforced through participation in HOSA: Future Health Professionals which serves as a means to enhance classroom instruction while helping students develop leadership skills, expand workplace readiness skills, and broaden opportunities for personal and professional growth.

Upon successful completion of the Health Science Therapeutic Services course of study, program completers may be eligible to take one of the following ALSDE approved Career Readiness Indicators (CRI): Alabama Certified Nursing Assistant Exam or the Certified Patient Care Technician Exam.

All Health Science programs are evaluated annually for program compliance and must meet all of the quality standards specified by the LEA, ALSDE, Alabama Department of Public Health and the National Health Career Association.

## COURSE DESCRIPTIONS

**14002G1001**

**FOUNDATIONS OF HEALTH SCIENCE**

**1 CREDIT**

This introductory foundational course is designed to introduce students to the world of health care and the various careers within the industry. Students are given the opportunity to discover roles, educational requirements, available credentials, and opportunities for advancement in health-related careers. In addition, students develop leadership, communication, and employability skills essential for success in life. Foundations of Health Science is the prerequisite course for all pathways in the Therapeutic Services Pathway. It is recommended for interested students who plan to pursue a career or post-secondary education in health care.

**Note:** Required pre-requisite course/Health Education substitute.

**14251G0500**

**HEALTH PROMOTIONS AND WELLNESS**

**.5 CREDIT**

A one-half credit course designed to enable students to develop an understanding of personal client, and community health; and provides a foundation for comprehensive preventive health and wellness in the health care delivery system.



**14099G1000 THERAPEUTIC SERVICES 1 CREDIT**

This one-credit course introduces students to occupations and functions in the Therapeutic pathways. Students are introduced to careers in therapeutic services including, but not limited to, nursing, medicine, physical therapist, surgical technologist, respiratory therapist, emergency medical technician, and others. Students pursue skill mastery in the classroom and laboratory and also participate in job specific training activities.

**Prerequisite:** Foundations of Health Science

**14299G1001 HUMAN BODY STRUCTURES AND FUNCTIONS 1 CREDIT**

Human Body Structures and Functions is a one-credit course designed to help students develop a basic knowledge of the normal structure and function of the human body. This course is the second sequential course in the Therapeutic Services Pathway, and it uses an integrated approach for teaching medical terminology to students by incorporating the body systems. **Prerequisite:** Foundations of Health Science. This course is Science credit eligible.

**14062G1003 SPORTS MEDICINE FUNDAMENTALS 1 CREDIT**

Sports Medicine Fundamentals is a one-credit course. Course content is designed to provide an overview of the field of sports medicine, related injuries, and rehabilitative services. Students learn the importance of legal and ethical issues related to sports injuries. They also get a chance to explore career opportunities, learn medical terminology, perform safety assessments, and other emergency procedures. This course is the third-sequential course in the Sports Medicine Pathway. **Prerequisite:** Foundations of Health Science and Human Body Structures and Functions.

**14051G1000 PATIENT CARE TECHNICIAN 1 CREDIT**

Patient Care Technician is a one-credit course that provides students the opportunity to become effective and efficient multi- skilled health care providers. Students will develop a working knowledge of advanced health care skills, vital signs, basic phlebotomy, 12 lead EKG's, oxygen therapy, and specimen collection via simulation. This course is the second-sequential course in the Patient Care Technician Pathway. **Prerequisite:** Foundations of Health Science

**14298G1000 HEALTH SCIENCE INTERNSHIP 1 CREDIT**

This one-credit course provides students with the knowledge and skills necessary for becoming a health care worker or for preparing students for a postsecondary health care program. Content standards 1, 3, 4, 5, 6, and 9 are covered. this is the third- sequential course in the Therapeutic Services Pathway. **Prerequisite:** Foundations of Health Science and Human Body Structures and Functions.

**14298G2000 HEALTH SCIENCE INTERNSHIP 2 CREDITS**

This two-credit course focuses on basic knowledge and skills necessary for beginning health care workers. Health Science Internship reinforces and applies knowledge learned in classroom and laboratory settings. Content standards 1-11 are covered. Health Science Internship is designed to be completed in a hospital, extended care facility, rehabilitation center, medical office, imagery laboratory, or other health care facilities. Theory and laboratory components comprise at least ten percent of the Health Science Internship course. This is the third-sequential course in the Therapeutic Services Pathway. **Prerequisite:** Foundations of Health Science and Human Body Structures and Functions.

**14152G1000 INTRODUCTION TO PHARMACY 1 CREDIT**

This one-credit course introduces students to the pharmacy profession. Course content emphasizes the history of medicine, mathematics, technology, and legal issues. **Prerequisite:** Foundations of Health Science.

**14252G1002      PRINCIPLES OF BIOMEDICAL SCIENCE PLTW      1 CREDIT**

Principles of Biomedical Science PLTW is a one-credit course designed to allow students to explore the concepts of Biology and medicine as they take on the roles of different medical professions to solve real-world problems. Students explore a variety of careers in the biomedical sciences and public health.

**Note:** Only offered at Mary G. Montgomery High School

**14299G1002      HUMAN BODY SYSTEMS PLTW      1 CREDIT**

Human Body Systems PLTW is a one-credit course that allows students to examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration.

**Note:** Only offered at Mary G. Montgomery High School; Science credit eligible.

**14299G1003      MEDICAL INTERVENTIONS PLTW      1 CREDIT**

Medical Interventions PLTW is a one-credit course that allows students to investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection, screen, and evaluate the code in human DNA, evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. **Note:** Offered only at Mary G. Montgomery High School

**14054G1000      DENTAL ASSISTING      1 CREDIT**

Dental Assisting is a half-credit course that introduces students to the dental profession. Course content specifies core knowledge and skills needed by workers in a dental office. Course content emphasizes careers in dental care, the history and use of dentistry, infection control, and dental care procedures. **Note:** Pre-requisite is Foundations of Health Science and Human Body Structures and Functions.

**Special Note:** Course offered only at Theodore High School

**14997G1000      SENIOR CAREER PATHWAY PROJECT, HEALTH SCIENCE      1 CREDIT**

This one-credit capstone course is designed for students who have completed a minimum of two career and technical education courses. This course allows students to utilize their secondary coursework through an experience that showcases their learning in a select area of interest while presenting the culminating project before an audience. **Prerequisite:** Foundations of Health Science and completion of the second Health Science pathway course.

**14999G1000      CTE LAB IN HEALTH SCIENCE      1 CREDIT**

This one-credit capstone course is designed for students who have completed a minimum of two career and technical education courses. This course allows students to utilize their secondary coursework through an experience that showcases their learning in a select area of interest while presenting the culminating project before an audience. **Prerequisite:** Foundations of Health Science and completion of the second Health Science pathway course.

# SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

**MRS. TERRIA MOORE, SUPERVISOR**

[tdmoore@mcpss.com](mailto:tdmoore@mcpss.com)

**221-4018**

The Science, Technology, Engineering, and Mathematics (STEM) Cluster course of study is designed to address the challenges of a changing, technological, diverse, and global society. Students develop their abilities to analyze, communicate, manage, and lead. The rigorous content standards contained in these courses require students to use creative and innovative, critical-thinking skills.

STEM courses in the high-school track allows students to gain experience with general engineering design and applications as they acquire specific knowledge that will allow them to make informed career choices. The middle school STEM courses fuels students' passion for discovery as they engage in hands-on collaborative problem-solving projects focused on real-world challenges.

Students in this cluster affiliate with the Technology Student Association (TSA) as the co-curricular career and technical student organization (CTSO). TSA provides additional opportunities that enhance classroom instruction, helps students develop leadership skills, and promote career development through competitive projects and events.

## COURSE DESCRIPTIONS

**21002G1000**

**APPLICATIONS OF ENGINEERING AND TECHNOLOGY**

**1 CREDIT**

Applications of Engineering and Technology offers students an investigative view of the engineering profession and the fundamental skills utilized in the field. Students continue investigating engineering disciplines and related career paths. Students will expand leadership and teamwork skills through creativity, collaboration, communication, and critical thinking. Additionally, students will increase their understanding of science, technology, engineering, and mathematics (STEM) principles used in problem-solving through the engineering design process.

**21005G1000**

**FOUNDATIONS OF ENGINEERING AND TECHNOLOGY**

**1 CREDIT**

Foundations of Engineering and Technology offers an exploratory view of the engineering profession and the fundamental skills utilized in the field. Students investigate various engineering disciplines and related career paths. Students will develop leadership and teamwork skills through creativity, collaboration, communication, and critical thinking. Additionally, students will increase their understanding of science, technology, engineering, and mathematics (STEM) principles used in problem-solving as they use the engineering design process. Upon completion of this course students may be ready to earn a credential in a Computer-Aided Design (CAD) software such as Autodesk Inventor, SolidWorks, or Solid Edge. **Note:** Required foundations course.

**21047G1000**

**CAPSTONE OF ENGINEERING AND TECHNOLOGY**

**1 CREDIT**

Capstone of Engineering and Technology allows students to expand and apply previous knowledge to solve engineering problems. In this course, students will conduct research and develop solutions to complete a capstone project in the engineering field. Project-based learning reinforces the application of science,

technology, engineering, and mathematics (STEM) concepts and skills. Technology applications are utilized in this course to enable students to visualize, model, prototype, solve, and report on comprehensive design problems. Collaboration and teamwork are vital components of the producing the capstone project.

**21997G1000****CTE LAB IN STEM****1 CREDIT**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within STEM through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities.

**21047G1001****CAREER PATHWAY PROJECT IN STEM****1 CREDIT**

Career Pathway Project (CPP) for STEM is a capstone course designed for students who have completed two or more career and technical education courses in Science, Technology, Engineering, and Mathematics. This course allows students to utilize their secondary coursework through an experience that showcases their learning. It provides an opportunity for a student to choose an area of interest and engage in an in-depth exploration of the area while demonstrating problem-solving, decision-making, and independent learning skills. The CPP contributes to an educational plan of challenging courses and practical experiences that prepares students for the workplace or for pursuing further education.

**21009G1000****ROBOTICS SYSTEMS****1 CREDIT**

Robotic Systems is designed to offer students an overview of robotics. It allows students to explore training, educational, and career opportunities related to the automation of robotics in industry. Students will investigate and create a plan to achieve industry certifications, incorporate proper ethics in submitted projects, demonstrate basic technical skills necessary for following safety precautions, utilize engineering principles and fundamental physics, and demonstrate the technological product design processes and methodologies of systems.

**21017G1000****INTRODUCTION TO ENGINEERING DESIGN PLTW****1 CREDIT**

A one-credit high school course that uses a design development process while enriching problem-solving skills. Students create and analyze models using specialized computer software. **Note:** This is a purchased curriculum and requires mandatory PLTW training.

**21018G1000****PRINCIPLES OF ENGINEERING PLTW****1 CREDIT**

This one-credit course is designed for high school students to develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This is a purchased curriculum and requires mandatory PLTW training.

**21021G1000****CIVIL ENGINEERING AND ARCHITECTURE PLTW****1 CREDIT**

High school students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. This is a purchased curriculum and requires mandatory PLTW training.

**21023G1000****DIGITAL ELECTRONICS PLTW****1 CREDIT**

From smart phones to appliances, digital circuits are all around us. This course high school course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used industry, including logic gates, integrated circuits, and programmable logic devices. This is a purchased curriculum and requires mandatory PLTW training.

**10013G1000**

**COMPUTER SCIENCE ESSENTIALS PLTW**

**1 CREDIT**

Computer Science Essentials is a one-credit high school course that introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. Students will learn the power of text-based programming as they are introduced to the Python® programming language. This is a purchased curriculum and requires mandatory PLTW training.

# WORK BASED LEARNING

**MRS. CLAIRE MINTO, SUPERVISOR**

[cminto@mcpsps.com](mailto:cminto@mcpsps.com)

**221-4023**

Work-Based Learning is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, and paid work-based experiences in fields related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and the employer as a component of work-based learning.

The purpose of Work-Based Learning is to provide paid work-based experiences in an occupational setting that typically cannot be obtained in the classroom. It is recommended that a student obtain concentrator status, (two courses within a CTE program), prior to enrollment in Work-Based Learning. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit within a program and be taking the second course required for concentrator status. This course must be related to the student's career objective. Students should be scheduled into a regular school schedule until they are placed in work-based experiences.

## STUDENT ELIGIBILITY

The student must meet the following requirements:

- Has a clearly defined career objective in the career cluster for which employment is being considered.
- Possess the knowledge, skills, behavioral qualities, and abilities required for successful employment.
- Is at least 16 years of age.
- Is physically and mentally capable of performing the essential functions of the desired work-based experience. Essential functions are responsibilities that must be performed by the position, are fundamental to the position, and cannot be reassigned to another position.
- Has successfully completed the required prerequisite course(s).
- Is classified as an 11th or 12th grader.
- Is on track for graduation.
- Has an acceptable attendance, grade and discipline record as validated by the Coordinator.
- Has completed an application for enrollment.
- Has provided the name of minimum of three educators who know and are not related to the student who will complete recommendation forms including the teacher of the career cluster course.
- Has participated in a student interview to review information on the application, discuss parental/guardian support of participation, and discuss possible training stations.
- Has the ability to provide transportation to and from the training station.
- Students must leave campus at the designated Seminar time.
- Students must work a minimum of 140 hours to receive credit in any Work Based Learning course.



**22998G1001 COOPERATIVE EDUCATION SEMINAR: WORK-BASED EXPERIENCE I 1 CREDIT**

A one-credit work-based experience requiring a minimum of 270 continuous and successful hours of employment (average of 15 hours per week) performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. Students enrolled in work-based experiences are required to participate in Cooperative Education Seminar one class period per week. **Note:** The teacher of this course must have earned credit in "Functions of the Coordinator" or "Principles of Coordination."

**22998G1002 COOPERATIVE EDUCATION SEMINAR: WORK-BASED EXPERIENCE II 1 CREDIT**

A one-credit work-based experience requiring a minimum of 270 continuous and successful hours of employment (average of 15 hours per week) performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. Students enrolled in work-based experiences are required to participate in Cooperative Education Seminar one class period per week. **Note:** The teacher of this course must have earned credit in "Functions of the Coordinator" or "Principles of Coordination."

**22998G1014 COOPERATIVE EDUCATION WORK-BASED EXPERIENCE I 1 CREDIT**

A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. **Note:** The teacher of this course must have earned credit in "Functions of the Coordinator" or "Principles of Coordination."

**22998G1024 COOPERATIVE EDUCATION WORK-BASED EXPERIENCE II 1 CREDIT**

A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. **Note:** The teacher of this course must have earned credit in "Functions of the Coordinator" or "Principles of Coordination."

**22998G1034 COOPERATIVE EDUCATION WORK-BASED EXPERIENCE III 1 CREDIT**

A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. **Note:** The teacher of this course must have earned credit in "Functions of the Coordinator" or "Principles of Coordination."

**22998G104 COOPERATIVE EDUCATION WORK-BASED EXPERIENCE IV 1 CREDIT**

A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. **Note:** The teacher of this course must have earned credit in "Functions of the Coordinator" or "Principles of Coordination."

# DRIVER'S EDUCATION

**MR. R. BRAD LOWELL, SUPERVISOR**

[rllowell@mcpss.com](mailto:rllowell@mcpss.com)

221-6277

Driver's Education develops understanding of and adaptation to traffic in terms of knowledge, attitudes, and skills. The course includes a study of traffic safety for pedestrians and drivers, as they are involved in physical and man-made laws, enforcement agencies and policies, traffic psychology, automobile purchasing, insurance, budgeting, consumer mechanics, and traffic engineering. Driver's Education develops a sense of civic responsibility and an attitude of personal pride in traffic performance. Classroom instruction is for a period of at least thirty hours.

Behind-the-wheel experience in a dual-controlled automobile is provided during the course. Driver's Education develops knowledge, habits, and skills related to learning to stop and start, to shift, to steer, to make right and left turns, to drive in traffic, to complete turnabouts, and to park. Development of attitudes basic to accepting civic responsibility in traffic and to the safe operation of the automobile are stressed. For those students who do not receive simulation training, behind-the-wheel training will consist of the dual-controlled automobile use for three to six hours of driving. For those students who received simulation training, behind-the-wheel training will consist of one to three hours.

**08152G0500**

**DRIVER AND TRAFFIC SAFETY EDUCATION**

**.5 CREDIT**

Safe driving theory; in class study; driving hazards; boating safety; behind the wheel experience; safety practices. This one-quarter course provides both classroom and actual driving experiences. A maximum of six (6) hours of behind-the-wheel driving time is provided. Students may receive up to five (5) weeks of simulator driving and observation. Two days are spent on boating safety instruction.

# ENGLISH AND LANGUAGE ARTS EDUCATION

**DR. KEVIN BALIUS, SUPERVISOR**

[kbalius@mcpss.com](mailto:kbalius@mcpss.com)

221-6277

The English Language Arts program is designed to develop and strengthen communication skills – listening, speaking, reading, and writing – for both everyday living as well as for the diversity of career and post-secondary training choices of students.

## COURSE DESCRIPTIONS

**01001G1000**

**ENGLISH 9**

**1 CREDIT**

This course includes instruction and practice in all English skills: reading literature, reading informational text, writing, speaking and listening, and language. Literature is studied for literary skill development, as well as for appreciation. Fulfills English credit required for graduation.

**01001H1000**

**ENGLISH 9 HONORS**

**1 CREDIT**

This course includes all features of English 9 but at a more advanced level with use of some supplementary material. Literature includes instruction in the critical analysis of major genres. Composition focuses upon writing in creative, logical, and critical modes. Fulfills English credit required for graduation.

**01001H10B2**

**ENGLISH 9 PRE-INTERNATIONAL BACCALAUREATE (IB)**

**1 CREDIT**

This course is preparatory to the IB curriculum. It includes all features of English 9 but at a more demanding level with use of extensive supplementary material. Literature includes instruction in the critical analysis of major genres. Composition focuses on analytical writing. Fulfills English credit required for graduation.

**Prerequisite:** Acceptance into IB program.

**01001E10R9**

**ENGLISH 9 PRE-ADVANCED PLACEMENT (AP) CAPSTONE**

**1 CREDIT**

This course is preparatory to the AP Capstone Curriculum. It includes all features of English 9 but at a more demanding level with use of extensive supplementary material. Students identify a research question, gather information through research, analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument. Students learn to attribute and/or cite sources throughout their researched paper and include a bibliography. Fulfills English credit required for graduation. **Prerequisite:** Acceptance into AP Capstone Program

**Special Note:** Currently offered at Baker only

**01001E10A1**

**IGCSE ENGLISH 9 CAMBRIDGE**

**1 CREDIT**

This course is preparatory to the Cambridge AICE curriculum. It includes all features of English 9, but at a more demanding level with the use of the IGCSE Language (0500) curriculum. Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to reach widely, both for their own enjoyment and to further their awareness of the ways in which English can

be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. **Prerequisite:** Acceptance into the Cambridge program **Special Note:** Currently offered at Bryant only

**01002G1000 ENGLISH 10 1 CREDIT**

This course builds on previously acquired English language skills through instruction in reading American literature and other texts, reading informational text, writing, speaking and listening, and language. Fulfills English credit required for graduation. **Prerequisite:** English 9

**01002H1000 ENGLISH 10, HONORS 1 CREDIT**

This course includes all features of English 10 but at a more advanced level with the use of some supplementary material. The course promotes academic excellence in English language arts through the study of literature and through enriched experiences in composition, speech, and listening skills. Fulfills English credit required for graduation. **Prerequisite:** English 9 or English 9 Honors and Instructor Recommendation.

**01002H10IB ENGLISH 10 PRE-INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

This course continues the preparation for the IB curriculum. It includes all features of English 10 but at a more demanding level with the use of extensive supplementary material. This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills. Fulfills English credit required for graduation. **Prerequisite:** English 9 Pre-IB

**01002H10AP ENGLISH 10 PRE-ADVANCED PLACEMENT (AP) CAPSTONE 1 CREDIT**

This course is a preparatory to the AP Capstone Curriculum. It includes all features of English 10 but at a more demanding level with the use of extensive supplementary material. Students identify a research question, gather information through research; analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument. Students learn to attribute and/or cite sources throughout their researched paper along with a bibliography. Fulfills English credit required for graduation.

**Prerequisite:** Acceptance into Capstone Program **Special Note:** Currently offered at Baker only

**01002H10P3 ENGLISH 10 PRE-AP HONORS 1 CREDIT**

This course is preparatory to the AP. It includes all features of English Honors 10 but at a more demanding level with use of extensive supplementary material. Students identify a research question, gather information through research, analyze, evaluate, and select evidence; and develop a logical, well-reasoned argument. Students learn to attribute and/or cite sources throughout their researched paper and include a bibliography. Fulfills English credit required for graduation. **Prerequisite:** Acceptance into AP Capstone Program

**Special Note:** Offered only at Baker

**01002E10A2 IGCSE ENGLISH 10 CAMBRIDGE 1 CREDIT**

This course is preparatory to the Cambridge AICE Curriculum. It includes all features of English 10, but with a more demanding level with the use of the IGCSE Literature (0486) curriculum. Cambridge IGCSE Literature learners develop the ability to understand and respond to literary texts in different forms and from different periods and cultures; communicate an informed personal response appropriately and effectively; appreciate different ways in which writers achieve their effects; experience literature's contribution to aesthetic, imaginative, and intellectual growth; and explore the contribution of literature. Cambridge IGCSE Literature learners focus on literary texts in three main forms: drama, poetry, and prose. Fulfills English credit required for graduation. **Special Note:** Currently offered at Bryant only. **Prerequisite:** IGCSE English 9

**01003G1000****ENGLISH 11****1 CREDIT**

This course continues instruction in English language skills and provides instruction in American literature as well as other texts. Composition emphasizes practice in structural writing of expository essays, documented papers, and informal essays. Literature emphasizes critical analysis of various genres. Fulfills English credit required for graduation. **Prerequisite:** English 9 AND English 10

**01003H1000****ENGLISH 11 HONORS****1 CREDIT**

This course includes all features of English 11 but at a more advanced level with the use of supplemental materials. The course continues instruction in English language skills and provides instruction in American literature and other texts. Composition emphasizes writing papers of various types, with particular attention given to writing documented papers. Literature instruction emphasizes critical analysis of various genres. The course continues language study. Fulfills English credit required for graduation.

**Prerequisite:** Regular English 9-10 AND/OR Honors English 9-10

**01007E1011****ENGLISH 11 INTERNATIONAL BACCALAUREATE (IB)****1 CREDIT**

The curriculum for IB English covers two years. In IB English 11, the student reads, analyzes, and evaluates masterpieces from world literature in the student's native language. The course increases skills of literary criticism, strong written and oral skills, linguistic accuracy and effectiveness, strengthens organizational skills, and develops the ability to select specific details and integrate ideas.

**Prerequisite:** Acceptance into IB program. **Special Note:** Currently offered at Murphy AND Davidson

**01005E1011****ENGLISH 11 ADVANCED PLACEMENT (AP) LANGUAGE AND COMPOSITION****1 CREDIT**

Following the curriculum established by the College Board Advanced Placement (AP) Program, this course offers a challenging, college-caliber curriculum requiring more time and composition work, and going into greater depth than at the regular or the honors level. This course engages students in becoming skilled writers who compose for a variety of purposes and who become skilled readers of prose written in a variety of rhetorical contexts. A summer reading program is required. College Board test is given at the end of the course. Fulfills English credit required for graduation. **Prerequisite:** Instructor Recommendation **Special Note:** Students should have taken English 9 Honors AND English 10 Honors

**01003E10A3****AICE ENGLISH 11 CAMBRIDGE RESEARCH****1 CREDIT**

This course meets the Cambridge AICE diploma requirement. It includes all features of English 11 but at a more demanding level with the use of the Cambridge International AS and A Level English – Language (9093) curriculum. Cambridge International AS and A Level English Language gives learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues, and writing clearly, accurately, creatively and effectively for different purposes and audiences. **Prerequisite:** IGCSE English 10

**Special Note:** Offered at Bryant only

**01999C1001****ENGLISH 11 DUAL ENROLLMENT (DE) ENGLISH COMPOSITION****1 CREDIT**

English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

**PREREQUISITE:** Successful completion of ENG 093; or a score of 42 or better on the English section of ASSET; or a score of 20 or better on the ACT (or equivalent SAT score). **Prerequisite:** Students must meet the requirements of dual enrollment program

**01004G1000 ENGLISH 12 1 CREDIT**

This course continues instruction in English language skills. Literature includes study and critical analysis of examples from British literature and other texts. The course emphasizes writing of paragraphs and essays characterized by logical, coherent organization; clarity of expression; and suitability in style, usage, and conventions of writing. The course also increases the student's ability to read closely for literal and inferred meaning. Fulfills English credit required for graduation. **Prerequisite:** English 9, English 10, AND English 11.

**01004H1000 ENGLISH 12 HONORS 1 CREDIT**

This course includes all features of English 12 but at a more demanding level with the use of supplemental materials. This course provides academic excellence in English language arts through enriched experiences in communication skills and through written and oral analysis of British literature as well as other texts. Composition emphasizes critical analysis and interpretation. Language study includes vocabulary development and language history. Fulfills English credit required for graduation. **Prerequisite:** Regular English 9-11 AND/OR Honors English 9-11 AND Instructor Recommendation

**01007H1012 ENGLISH 12 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

English 12 International Baccalaureate is the second year of the IB English curriculum. Students in IB English 12 continue to read, analyze, and evaluate masterpieces from world literature. The course increases the effective use of diction, strengthens organizational skills, enhances clear thinking, and enables students to identify literary techniques. Fulfills English credit required for graduation. **Prerequisite:** English 11 IB AND acceptance into IB program. **Special Note:** Currently offered at Murphy AND Davidson

**01006E1012 ENGLISH 12 ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION 1 CREDIT**

As required by AP program guidelines, this course offers a challenging, college-caliber curriculum requiring more time and composition work, and going into greater depth than at the regular or honors level. A summer reading program is required. College Board test is given at the end of the course. Fulfills English credit required for graduation. **Prerequisite:** Instructor Recommendation.  
**Special Note:** Students should have taken Honors English 9-11.

**01004E10A4 AICE ENGLISH 12 CAMBRIDGE 1 CREDIT**

AICE English meets the Cambridge AICE diploma requirement. It includes all features of English 12 but at a more demanding level with the use of the Cambridge International AS and A Level English – Literature (9695) curriculum. Cambridge International AS and A Level Literature in English gives learners the opportunity to a lifelong understanding and enjoyment of literary texts, and, importantly, gain a range of essential skills, including the ability to write clearly and effectively, skills in developing arguments, skills in researching and managing information, and the ability to analyze complex texts in different forms and styles. Through their study, learners will develop an appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures. Learners will also develop the interdependent skills of reading, analysis, and communication; effective and appropriate communications; as well as a wider reading and an understanding of how it may contribute to personal development. **Prerequisite:** AICE English 11

**01999C1002 ENGLISH 12 DUAL ENROLLMENT (DE): ENGLISH COMPOSITION 2 1 CREDIT**

English Composition II provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage. **PREREQUISITE:** A grade of "C" or better in ENG 101 or the equivalent. **Prerequisite:** Satisfactory completion of English 11 Dual Enrollment – English Composition ENG 101



## ENGLISH ELECTIVES

### 01099G10SE      **ADVANCED PLACEMENT (AP) CAPSTONE SEMINAR**      **1 CREDIT**

As required by AP Capstone guidelines, this course is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses. Students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. **Prerequisite:** Acceptance into AP Capstone Program. **Special Note:** Recommended for Grades 10-11. Currently offered at Baker Only

### 01099G10RE      **ADVANCED PLACEMENT CAPSTONE SPEECH AND WRITING LAB 1**      **1 CREDIT**

This course is preparatory to the AP Capstone Curriculum. Using an inquiry framework, students gather and analyze information from various sources in order to develop credible and value evidence-based arguments. Students consider and evaluate multiple points of view to develop their perspectives on complex issues. **Prerequisite:** Acceptance into AP Capstone Program **Special Note:** Currently offered at Baker only

### 01099G10RE2      **ADVANCED PLACEMENT CAPSTONE SPEECH AND WRITING LAB 2**      **1 CREDIT**

This course is preparatory to the AP Capstone Curriculum. Using an inquiry framework, students gather and analyze information from various sources in order to develop credible and valid evidence based arguments. Students consider and evaluate multiple points of view to communicate individually and as a team, their perspectives on complex issues. **Prerequisite:** Acceptance into AP Capstone Program **Special Note:** Currently offered at Baker only

### 01099G10A1      **ADVANCED PLACEMENT WRITING LAB 1 (ENGLISH COMPOSITION)**      **1 CREDIT**

This course is designed to prepare students for the technical, critical, and analytic writing necessary for success on the end-of-year exams for AP. It also prepares students for college essays. **Prerequisite:** Enrollment in AP Lang and Comp Course AND Instructor Recommendation

### 01099G10A2      **ADVANCED PLACEMENT WRITING LAB 2 (ENGLISH LITERATURE AND COMP)**      **1 CREDIT**

This course is designed to prepare students for the technical, critical, and analytic writing necessary for success on the end-of-year exams for AP. It also prepares student for college essays. **Prerequisite:** Enrollment in AP Lit and Comp Course AND Instructor Recommendation

### 01099G10A5      **AICE GENERAL PAPER CAMBRIDGE RESEARCH**      **1 CREDIT**

A multi-disciplinary course (8001), with subject matter drawn from across the curriculum, encouraging students to be more aware of the breadth and complexity of the contemporary world; develop thinking and reasoning skills and maturity of thought; and achieve an understanding of (and ability in) the English language which enables them to express arguments, ideas, and opinions in a reflective and academic manner. **Prerequisite:** IGCSE Global Perspectives **Special Note:** Currently offered at Bryant only

### 01999C1009      **AFRICAN-AMERICAN LITERATURE**      **1 CREDIT**

This course exposes students to a wide range of literature from the earliest Black writers in America to those of the present day. It also gives students an opportunity to read, write, and otherwise encounter the African American Experience.

**01151G1000 DEBATE 1 CREDIT**

This course provides instruction in the fundamentals of argumentation and problem solving. Students explore logical thinking, speaking skills, research skills related to debate topics, and participate in frequent debate situations. This course is available to students in grades 10, 11, or 12.

**01009G0011 ENGLISH LANGUAGE ENHANCEMENT 1 1 CREDIT**

English Language Enhancement I is for the ninth grade student who scored below proficiency on a standardized reading assessment. The course is structured to include study skills; writing; comprehension skills; and recreational, textual, and functional reading. **Prerequisite:** Eighth Grade Standardized Reading Assessment

**01009G0022 ENGLISH LANGUAGE ENHANCEMENT 2 1 CREDIT**

English Language Enhancement II is designed for those students who have completed English Language Enhancement 1 but still need additional review of reading comprehension, grammar, and writing skills. It is available to those students in grades ten and eleven. **Prerequisite:** English Enhancement

**01103G10 EXPOSITORY WRITING 1 CREDIT**

This course is designed to introduce students to various expository writing approaches including narration, definition, description, process analysis, classification, illustration and example, cause and effect, comparison and contrast, and paraphrase and summary. Students will first examine expository modes before attempting compositions of their own. **Prerequisite:** Instructor Approval

**01068G0001 FUNDAMENTALS OF READING 1 CREDIT**

This course is designed to address basis reading deficiencies of students who have not had the opportunity to enroll in the ninth grade reading program. The course is designed to assist students in improving both reading accuracy and comprehension. This course is available to students in grades 10, 11 or 12. **Prerequisite:** English grades results.

**01063G10M MODERN ETHNIC AND MULTICULTURAL LITERATURE 1 CREDIT**

This course introduces high school students to the variety of tradition, voices, experiences, viewpoints, and values of the diverse people who make up the American multicultural heritage.

**01069G1000 MYTHOLOGY 1 1 CREDIT**

This course is designed to give students a solid background in world mythology which will help them understand allusions to these myths in literature, language, and art.

**01151G10S1 SPEECH 1 1 CREDIT**

Speech I provides instruction in the fundamentals of formal and informal oral communications. The course offers instruction and practice in discussion and in skills of critical thinking. It includes extemporaneous and impromptu speaking, play reading, choral reading, interpretation of poetry, and drills in voice and speech mechanics.

**01151G10S2 SPEECH 2 1 CREDIT**

Speech II provides instruction in intermediate skills of formal and informal oral communication. The course offers instruction and practice in discussions and I skills of critical thinking. It includes extemporaneous and impromptu speaking play reading, choral reading, interpretation of poetry, and drills in voice and speech mechanics.

## COURSE DESCRIPTIONS

### **11999C1004**      **DUAL ENROLLMENT (DE) SPEECH: FUNDAMENTALS OF PUBLIC SPEAKING**      **1 CREDIT**

Speech II provides instruction in intermediate skills of formal and informal oral communication. The course offers instruction and practice in discussions and skills of critical thinking. It includes extemporaneous and impromptu speaking play reading, choral reading, interpretation of poetry, and drills in voice and speech mechanics.

### **01151G10SC**      **STUDENT CONGRESS**      **1 CREDIT**

This course provides extended experience in developing the skills of extemporaneous speaking, debate and interpersonal communication for the academically advanced, college-bound student.

### **01099G10W0**      **WOMEN IN LITERATURE**      **1 CREDIT**

This course will cover a wide range of literary selections from the works of the Ancient Greeks to those of modern writers. The focus will be on how strong female characters fit or defy the archetypal roles of daughter, sister, wife, mother, and friend. This course is only open to those students in grade eleven or twelve.

**Prerequisite:** Only open to students in grades 11 or 12.

### **01058G10**      **WORLD LITERATURE**      **1 CREDIT**

This course allows students to survey fiction and nonfiction literature from around the world. Activities include writing essays, analyzing genres, and interpreting authors.

### **11101G10SC**      **JOURNALISM 1**      **1 CREDIT**

Newspaper study; newspaper production; news information gathering; proofreading; journalistic writing. This course provides instruction in basic aspects of journalism and workshop experience in journalistic production. Students explore the history of journalism; news, sports, feature, and editorial writing; and gain workshop experiences in photography, layout; advertising; and printing. Students will use these skills to publish a school newspaper periodically. Grades 10-12

### **11101G10J2**      **JOURNALISM 2**      **1 CREDIT**

Advanced newspaper work; laboratory course; layout, in-depth editing, publishing, finance. This course provides instruction in basic aspects of journalism and workshop experience in journalistic production. Students explore the history of journalism; news, sports, feature, and editorial writing; and gain workshop experiences in photography, layout; advertising; and printing. Students will use these skills to publish a school newspaper periodically. Grades 10-12

### **11101G10J3**      **JOURNALISM 3**      **1 CREDIT**

School newspaper management; advanced journalism. This course provides instruction in basic aspects of journalism and workshop experience in journalistic production. Students explore the history of journalism; news, sports, feature, and editorial writing; and gain workshop experiences in photography, layout; advertising; and printing. Students will use these skills to publish a school newspaper periodically. Grades 10-12

### **22999C10JS**      **JOURNALISM AND SOCIAL MEDIA DUAL ENROLLMENT (DE)**      **1 CREDIT**

Intensive study of writing for various media and audiences. Specific attention is given to improvement of writing skills, including grammar, punctuation, spelling, word use, sentence composition, Associated Press style, and organization of material, as well as the different formats for the different media. Media styles studied include print, broadcast, on-line journalism, and public relations, which also includes a study of evaluating, documenting, and prioritizing facts in the writing of news stories and media releases for public relations. Special Notes: Offered only at Murphy.

- 01104G051**      **CREATIVE WRITING 1**      **1 CREDIT**  
 This course develops writing and language skills for individual expression in literary forms through writing of original poetry, short stories, plays, novels, essays, or non-fiction. This course is available to students in grades 10, 11, or 12.
- 01104G052**      **CREATIVE WRITING 2**      **1 CREDIT**  
 This course extends opportunities to develop writing and language skills for individual expression. Emphasis is placed on original writing and study of technical aspects of publishing in literary publications as introduced in Creative Writing 1 **Prerequisite:** Creative Writing 1
- 01099G10SS**      **A SHAKESPEARE SAMPLER**      **1 CREDIT**  
 This course allows the students the opportunity to explore and appreciate in-depth the life and works of William Shakespeare. The course consists of three plays not studied as part of the normal course of study in high school. In this course, a history, a comedy, and a tragedy are given an in-depth analysis in an interactive classroom.
- 01099G10W**      **WRITING WORKSHOP**      **1 CREDIT**  
 This course is designed to teach students basic writing skills. It is an intensive writing lab that focuses specifically on grammar, usage and mechanics. Specifically designed for regular students in grades 9-12.
- 01099G10F1**      **A STUDY OF FILM I**      **1 CREDIT**  
 This course is a study of film as a medium with its own special methods of rhetorical persuasion. The course surveys both the content of film and the form in which that content is presented. This class is open to students in grades 9-12.
- 01099G10F2**      **A STUDY OF FILM II**      **1 CREDIT**  
 This course is designed to progress students from basic film study to a more hands on application of film technology through the production of short films and assignments. This course would be available to students in grades 10, 11, and 12. Access to a video camera is recommended but not necessary. **Prerequisite:** A Study of Film 1 and Art I
- 11999C1001**      **DUAL ENROLLMENT (DE) INTRO. TO MASS COMMUNICATIONS (SPH 107)**      **1 CREDIT**  
 Course examines the functioning of communication media in contemporary society including the political, economic and social environment. The structure and functions of newspapers, magazines, film, recording, radio, television, advertising and public relations industries are examined. The impact of the media on individuals and institutions is explored. Special Notes: Offered only at Bryant
- 01099G10W1**      **AP CAPSTONE SPEECH AND WRITING LAB 1**      **1 CREDIT**  
 This course is preparatory to the AP Capstone Curriculum. Using an inquiry framework, students gather and analyze information from various sources in order to develop credible and value evidence-based arguments. Students consider and evaluate multiple points of view to develop their perspectives on complex issues. **Prerequisite:** Acceptance into AP Capstone Program **Special Note:** Currently offered at Baker only
- 01099G10W2**      **AP CAPSTONE SPEECH AND WRITING LAB 2**      **1 CREDIT**  
 This course is preparatory to the AP Capstone Curriculum. Using an inquiry framework, students gather and analyze information from various sources in order to develop credible and valid evidence-based arguments. Students consider and evaluate multiple points of view to communicate individually and as a team, their perspectives on complex issues. **Prerequisite:** Acceptance into AP Capstone Program **Special Note:** Currently offered at Baker only

# ENGLISH AS A SECOND LANGUAGE - ESL

MRS. KIRSTEN PURVIS, SUPERVISOR

[kpurvis@mcpss.com](mailto:kpurvis@mcpss.com)

221-5189

The English as a Second Language Program is designed to develop the English Language Proficiency of English Learners as a means of promoting their academic achievement in the mainstream classroom and fostering their integration into US society.

## COURSE DESCRIPTIONS

01099G1000

ENGLISH ELECTIVES, GRADES 9-12

1 CREDIT

Courses developed locally; an English elective not described in this listing of English elective courses.

- ESL Elective I-9
- ESL Elective II-9
- ESL Elective I-10
- ESL Elective II-10
- ESL Elective I-11
- ESL Elective II-11
- ESL Elective I-12
- ESL Elective II-12

Core English Language Development at the secondary level (Grades 9-12). Academic language and communicative competence through the implementation of the World-class Instructional Design and Assessment-English Language Proficiency (WIDA-ELP) Standards.

01099G1000

ENGLISH 9

1 CREDIT

**FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.** Reading literature, reading informational text, writing, speaking and listening, and language.

\*\*Sheltered Instruction from an EL Teacher highly qualified in ELA.

01002G1000

ENGLISH 10

1 CREDIT

**FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.** Reading literature, reading informational text, writing, speaking and listening, and language.

\*\*Sheltered Instruction from an EL Teacher highly qualified in ELA.

# FINE ARTS EDUCATION

**DR. SUSAN HENDERSON, SUPERVISOR**

[shenderson1@mcpss.com](mailto:shenderson1@mcpss.com)

221-4087

Fine Arts Education provides students with a variety of opportunities to study visual arts, choral music, instrumental music, drama, and dance.

The Fine Arts curriculum is designed to meet the needs of the student population in the Mobile County Public School System. A strong emphasis on the development of basic fundamentals will be stressed. Whether listening, performing or creating, students will have curriculum to meet their needs.

Students involved in performing courses will receive training and discipline to assist their growth as responsible adults. Many activities will require students to attend after-school, evening, and/or weekends for participation in, but not limited to, sectional and large group rehearsals, honor groups, football games, and district/state festivals. Students may enroll in more than one performance-based course during a semester providing graduation requirements are being met. Additionally, uniforms may be required. Fees may be charged for rent or purchase of needed attire. Entry fees, travel expenses, and meal expenses can be expected for performing groups. Fundraising activities may be provided to assist students in meeting these financial obligations.

**ACCORDING TO THE ALABAMA STATE DEPARTMENT OF EDUCATION, DRAMA COURSES ARE CONSIDERED PART OF ENGLISH AND LANGUAGE ARTS AND WILL NOT BE CONSIDERED FOR AN ARTS CREDIT.** Arts Courses must contain the four artistic processes – create, perform, respond, and connect as found in the Alabama Course of Study: Arts Education to count for an Arts Credit.

## NON-TRADITIONAL STUDENTS

Non-Traditional students are those who are homeschooled; yet, enroll in MCPSS to take part in extra-curricular activities that are not offered through their homeschool program. Non-traditional students interested in participating in Fine Arts Education must meet the following criteria:

- A. Students must complete the enrollment requirements and provided all required documentation as listed in the Registration section of the Educational Planning Guide.
- B. Student must provide proof of enrollment in a Non-Traditional School program.
- C. Student must provide their own transportation to and from school.
- D. The student must attend classes at the school at the prescribed hour on all regularly scheduled school days. District attendance guidelines are also applicable to homeschool students to include referral to truancy court if necessary.
- E. Special needs students will need to be assessed by district's Division of Special Services to determine if they qualify for accommodations under the Individuals with Disabilities Education Act (IDEA) and if they qualify for an Individualized Education Plan (IEP) or a 504 Plan.



## COURSE DESCRIPTIONS

- F. Students are expected to participate in all Fine Arts activities and requirements to include competitions, assemblies, athletic games, etc.
- G. Students must comply with grooming standards associated with the wear of any uniforms based on the Fine Arts program in which the student is enrolled.
- H. In order to participate in extra- and co-curricular activities, the student must meet Alabama High School Athletic Association "Academics First" criteria which include a minimum of a 2.0 grade point average (GPA).
- I. Student is responsible for any lab fees or other expenses that are expected of regularly enrolled Fine Arts students.
- J. Traditional students who decide to be homeschooled because of failing grades are deemed ineligible to participate in Fine Arts for a period of one (1) year.

## DANCE

### 05005G1000 INTRODUCTION TO CHOREOGRAPHY AND DANCE COMPOSITION 1 1 CREDIT

This is a one credit course at the proficient dance level. Students gain a comprehensive understanding of the elements of dance and how those elements communicate ideas, emotions and intent. Students explore and develop the ability to use choreographic devices through improvisation, solving movement problems, and creating movement studies. They obtain an introductory ability to analyze movement for artistic intent, using a knowledge of dance and production elements, genres and style, cultural context and evaluative criteria.

### 05005G1002 CHOREOGRAPHY AND DANCE COMPOSITION 2 1 CREDIT

**PREREQUISITE:** INTRODUCTION TO CHOREOGRAPHY/DANCE COMPOSITION OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the accomplished dance level. Students increase their capacity to create dance using multiple coded techniques and a developing personal voice. They are able to manipulate movement choices and choreographic devices to obtain a specific artistic intent. They develop strategies including research to gain source material, document, gain feedback, review and revise choreography in order to refine dance composition. They use critical thinking to evaluate their own choreography as well as that of master choreographers, professional performances and peers.

### 05005G1003 CHOREOGRAPHY AND DANCE COMPOSITION 3 1 CREDIT

**PREREQUISITE:** CHOREOGRAPHY/DANCE COMPOSITION II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the advanced dance level. Students experiment beyond personal movement preferences and strengths to expand movement vocabulary and choreographic devices to establish a unique personal voice. They determine a personal preference for a complete original work of choreography by reviewing, evaluating, revising and refining after self-reflection and feedback from others. Students gather a collection of documented work that illustrates a progression of quality using technologies for recording accompanied by written and/or oral evaluations. Students create a capstone project by directing a production of original work, determining production elements, scheduling, programming, publicizing, and collaborating peers and production crews.

### 05005G10C4 CHOREOGRAPHY AND DANCE COMPOSITION 4 1 CREDIT

**PREREQUISITE:** CHOREOGRAPHY/DANCE COMPOSITION III OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the advanced dance level. Students experiment beyond personal movement preferences and strengths to expand movement vocabulary and choreographic devices to establish a unique personal voice. They determine a personal preference for a complete original work of choreography by reviewing, evaluating,

revising and refining after self-reflection and feedback from others. Students gather a collection of documented work that illustrates a progression of quality using technologies for recording accompanied by written and/or oral evaluations. Students create a capstone project by directing a production of original work, determining production elements, scheduling, programming, publicizing, and collaborating peers and production crews.

**05012E100**                      **DANCE (HL) INTERNATIONAL BACCALAUREATE (IB)**                      **1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme. Emphasis on content which focuses on the composition, performance, and analysis of dance, or "expressive movement," which is practiced among peoples of various backgrounds, and for a variety of purposes, throughout the planet.

**05012E10SL**                      **DANCE (SL) INTERNATIONAL BACCALAUREATE (IB)**                      **1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme. Emphasis on content which focuses on the composition, performance, and analysis of dance, or "expressive movement," which is practiced among peoples of various backgrounds, and for a variety of purposes, throughout the planet.

**05003G10DL**                      **INTRODUCTION TO DANCE 1**                      **1 CREDIT**

This is a one credit course at the proficient dance level. Novice students progress to a proficient level through a rigorous understanding of the elements of dance. Students create and perform while exploring movement through improvisation and choreographic devices, and develop technical dance skills through correct alignment, nutrition and injury prevention. They obtain an introductory ability to analyze movement for artistic intent, using a knowledge of dance and production elements, genres and style, cultural context and evaluative criteria.

**05003G10D2**                      **DANCE 2**                      **1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO DANCE OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the accomplished dance level. Proficient students progress to an accomplished level as they explore and analyze choreographic devices through improvisation and solving movement problems. They develop strategies to document, gain feedback, review and revise choreography to obtain a specific artistic intent. Students develop kinesthetic awareness of the elements of dance and relationships to other dancers, and increase technical skills providing fluency of movement. In responding to dance, students use codified technique and genre specific terminology and are able to evaluate choreography that is related to content learned in other subjects.

**05003G1003**                      **DANCE 3 ADVANCED**                      **1 CREDIT**

**PREREQUISITE:** DANCE II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the advanced dance level. Students progress to an advanced capacity for dance literacy that includes creating dance, performing dance, responding to dance and connecting dance with skills across the arts disciplines and other academic areas. Students create a portfolio and capstone project which will include all aspects of dance composition, dance production and dance critique, and illustrates a unique personal voice. The capstone project, influenced by research, will show evidence of excellence in leadership qualities and advanced performance, including production elements that clarify intent.

**05002G1001**      **DANCE ENSEMBLE (DANCE COMPANY) 1**      **1 CREDIT**

This is a one credit course at the proficient dance level. The Dance Ensemble I is a performing company which develops professional approaches to rehearsals and performances, and is for students from a novice to proficient level in their dance training. Whether working in groups or as a soloist, students are exposed to a variety of styles, choreographers, repertoire and music. The company offers experience in live performances before audiences, and requires an enhanced consideration of dance as a performing art.

**05002G1002**      **DANCE ENSEMBLE (DANCE COMPANY) 2**      **1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO DANCE ENSEMBLE OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the accomplished dance level. The Dance Ensemble II is a performing company which develops professional approaches to rehearsals and performances and is for students from a proficient to an accomplished level in their dance training. Whether working in groups or as a soloist, students are exposed to a variety of styles, choreographers, repertoire and music. The company offers experience in live performances before audiences, and requires an enhanced consideration of dance as a performing art.

**05002G1003**      **DANCE ENSEMBLE (DANCE COMPANY) 3**      **1 CREDIT**

**PREREQUISITE:** DANCE ENSEMBLE II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the advanced dance level. The Dance Ensemble III is a performing company which develops professional approaches to rehearsals and performances and is for students from an accomplished to an advanced level in their dance training. Whether working in groups or as a soloist, students are exposed to a variety of styles, choreographers, repertoire and music. The company offers experience in live performances before audiences, and requires an enhanced consideration of dance as a performing art.

**05006G0500**      **DANCE, ELEMENTS OF ARTS LITERACY**      **1 CREDIT**

Students explore the art of dance through improvisation and exposure to master works and diverse cultural dance forms. They will use critical analysis and appropriate dance terminology to identify the elements of dance and determine the impact these elements have on the communication of ideas, style and meaning. Students will develop an understanding of dance as a performing art by creating and performing dance, and by demonstrating proper audience and performance etiquette, while viewing professional dance and/or performances by peers. Students will also explore how production technologies may impact dance performance, both live and recorded.

**05999C1013**      **FITNESS DANCE 1**      **1 CREDIT**

This course uses dance activity to increase a student's level of physical fitness. Flexibility exercises and body toning/sculpting exercises, which have been specially designed to develop the dancer's body, will be used in class. **PREREQUISITE:** As required by program.

**05016G1001**      **INTRODUCTION TO MODERN DANCE 1**      **1 CREDIT**

This is a one credit course at the proficient dance level. Novice students progress to a proficient level through a rigorous understanding of the elements of dance within the codified technique of modern dance. Students create and perform while exploring movement through improvisation and choreographic devices, and develop technical skills in modern dance. There is a focus on style, correct alignment, nutrition and injury prevention. Students obtain an introductory ability to analyze choreography from an historical and contemporary perspective in context with the development of modern dance and the societies in which the dance form originated.

**05016G1002**      **MODERN DANCE 2**      **1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO MODERN DANCE OR APPROVAL OF THE INSTRUCTOR. This is a one credit course at the accomplished dance level. Proficient students progress to an accomplished level of skill within the



## TRADITIONAL AND EMERGING ENSEMBLES

### MARCHING BAND

#### 05103G0501      TRAD & EMER ENS, MARCHING BAND 1      .5 CREDIT/1 CREDIT

This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a marching band setting. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

#### 05103G0502      TRAD & EMER ENS, MARCHING BAND 2      .5 CREDIT/1 CREDIT

**PREREQUISITE:** INTRODUCTION TO MARCHING BAND OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, is designed for students with at least one year of experience to experience instrumental music in a marching band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

#### 05103G0503      TRAD & EMER ENS, MARCHING BAND 3      .5 CREDIT/1 CREDIT

**PREREQUISITE:** MARCHING BAND II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, is designed for students to increase artistry through reinforced experiences in an instrumental music marching band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Note:** Students granted a waiver substitution from the State Superintendent of Education for the required Beginning Kinesiology course must take two half-credit courses or one full credit of Marching Band to fulfill the PE requirement.

#### 05103G0504      TRAD&EMER ENS, MARCHING BAND 4      .5 CREDIT/1 CREDIT

**PREREQUISITE:** MARCHING BAND III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, is designed for students with multiple years of high school study to experience instrumental music in a marching band setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Note:** Students granted a waiver substitution from the State Superintendent of Education for the required Beginning Kinesiology course must take two half-credit courses or one full credit of Marching Band to fulfill the PE requirement.

#### 05103G0505      TRAD & EMER ENS, MARCHING BAND 5      .5 CREDIT/ 1 CREDIT

**PREREQUISITE:** MARCHING BAND IV OR APPROVAL OF THE INSTRUCTOR This is a one-half credit course, advanced level, is designed for students with experience equivalent to college-preparatory or honors to experience instrumental music in a marching band setting. Students at this level demonstrate concepts





**05109G10P1**      **TRAD & EMER ENS, PERCUSSION 1**      **1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a setting of only percussion instruments. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05109G10P2**      **TRAD & EMER ENS, PERCUSSION 2**      **1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO PERCUSSION OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a setting of only percussion instruments. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05109G10P3**      **TRAD & EMER ENS, PERCUSSION 3**      **1 CREDIT**

**PREREQUISITE:** PERCUSSION II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music setting of only percussion instruments. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05109G10P4**      **TRAD & EMER ENS, PERCUSSION 4**      **1 CREDIT**

**PREREQUISITE:** PERCUSSION III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a setting of only percussion instruments. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05109G10P5**      **TRAD & EMER ENS, PERCUSSION 5**      **1 CREDIT**

**PREREQUISITE:** PERCUSSION IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students to experience instrumental music in a setting of only percussion instruments. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of quality literature and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05102G05BT**      **BAND TECHNIQUES**      **.5 CREDIT/1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a beginning band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

## CONCERT BAND

### 05102G1001 INTRODUCTION TO CONCERT BAND 1 1 CREDIT

This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a concert band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

### 05102G1002 CONCERT BAND 2 1 CREDIT

**PREREQUISITE:** INTRODUCTION TO CONCERT BAND OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

### 05102G1003 CONCERT BAND 3 1 CREDIT

**PREREQUISITE:** CONCERT BAND II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

### 05102G1011 CONCERT BAND 4 1 CREDIT

**PREREQUISITE:** CONCERT BAND LEVEL III OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a concert band setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

### 05102G1005 CONCERT BAND 5 1 CREDIT

**PREREQUISITE:** CONCERT BAND IV OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to experience instrumental music in a concert band setting. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05106G1011 INTRODUCTION TO WIND ENSEMBLE 1 CREDIT**

**PREREQUISITE:** REQUIRED AUDITION. This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a chamber setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of advanced level music literature and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05106G1012 WIND ENSEMBLE 2 1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO INSTRUMENTAL CHAMBER ENSEMBLE OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a chamber setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of advanced level music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05106G103 WIND ENSEMBLE 3 1 CREDIT**

**PREREQUISITE:** INSTRUMENTAL CHAMBER ENSEMBLE II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music chamber setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of advanced level music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05106G1014 WIND ENSEMBLE 4 1 CREDIT**

**PREREQUISITE:** INSTRUMENTAL CHAMBER ENSEMBLE III OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a chamber setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of advanced level music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05106G1015 WIND ENSEMBLE 5 1 CREDIT**

**PREREQUISITE:** INSTRUMENTAL CHAMBER ENSEMBLE IV OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to experience instrumental music in a chamber setting. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of advanced level music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05102G10S1 INTRODUCTION TO SYMPHONIC BAND 1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a symphonic band setting. Students will develop a characteristic tone and engage in the processes of



**05105G1001 INTRODUCTION TO JAZZ ENSEMBLE 1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO JAZZ ENSEMBLE OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a jazz band or jazz ensemble setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05105G1002 JAZZ ENSEMBLE 2 1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO JAZZ ENSEMBLE OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a jazz band or jazz ensemble setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05105G1003 JAZZ ENSEMBLE 3 1 CREDIT**

**PREREQUISITE:** JAZZ ENSEMBLE II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music jazz band or jazz ensemble setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05105G1004 JAZZ ENSEMBLE 4 1 CREDIT**

**PREREQUISITE:** JAZZ ENSEMBLE 111 OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a jazz band or jazz ensemble setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05105G1005 JAZZ ENSEMBLE 5 1 CREDIT**

**PREREQUISITE:** JAZZ ENSEMBLE IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to experience instrumental music in a jazz band or jazz ensemble setting. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**05115E10SL****MUSIC (SL) INTERNATIONAL BACCALAUREATE****1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. This course may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Program. Content relating to music including musical structure, analysis of composition, notational systems, and arrangement for instruments and/or voices.

**05115E10HL****MUSIC (HL) INTERNATIONAL BACCALAUREATE****1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. This course may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Program. Content relating to music including musical structure, analysis of composition, notational systems, and arrangement for instruments and/or voices.



## CHORAL MUSIC AND ENSEMBLES

0511G10BC

BEGINNING CHORUS

1 CREDIT

This is a one credit course, novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

0511G10C1

INTRODUCTION TO CHAMBER CHORUS 1

1 CREDIT

This is a one credit course, novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

0511G10C2

CHAMBER CHORUS 2

1 CREDIT

**PREREQUISITE:** INTRODUCTION TO CHAMBER CHORUS I OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, designed for students with at least one year of experience to continue to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

0511G10C3

CHAMBER CHORUS 3

1 CREDIT

**PREREQUISITE:** CHAMBER CHORUS II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry by exploring choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

0511G10C4

CHAMBER CHORUS 4

1 CREDIT

**PREREQUISITE:** CHAMBER CHORUS III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students with multiple years of high school study to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. This level is designed to extend students' choral skills and artistry and to provide a deeper understanding and appreciation of the study of music. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

**05111G10C5****CHAMBER CHORUS 5****1 CREDIT**

**PREREQUISITE:** CHAMBER CHORUS IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to apply concepts of choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. This course is designed for a small ensemble, such as Madrigals or Chamber Choir.

**05111G10M1****INTRODUCTION TO MEN'S CHORUS 1****1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10M2****MEN'S CHORUS 2****1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO MEN'S CHORUS I OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, designed for students with at least one year of experience to continue to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10M3****MEN'S CHORUS 3****1 CREDIT**

**PREREQUISITE:** MEN'S CHORUS II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry by exploring treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10M4****MEN'S CHORUS 4****1 CREDIT**

**PREREQUISITE:** MEN'S CHORUS III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students with multiple years of high school study to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. This level is designed to extend students' choral skills and artistry and to provide a deeper understanding and appreciation of the study of music. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10M5      MEN'S CHORUS 5      1 CREDIT**

**PREREQUISITE:** MIXED CHORUS IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to apply concepts of choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05110G100G      INTRODUCTION TO MIXED CHORUS 1      1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05110G1002      MIXED CHORUS 2      1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO MIXED CHORUS I OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, designed for students with at least one year of experience to continue to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05110G1003      MIXED CHORUS 3      1 CREDIT**

**PREREQUISITE:** MIXED CHORUS II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry by exploring choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05110G1004      MIXED CHORUS 4      1 CREDIT**

**PREREQUISITE:** MIXED CHORUS III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students with multiple years of high school study to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. This level is designed to extend students' choral skills and artistry and to provide a deeper understanding and appreciation of the study of music. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05110G1005****MIXED CHORUS 5****1 CREDIT**

**PREREQUISITE:** MIXED CHORUS IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students with multiple years of high school study to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. This level is designed to extend students' choral skills and artistry and to provide a deeper understanding and appreciation of the study of music. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05121G1001****INTRODUCTION TO SHOW CHOIR 1****1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

**05121G1002****SHOW CHOIR 2****1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO SHOW CHOIR I OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, designed for students with at least one year of experience to continue to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

**05121G1003****SHOW CHOIR 3****1 CREDIT**

**PREREQUISITE:** SHOW CHOIR II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry by exploring popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills, choreography and movement and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

**05121G1004****SHOW CHOIR 4****1 CREDIT**

**PREREQUISITE:** SHOW CHOIR III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students with multiple years of high school study to explore popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills, choreography and movement and sight-reading techniques. This level is designed to extend students' choral skills and artistry and to provide a deeper understanding and appreciation of the study of music. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

**05121G1005**

**SHOW CHOIR 5**

**1 CREDIT**

**PREREQUISITE:** SHOW CHOIR IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to apply concepts of popular music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills, choreography and movement and sight-reading techniques. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these popular vocal style experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10W1**

**INTRODUCTION TO WOMEN'S CHORUS 1**

**1 CREDIT**

This is a one credit course, novice level, designed for beginning music students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10W2**

**WOMEN'S CHORUS 2**

**1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO WOMEN'S CHORUS I OR APPROVAL OF THE INSTRUCTOR This is a one credit course, intermediate level, designed for with at least one year of experience students to continue to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10W3**

**WOMEN'S CHORUS 3**

**1 CREDIT**

**PREREQUISITE:** WOMEN'S CHORUS II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry by exploring treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10W4**

**WOMEN'S CHORUS 4**

**1 CREDIT**

**PREREQUISITE:** WOMEN'S CHORUS III OR APPROVAL OF THE INSTRUCTOR This is a one credit course, accomplished level, designed for students to explore treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05111G10W5**

**WOMEN'S CHORUS 5**

**1 CREDIT**

**PREREQUISITE:** WOMEN'S CHORUS IV OR APPROVAL OF THE INSTRUCTOR This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to apply concepts of treble choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Students at this level demonstrate concepts and skills to continue the enjoyment of music in





## THEATER

### 05052G1001 INTRODUCTION TO THEATER 1 1 CREDIT

This one credit course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.

### 05052G1002 THEATRE 2 1 CREDIT

**PREREQUISITE:** INTRODUCTION TO THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, continues the study of theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will use their acting to refine their theatre and technical technique. Students will study the history of theatre and perform solo, duo and group theatre works

### 05052G1003 THEATRE 3 1 CREDIT

**PREREQUISITE:** THEATRE II OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, continues the study of theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment. Student will demonstrate concepts and skills on how theatre communicates ideas and allows for self-expression. Students will use their acting talent to refine theatre technique equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre. Students will study, write and/or perform scenes and monologues. Students will further study the history of theater and technical theatre.

### 05053G1002 ACTING TECHNIQUES 2 1 CREDIT

**PREREQUISITE:** INTRODUCTION TO THEATRE I, MUSICAL THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, focuses on specific acting techniques. Creating, performing, and connecting drive critical thinking, meaning, reflection, production and assessment through specific acting techniques. Self-expression and an understating of how methods of acting may be used to communicate artistic ideas. Students will study, write and/or perform scenes and monologues, use text analysis as well as character analysis to perform informal and formal productions.

### 05053G1003 ACTING TECHNIQUES 3 1 CREDIT

**PREREQUISITE:** ACTING TECHNIQUE (II) OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, focuses on specific acting techniques. Creating, performing, and connecting drive critical thinking, meaning, reflection, production and assessment through specific acting techniques. Students will refine self-expression and demonstrate an understating of how methods of acting may be used to communicate artistic ideas. Students will continue to study, write and/or perform scenes and monologues, use text analysis as well as character analysis to perform informal and formal productions equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre.

### 05055G1002 ACTING FOR THE CAMERA 2 1 CREDIT

**PREREQUISITE:** INTRODUCTION TO THEATRE I, MUSICAL THEATRE I, TECHNICAL THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, focuses on specific acting techniques for the camera. Creating, performing, and connecting drive critical thinking, meaning, reflection, production and assessment by understanding framed shots, facial and physical gestures and performing to the camera. Students will study, write and/or perform scenes and monologues, act in student directed films in addition to producing their own films. Basic camera work and editing will also be emphasized.

**05055G1003      ACTING FOR THE CAMERA 3      1 CREDIT**

**PREREQUISITE:** ACTING FOR THE CAMERA (II) OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, refines specific acting techniques for the camera. Creating, performing, and connecting drive critical thinking, meaning, reflection, production and assessment by understanding framed shots, facial and physical gestures and performing to the camera. Students will continue to study, write and/or perform scenes and monologues, act in student directed films in addition to producing their own films equivalent to college-preparatory or honors study to reinforce a continued enjoyment of theatre and film production. Advanced camera work and editing will also be emphasized.

**05056G10C2      COSTUMING DESIGN AND CONSTRUCTION 2      1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO THEATRE I, MUSICAL THEATRE I, TECHNICAL THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, is an introduction to the principles, elements and practicalities of costume design and costume construction. Students will learn how to communicate design choices both visually and verbally through rendering techniques and research. An emphasis will be place on the safe practices and proper use of tools, equipment and materials.

**05056G10C3      COSTUMING DESIGN AND CONSTRUCTION 3      1 CREDIT**

**PREREQUISITE:** COSTUMING DESIGN AND CONSTRUCTION (II) OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, refines in-depth the principles, elements and practicalities of costume design and costume construction. Students will refine and demonstrate concepts and skills to communicate design choices both visually and verbally through rendering techniques and research equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre. A continued emphasis will be place on the safe practices and proper use of tools, equipment and materials.

**05051G1000      ELEMENTS OF THEATRE ARTS LITERACY      1 CREDIT**

This half credit course will explore arts literacy through theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, performing and assessment to understand how theatre communicates ideas and allows for self-expression. Students will explore how to create and perform informal and formal theatrical works, relating and connecting them to historical, current and personal events. Students will have an introduction to play structure and analysis. Students will be introduced to the technical elements of theatre production. Students will have an introduction to history of theatre, and appropriate etiquette for theatre.

**05194E10HL      FILM (HL) INTERNATIONAL BACCALAUREATE      1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme. Content relating to film including an emphasis on creativity in the context of disciplined, practical research into the relevant genres and reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world

**05194E10SL      FILM (SL) INTERNATIONAL BACCALAUREATE      1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme. Content relating to film including an emphasis on creativity in the context of disciplined, practical research into the relevant genres and reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world.

**05060G1001 INTRODUCTION TO MUSICAL THEATRE 1 1 CREDIT**

This one credit course, proficient level, explores beginning musical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how musical theatre communicates ideas and allows for self-expression. Students will use their beginning acting and musical talent to explore musical theatre technique. Students will study the history of musical theatre and perform solo, duo and group musical theatre works.

**05060G1002 MUSICAL THEATER 2 1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO MUSICAL THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, continues the study of musical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how musical theatre communicates ideas and allows for self-expression. Students will continue to use their acting and musical talent to refine their musical theatre technique. Students will study the history of musical theatre and perform solo, duo and group musical theatre works.

**05060G1003 MUSICAL THEATER 3 1 CREDIT**

**PREREQUISITE:** MUSICAL THEATRE II OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, continues the study of musical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment. Student will demonstrate concepts and skills on how musical theatre communicates ideas and allows for self-expression. Students will use their acting and musical talent to refine their musical theatre technique equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre. Students will study the history of musical theatre and perform solo, duo and group musical theatre works.

**05056G1001 INTRODUCTION TO TECHNICAL THEATER PRODUCTION 1 CREDIT**

This one credit course, proficient level, explores beginning technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand theater through a technical theatre experience. Students will learn beginning design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be place on the safe practices and proper use of tools, equipment and materials.

**05056G10T2 TECHNICAL THEATRE PRODUCTION 2 1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO TECHNICAL THEATRE OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, continues the study of technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further technical skills and artistry through a technical theatre experience. Students will explore in more depth design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be place on the safe practices and proper use of tools, equipment and materials.

**05056G10T3 TECHNICAL THEATER PRODUCTION 3 1 CREDIT**

**PREREQUISITE:** TECHNICAL THEATRE PRODUCTION II OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, continues the study of technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to demonstrate concepts and skills through a technical theatre experience. Students will learn design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be place on the safe practices and proper use of tools, equipment and materials equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre.

**05061G1002 THEATRE MANAGEMENT 2****1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO THEATRE I, MUSICAL THEATRE I, TECHNICAL THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, is an introduction to the principles, elements, and practicalities of theatre management. Student will learn strategic planning; marketing; audience development; grant writing, in addition to company and front-of-the-house management. Business management concepts and practices are explored related to the theatre.

**05061G1003 THEATRE MANAGEMENT 3****1 CREDIT**

**PREREQUISITE:** THEATRE MANAGEMENT (II) OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, explores in depth the principles, elements, and practicalities of theatre management. Student will refine and demonstrate concepts and skills for strategic planning; marketing; audience development; grant writing, in addition to company and front-of-the-house management. Advanced business management concepts and practices are emphasized relate to the theatre.

**05052G10PA PRE-ADVANCED PLACEMENT THEATRE****1 CREDIT**

**PREREQUISITE:** APPROVAL OF THE INSTRUCTOR. This course is an introduction to advance placement theater courses with an emphasis in theater performance.

## COMPOSITION AND THEORY

### 05114E1000      **ADVANCED PLACEMENT (AP) MUSIC THEORY**      **1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for music; musical structure; analysis of composition; notational systems; arrangement for instruments and/or voices; improvisational accompaniment on piano or other instruments

### 05113G1001      **MUSIC THEORY 1**      **1 CREDIT**

**PREREQUISITE:** TRADITIONAL AND EMERGING ENSEMBLE (INSTRUMENTAL OR VOCAL) COURSE OR HARMONIZING INSTRUMENT COURSE AT A MINIMAL PROFICIENCY LEVEL OF NOVICE OR APPROVAL OF THE INSTRUCTOR. This one credit, proficient level course explores music theory through academic and hands-on study, and production. The curriculum builds practical understanding of the musical elements including rhythm, melody, harmony, form, and expression through creating, performing, and responding. Exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

### 05113G1002      **MUSIC THEORY 2**      **1 CREDIT**

**PREREQUISITE:** TRADITIONAL AND EMERGING ENSEMBLE (INSTRUMENTAL OR VOCAL) COURSE OR HARMONIZING INSTRUMENT COURSE AT A MINIMAL PROFICIENCY LEVEL OF PROFICIENT OR APPROVAL OF THE INSTRUCTOR. This one credit, accomplished level is designed to extend students technical skills and artistry by continued exploration of music theory through academic and hands-on study, and production. The curriculum builds practical understanding of the musical elements including rhythm, melody, harmony, form, and expression through creating, performing, and responding. Exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection to provide a deeper understanding and appreciation of the study of music.

### 05113G1003      **MUSIC THEORY 3**      **1 CREDIT**

**PREREQUISITE:** TRADITIONAL AND EMERGING ENSEMBLE (INSTRUMENTAL OR VOCAL) COURSE OR HARMONIZING INSTRUMENT COURSE AT A MINIMAL PROFICIENCY LEVEL OF PROFICIENT OR APPROVAL OF THE INSTRUCTOR. This one credit, advanced level is designed to extend students technical skills and artistry by continued exploration of music theory through academic and hands-on study, and production. The curriculum builds practical understanding of the musical elements including rhythm, melody, harmony, form, and expression through creating, performing, and responding. Exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection to provide a deeper understanding and appreciation of the study of music.

### 22999C10MU      **FUNDAMENTALS OF MUSIC DUAL ENROLLMENT**      **1 CREDIT**

This course is designed to teach the basic fundamentals of music and develop usable musical skills for the classroom teacher. Topics include rhythmic notation, simple and compound meters, pitch notation, correct singing techniques, phrases, keyboard awareness, key signatures, scales, intervals, and harmony using I, IV, and V with a chordal instrument. Upon completion, students should be able to sing a song, harmonize a simple tune, and demonstrate rhythmic patterns and identify musical concepts through written documentation.

## HARMONIZING INSTRUMENTS

05108G10G1

INTRODUCTION TO GUITAR 1

1 CREDIT

This is a one credit course, novice level designed for beginning music students to experience instrumental music through instruments capable of producing both melody and harmony such as guitar and electric guitar. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

05108G10G2

GUITAR 2

1 CREDIT

**PREREQUISITE:** INTRODUCTION TO GUITAR I OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music through instruments capable of producing both melody and harmony such as guitar and electric guitar. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

05108G10G3

GUITAR 3

1 CREDIT

**PREREQUISITE:** GUITAR II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music setting through instruments capable of producing both melody and harmony such as guitar and electric guitar. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

05108G10G4

GUITAR 4

1 CREDIT

**PREREQUISITE:** GUITAR III OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music through instruments capable of producing both melody and harmony such as guitar and electric guitar. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

05108G10G5

GUITAR 5

1 CREDIT

**PREREQUISITE:** GUITAR IV OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to experience instrumental music through instruments capable of producing both melody and harmony such as guitar and electric guitar. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of



accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05107G1001**

**INTRODUCTION TO PIANO 1**

**1 CREDIT**

This is a one credit course, novice level designed for beginning music students to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05107G1002**

**PIANO 2**

**1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO PIANO I OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05107G1003**

**PIANO 3**

**1 CREDIT**

**PREREQUISITE:** PIANO II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music setting through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05107G1004**

**PIANO 4**

**1 CREDIT**

**PREREQUISITE:** PIANO III OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**05107G1005**

**PIANO 5**

**1 CREDIT**

**PREREQUISITE:** PIANO IV OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, advanced level, designed for students with experience equivalent to college-preparatory or honors to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students at this level demonstrate concepts and skills to continue the enjoyment of music in community or professional settings. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the

concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

## VISUAL ARTS

### 05154G1001 INTRODUCTION TO VISUAL ARTS 1 1 CREDIT

This one credit course, novice level, it is the first of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation in studio processes, art criticism, aesthetics, and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

### 05154G1002 VISUAL ARTS 2 1 CREDIT

**PREREQUISITE:** INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, it is the second of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how visual arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in-depth study of foundations in studio processes, art criticism, aesthetics, and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

### 05154G1003 VISUAL ARTS 3 1 CREDIT

**PREREQUISITE:** VISUAL ARTS II OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, it is the third of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in studio processes, art criticism, aesthetics, and art history to provide a deeper understanding and appreciation of visual arts. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

### 05154G1004 VISUAL ARTS 4 1 CREDIT

**PREREQUISITE:** VISUAL ARTS III OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, it is the fourth of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Student will demonstrate concepts and skills through continued exploration and experimentation with an advanced study in studio processes, art criticism, aesthetics, and art history. Students will demonstrate critical problem solving techniques to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art equivalent to college-preparatory or honors to reinforce a continued enjoyment of visual arts. Safe practices and proper use of tools and materials are emphasized.

280101

**ADVANCED PLACEMENT (AP) ART HISTORY**

**1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; art history; western and non-western art; cultural influences in art; prehistoric through contemporary art; discovery and preservation of art; aesthetics; criticism; analysis and interpretation.

05159G1002

**CERAMICS 2**

**1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, is first of a sequential high school course focusing on the medium of ceramics. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how ceramics communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in-depth foundation in the ceramic studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary ceramic process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

05159G1003

**CERAMICS 3**

**1 CREDIT**

**PREREQUISITE:** CERAMICS (II) OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, is second of a sequential high school course focusing on the medium of ceramics. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how ceramics communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the ceramic studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary ceramic process, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of ceramics. Safe practices and proper use of tools, equipment and materials are emphasized.

05159G1004

**CERAMICS 4**

**1 CREDIT**

**PREREQUISITE:** CERAMICS (III) OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, is third of a sequential high school course focusing on the medium of ceramics. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how ceramics communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques and provides students with an advanced study equivalent to college-preparatory or honors in the ceramic studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary ceramic process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

05165G1001

**INTRODUCTION TO CRAFTS 1**

**1 CREDIT**

This one credit course, novice level, it is the first of a sequential high school course focusing on craft arts. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how craft arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation in functional art including the history of crafts, crafts of various cultures, studio practice in a variety of crafts media, safe studio practices, proper care and storage of supplies and equipment, aesthetics, criticism, and elements and principles of design.

**05165G1002****CRAFTS 2****1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO VISUAL ARTS, INTRODUCTION TO CRAFTS OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, it is the second of a sequential high school course focusing on craft arts. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how craft arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in depth study of foundations in functional art including the history of crafts, crafts of various cultures, studio practice in a variety of crafts media, safe studio practices, proper care and storage of supplies and equipment, aesthetics, criticism, and elements and principles of design.

**05165G1003****CRAFTS 3****1 CREDIT**

**PREREQUISITE:** CRAFTS II OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, it is the third of a sequential high school course focusing on craft arts. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how craft arts communicate ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in functional art including the history of crafts, crafts of various cultures, studio practice in a variety of crafts media to provide a deeper understanding and appreciation of craft arts. Safe studio practices, proper care and storage of supplies and equipment, aesthetics, criticism, and elements and principles of design are emphasized.

**05165G1004****CRAFTS 4****1 CREDIT**

**PREREQUISITE:** CRAFTS III OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, it is the fourth of a sequential high school course focusing on craft arts. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how craft arts communicate ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem solving techniques and provides students with an advanced study equivalent to college-preparatory or honors in functional art including the history of crafts, crafts of various cultures, studio practice in a variety of crafts media, safe studio practices, proper care and storage of supplies and equipment, aesthetics, criticism, and elements and principles of design.

**05167G10D1****INTRODUCTION TO DIGITAL PHOTOGRAPHY 1****1 CREDIT**

This one credit course, novice level, it is the first of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of analog photography may be incorporated.

**05167G10D2****DIGITAL PHOTOGRAPHY 2****1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO DIGITAL PHOTOGRAPHY OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, is the second of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how photography communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in depth study in foundations of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of analog photography may be incorporated.

**05167G10D3**

**DIGITAL PHOTOGRAPHY 3Q**

**1 CREDIT**

**PREREQUISITE:** DIGITAL PHOTOGRAPHY II OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, it is the third of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems to provide a deeper understanding and appreciation of photography. Minimal use of analog photography may be incorporated.

**05167G10D4**

**DIGITAL PHOTOGRAPHY 4**

**1 CREDIT**

**PREREQUISITE:** DIGITAL PHOTOGRAPHY III OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, it is the fourth of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem solving techniques and provides students with an advanced study equivalent to college-preparatory or honors of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of analog photography may be incorporated.

**05156G1002**

**DRAWING 2**

**1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, is first of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how drawing communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

**05156G1003**

**DRAWING 3**

**1 CREDIT**

**PREREQUISITE:** DRAWING OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, is second of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how drawing communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of drawing. Safe practices and proper use of tools, equipment and materials are emphasized.

**05156G1004**

**DRAWING 4**

**1 CREDIT**

**PREREQUISITE:** DRAWING II OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, is third of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how drawing communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques and provides students with an advanced study

equivalent to college-preparatory or honors in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

**280102**                      **ADVANCED PLACEMENT (AP) STUDIO ART: DRAWING**                      **1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of drawing in concept, composition, and execution; develop a body of work investigating a visual idea in drawing; variety of concepts and approaches in drawing; documentation

**05162G1001**                      **INTRODUCTION TO GRAPHIC DESIGN 1**                      **1 CREDIT**

This one credit course, novice level, it is the first of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through exploration and experimentation, this course introduces core concepts of visual communication principles and provides students with a foundation in the graphic design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

**05162G1002**                      **GRAPHIC DESIGN 2**                      **1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO GRAPHIC DESIGN OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, it is the second of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how graphic design communicates ideas and allows for self-expression. Through exploration and experimentation, this course increases development of core concepts in visual communication principles and provides students with a foundation in the graphic design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

**05162G1003**                      **GRAPHIC DESIGN 3**                      **1 CREDIT**

**PREREQUISITE:** GRAPHIC DESIGN II OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, it is the third of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the graphic design studio processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of graphic design. Safe practices and proper use of tools, equipment and materials are emphasized.



**05162G1004****GRAPHIC DESIGN 4****1 CREDIT**

**PREREQUISITE:** GRAPHIC DESIGN III OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, is the fourth of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques and expands core concepts in design to provide students with an advanced study equivalent to college-preparatory or honors in the two-dimensional design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

**05157G1002****PAINTING 2****1 CREDIT**

**PREREQUISITE:** INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR. This one credit course, intermediate level, is first of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how painting communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment, and materials are emphasized.

**05157G1003****PAINTING 3****1 CREDIT**

**PREREQUISITE:** PAINTING OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, is second of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how painting communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of painting. Safe practices and proper use of tools, equipment, and materials are emphasized.

**05157G1004****PAINTING 4****1 CREDIT**

**PREREQUISITE:** PAINTING II OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, is third of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how painting communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques and provides students with an advanced study equivalent to college-preparatory or honors in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment, and materials are emphasized.

**05154G10PA****PRE-ADVANCED PLACEMENT ART (PRE-AP)****1 CREDIT**

**PREREQUISITE:** APPROVAL OF THE INSTRUCTOR. This course is an introduction to advance placement art courses with an emphasis in the visual arts.



## COURSE DESCRIPTIONS

criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

### 05162G1003

#### GRAPHIC DESIGN 3

1 CREDIT

**PREREQUISITE:** GRAPHIC DESIGN II OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, it is the third of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the graphic design studio processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of graphic design. Safe practices and proper use of tools, equipment and materials are emphasized.

### 05162G1004

#### GRAPHIC DESIGN 4

1 CREDIT

**PREREQUISITE:** GRAPHIC DESIGN III OR APPROVAL OF THE INSTRUCTOR. This one credit course, advanced level, it is the fourth of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques and expands core concepts in design to provide students with an advanced study equivalent to college-preparatory or honors in the two-dimensional design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

### 05154G10PA

#### PRE-ADVANCED PLACEMENT ART (PRE-AP)

1 CREDIT

**PREREQUISITE:** APPROVAL OF THE INSTRUCTOR. This course is an introduction to advance placement art courses with an emphasis in the visual arts.

### 05153E1000

#### ADVANCED PLACEMENT: ART HISTORY

1 CREDIT

**Note:** Arts Courses must contain the four artistic processes-- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; art history; western and non-western art; cultural influences in art; prehistoric through contemporary art; discovery and preservation of art; aesthetics; criticism; analysis and interpretation.

### 05172E1000

#### ADVANCED PLACEMENT STUDIO ART: DRAWING

1 CREDIT

**Note:** Arts Courses must contain the four artistic processes --Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of drawing in concept, composition, and execution; develop a body of work investigating a visual idea in drawing; variety of concepts and approaches in drawing; documentation.

**05175E100      ADVANCED PLACEMENT STUDIO ART: TWO-DIMENSIONAL DESIGN      1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of design in concept, composition, and execution; develop a body of work investigating a visual idea in 2-D design; variety of concepts and approach in 2-D design; documentation.

**05175E1000      ADVANCED PLACEMENT STUDIO ART: THREE-DIMENSIONAL DESIGN      1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of design in concept, composition, and execution; develop a body of work investigating a visual idea in 3-D design; variety of concepts and approach in 3-0 design; documentation.

**05151G1000      VISUAL ARTS ELEMENTS OF ARTS LITERACY      1 CREDIT**

This half credit course will provide instruction on the basic elements of art and principles of design of visual arts. Students will explore how to create and produce visual arts products, relating and connecting them to historical, current and personal events. Students will have an introduction to history of visual arts, and appropriate use of the visual arts medium.

**22999C10AH      ART HISTORY DUAL ENROLLMENT      1 CREDIT**

This course covers the chronological development of different forms of art, such as sculpture, painting, and architecture. Emphasis is placed on history from the ancient period through the Renaissance. Upon completion, students should be able to communicate a knowledge of time period and chronological sequence including a knowledge of themes, styles and of the impact of society on the arts. **PREREQUISITE:** As required by college.

**05153E1000      ART HISTORY ADVANCED PLACEMENT (AP) STUDY      1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit. College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; art history; western and non-western art; cultural influences in art; prehistoric through contemporary art; discovery and preservation of art; aesthetics; criticism; analysis and interpretation.

**05173E10HL      ART HISTORY INTERNATIONAL BACCALAUREATE      1 CREDIT**

**Note:** Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme. Content relating to visual art including an emphasis on creativity in the context of disciplined, practical research into the relevant genres and reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world.

# HEALTH EDUCATION

**MR. R. BRAD LOWELL, SUPERVISOR**

[rllowell@mcpsps.com](mailto:rllowell@mcpsps.com)

221-6277

Health Education provides students with opportunities to apply health-related knowledge to personal life. Health is more than absences from disease; it involves one's mental, emotional, social, and environmental well-being. Through a strong health instructional program, students will acquire knowledge to directly influence their lives in a positive manner.

## COURSE DESCRIPTIONS

**08051605**

**HEALTH EDUCATION**

**.5 CREDIT**

This required course is comprehensive in content and provides students with the opportunity to gain knowledge and skills necessary to make appropriate decisions concerning their health and health-related behaviors. This is a half-credit course which is required for graduation. It's recommended that students take this course in Grade 10.

**08099610A5**

**ADVANCED HEALTH EXPLORATION**

**.5 CREDIT**

Course is designed to provide students with in-depth instruction in health concepts, issues, and careers; does not fulfill the ½ health credit required for graduation

**08099G10**

**GLOBAL HEALTH**

**1 CREDIT**

This course will provide students with an in-depth view into the profession of Allied Health Careers.

**08099G10B5**

**NUTRITION AND DIET**

**.5 CREDIT**

With obesity rates at an all-time high and Alabama being the second most obese state in the country, the purpose of this course is designed to show high school students the impact proper nutrition has over a lifetime. It will also familiarize students with the physical, emotional, and psychological impact a healthy diet can have on one's body. This course will teach students how to select and prepare nutritious meals and snacks based on the United States Department of Agriculture (USDA) 2010 Guidelines and My Plate and the impacts technology and science plays in the nutrition and diet.

# JUNIOR RESERVE OFFICER TRAINING CORPS

**LTC (Ret) ROBERT F. BARROW, SUPERVISOR**

[rbarrow@mcpss.com](mailto:rbarrow@mcpss.com)

**221-5100**

The mission of the Junior ROTC program is to motivate young people to be better citizens. The Course of Studies has a very high correlation to the ACT and Common Core Standards and Objectives. The curriculum is based on a systematic progression of learning that is designed for students' development at each level. The scope, focus, and content of the instruction are sequential. It reflects and builds upon the previous semesters' curriculum. In addition to the emphasis placed on citizenship and leadership, the curriculum incorporates Health/Wellness, Basic First Aid, CPR, Drug Abuse Prevention, Presidential Physical Fitness Program, American History, Techniques of Communications, Safety, Human Relations, Technology Awareness and Career Opportunities.

**Special Note 1:** In compliance with the State of Alabama Department of Education JROTC Certificate issued to JROTC Instructors, we may only teach approved courses under the Program Guide for the Government and Public Administration Cluster. Furthermore, JROTC instructors may only be assigned students for intervention who are already enrolled in the JROTC program. The following Course Code is to be used for the Intervention Block: Course Code 22001G0500 ACT/SAT Prep

**Special Note 2:** Naval Science courses are offered only at Davidson High School. No military obligation or service connection is incurred by students due to or because of Junior ROTC training.

## NON-TRADITIONAL STUDENTS WHO ENROLL IN JROTC PROGRAMS

Non-Traditional students are those who are homeschooled; yet enroll in MCPSS to take part in JROTC activities that are not offered through their homeschool program. Non-traditional students interested in participating in JROTC must adhere to the following criteria:

- Student must follow the enrollment procedures for Non-Traditional students as written in the Registration section of the Educational Planning Guide.
- Student must provide their own transportation to and from school.
- The student must attend classes at the school at the prescribed hour on all regularly scheduled school days. District attendance guidelines are also applicable to homeschool students to include referral to truancy court if necessary.
- Special needs students will need to be assessed by district's Division of Special Services to determine if they qualify for accommodations under the Individuals with Disabilities Education Act (IDEA) and if they qualify for an Individualized Education Plan (IEP) or a 504 Plan.
- Students are expected to participate in all JROTC Curriculum activities and requirements to include physical fitness training, research projects, weekly exams, essays, and end of quarter/semester exams.
- Students must comply with grooming standards associated with the wear of JROTC cadet uniforms based on the branch of service sponsoring the program. Cadets traditionally wear their uniform a minimum of once per week.



## COURSE DESCRIPTIONS

- In order to participate in extra- and co-curricular activities, the student must meet Alabama High School Athletic Association "Academics First" criteria which include a minimum of a 2.0 grade point average (GPA) and not have any major code of conduct violations or other legal issues that might bring discredit to the JROTC program. The GPA requirement includes the calculation of homeschooled courses and traditional school grades.
- Students will have equal opportunity to qualify for competitive teams sponsored by JROTC. Those who earn the right to play must attend all practices as scheduled by the JROTC cadre. These typically take place after regular school hours and on weekends.
- Students may participate in any non-competitive JROTC extra-curricular activity with the approval of the JROTC cadre.
- Student is responsible for any lab fees or other expenses that are expected of regularly enrolled cadets.
- Traditional students who decide to be homeschooled because of failing grades are deemed ineligible to participate in JROTC for a period of 1 year.

Attendance procedures are as follows. If the JROTC class in which the NTS student is participating in is not offered during first block, then the NTS student must be enrolled in a first block. Period 1 is to be used as an attendance block in this situation (Course Number 802111ar – NTS Student Attendance). This course number will be added to the master schedule under the JROTC Instructor of the extracurricular activity.

### EXAMPLE OF STUDENT'S SCHEDULE:

Block 1	Course name	Teacher
22996X10SA	NTS Attendance	JROTC Instructor

**Note:** The student is not required to come to first block in this situation since it is only attendance. The JROTC Instructor will mark 1st block attendance once the student has reported to (for example) 4th Block – Army JROTC 1, which is also in the student's schedule.

Point of contact is the undersigned at 251-221-5100 or by email at [rfbarrow@mcpss.com](mailto:rfbarrow@mcpss.com). These guidelines may be amended as needed in order to meet current or future legislative requirements.

## ARMY JROTC COURSE OPTIONS

Course Number	Course Title	Semester	Course Level
09051G1001	Army JROTC Leadership Education and Training I (Includes Embedded Credit for Career Prep)	Fall – Spring (A Day)	Freshman
09051G1002	Army JROTC 1B (Includes Embedded Credit for Beginning Kinesiology)	Fall – Spring (B Day)	Freshman
09052G1001	Army JROTC Leadership Education and Training II	Fall – Spring (A Day)	Sophomore
09052G1012	Army JROTC Drill 2	Fall – Spring (B Day)	Sophomore
09053G1001	Army JROTC Leadership Education and Training III	Fall – Spring (A Day)	Junior
09053G1012	Army JROTC Drill 3	Fall – Spring (B Day)	Junior
09054G1001	Army JROTC Leadership Education and Training IV	Fall – Spring (A Day)	Senior
09054G1012	Army JROTC Drill 4	Fall – Spring (B Day)	Senior
09990G1003	Leadership and Foundations for Success* (Includes Embedded Credit for Career Prep) <b>*Note:</b> Paired with Beginning Kinesiology (0817G1000) so students can earn their PE credit for graduation. At LeFlore High School this course is Paired with Citizenship and the Constitution/Success for Life (09990G0503 / 09990G0502).	Fall – (A & B Day) Spring – (A & B Day)	Freshman
09990G0503	Citizenship and the Constitution** <b>**Note:</b> Paired with Success for Life (09990G0502) Foundation Course for Public Safety Academy at LeFlore High School Only.	1st & 3rd Quarters (A&B Day)	Freshman
09990G0502	Success for Life** <b>**Note:</b> Paired with Citizenship and the Constitution (09990G0503) Foundation Course for Public Safety Academy at LeFlore High School Only.	2nd and 4th Quarters (A&B Day)	Freshman
09990G1018	JROTC Leadership Lab 1 (Computer Programming)*** <b>***Note:</b> Affiliated with the JROTC Technology Initiative at Blount High School only!	Fall – Spring (B Day)	All Grade Levels
09990G1038	JROTC Leadership Lab 2 (Cyber Security)*** <b>***Note:</b> Affiliated with the JROTC Technology Initiative at Blount High School only!	Fall – Spring (B Day)	All Grade Levels
09990G1058	JROTC Leadership Lab 3 (Drone Technology)*** <b>***Note:</b> Affiliated with the JROTC Technology Initiative at Blount High School only!	Fall – Spring (B Day)	All Grade Levels
09990G1078	JROTC Leadership Lab 4 (VEX Code VR Programing)*** <b>***Note:</b> Affiliated with the JROTC Technology Initiative at Blount High School only!	Fall – Spring (B Day)	All Grade Levels
22001G0500	ACT/SAT Prep (Only course authorized for use by JROTC Instructors during Intervention Block)	Fall-Spring (A&B Day)	All Grade Levels

## ARMY JROTC COURSE DESCRIPTIONS

### 09051G1001 ARMY JROTC LEADERSHIP EDUCATION AND TRAINING I 1 CREDIT

This course is designed to develop knowledge of basic military skills, responsiveness to constituted authority, the Spirit of American Citizenship, and Army JROTC. Content includes written and oral communication, leadership theory, physical fitness, hygiene and first aid, and map reading. **THIS COURSE PROVIDES EMBEDDED CREDIT FOR CAREER PREPAREDNESS.**

### 09051G1002 ARMY JROTC 1B 1 CREDIT

This course is designed to develop an understanding of leadership traits and principles, citizenship, oral communication, physical fitness, health/wellness including drug prevention and CPR, motivational techniques such as "Unlocking Your Potential" and an awareness of military history. **THIS COURSE PROVIDES EMBEDDED CREDIT FOR PHYSICAL EDUCATION.**

### 09052G1001 ARMY JROTC LEADERSHIP EDUCATION AND TRAINING II 1 CREDIT

This course is designed to develop an understanding of leadership techniques, oral and written communications, American military history, physical fitness, and a practical application of basic first aid measures including the prevention and treatment of snakebites, hot and cold weather injuries. **THIS COURSE PROVIDES AN EMBEDDED (.5 CREDIT) FOR PHYSICAL EDUCATION. Prerequisite:** Senior Army Instructor approval.

### 09052G1012 ARMY JROTC DRILL 2 1 CREDIT

This sophomore course develops proficiency in drill and ceremonies and color guard procedures for the school's varsity Drill & Color Guard teams. As a state recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drill. Cadets assigned to this course must be preapproved. The course includes an embedded ½ credit for Physical Education. **Prerequisite:** Senior Army Instructor approval.

### 09053G1001 ARMY JROTC LEADERSHIP EDUCATION AND TRAINING III 1 CREDIT

This course begins the advance level of applied practical leadership providing opportunities for the student to use traits and principles of leadership in organizations and projects. It provides ongoing instruction in techniques of oral and written communication, map reading, and physical fitness. **THIS COURSE PROVIDES AN EMBEDDED (.5 CREDIT) FOR PHYSICAL EDUCATION. Prerequisite:** Senior Army Instructor approval.

### 09053G1012 ARMY JROTC DRILL 3 1 CREDIT

This junior course develops proficiency in drill and ceremonies and color guard procedures for the school's varsity Drill & Color Guard teams. As a state recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drill. Cadets assigned to this course must be preapproved. The course includes an embedded ½ credit for Physical Education. **Prerequisite:** Senior Army Instructor approval.

### 09054G1001 ARMY JROTC LEADERSHIP EDUCATION AND TRAINING IV 1 CREDIT

This course refines elements of leadership with a focus on management theory and application regarding control of other than human resources. It provides continue instruction in techniques of communications, staff functions and procedures, physical fitness, and American Government. **THIS COURSE PROVIDES AN EMBEDDED (.5 CREDIT) FOR PHYSICAL EDUCATION. Prerequisite:** Senior Army Instructor approval.

### 09054G1012 ARMY JROTC DRILL 4 1 CREDIT

This senior course develops proficiency in drill and ceremonies and color guard procedures for the school's varsity Drill & Color Guard teams. As a state recognized competitive event, this full-block course allows cadets to

achieve maximum proficiency in military precision drill. Cadets assigned to this course must be preapproved. The course includes an embedded ½ credit for Physical Education. **Prerequisite:** Senior Army Instructor approval.

**09990G1003 LEADERSHIP AND FOUNDATIONS FOR SUCCESS 1 CREDIT**

This course provides each student an understanding of leadership theories, techniques, traits and principles with an in-depth focus on oral and written communication. Students develop a foundation of requisite skill necessary to successfully complete high school by focusing on personal self-awareness, brain structure and function, individual learning styles, multiple intelligences and conflict resolution. **THIS COURSE PROVIDES EMBEDDED CREDIT FOR CAREER PREPAREDNESS. Special Note:** Currently a required course for all incoming freshmen students at Blount, Citronelle, LeFlore, Murphy, Rain, Vigor, and Williamson. With the exception of LeFlore, it is paired with Beginning Kinesiology so students can earn their PE Credit for graduation.

**09990G0503 CITIZENSHIP AND THE CONSTITUTION .5 CREDIT**

This course is designed to provide the student an appreciation for the citizen's role in our democratic society. The US Constitution, its history and development and citizen's rights and responsibilities are studied. (Does not meet requirement for JROTC PE Credit) **Special Note:** Currently a required course for all incoming freshmen students at LeFlore High School only as part of their Public Safety Academy Pathway. Paired with Success for Life.

**09990G0502 SUCCESS FOR LIFE .5 CREDIT**

This course is designed to provide the student with the tools to succeed in life. Emphasis is on career planning, employability skills, financial management, decision making, leadership and followership responsibilities, and healthy lifestyle choices. (Does not meet requirement for JROTC PE Credit) **Special Note:** Currently a required course for all incoming freshmen students at LeFlore High School only as part of their Public Safety Academy Pathway. Paired with Citizenship and the Constitution.

**09990G1018 JROTC LEADERSHIP LAB 1 (COMPUTER PROGRAMING) 1 CREDIT**

This lab course is designed to reinforce the skill sets associated with Computer Programming taught in JROTC. Affiliated with the JROTC Technology Initiative at Blount High School only! **Prerequisite:** Senior Army Instructor approval.

**09990G1038 JROTC LEADERSHIP LAB 2 (CYBER SECURITY) 1 CREDIT**

This lab course is designed to reinforce the skill sets associated with Cyber Security taught in JROTC. Affiliated with the JROTC Technology Initiative at Blount High School only! **Prerequisite:** Senior Army Instructor approval.

**09990G1058 JROTC LEADERSHIP LAB 3 (DRONE TECHNOLOGY) 1 CREDIT**

This lab course is designed to reinforce the skill sets associated with Drone Technology taught in JROTC. Affiliated with the JROTC Technology Initiative at Blount High School only! **Prerequisite:** Senior Army Instructor approval.

**09990G1078 JROTC LEADERSHIP LAB 4 (VEX CODE VR PROGRAMING) 1 CREDIT**

This lab course is designed to reinforce the skill sets associated with VEX Code VR Programming taught in JROTC. Affiliated with the JROTC Technology Initiative at Blount High School only! **Prerequisite:** Senior Army Instructor approval.

**22001G0500 ACT/SAT PREP .5 CREDIT**

This course is designed as an intervention block for JROTC Cadets who are preparing for the ACT or SAT college entrance exams. It can also be used to prepare for the Armed Services Vocational Aptitude Battery (ASVAB) Military Entrance Qualification Test. **Please note the ONLY students enrolled in JROTC are allowed to take this course.**

## NAVAL SCIENCE COURSE OPTIONS

Course Number	Course Title	Semester	Course Level
09101G1003	Naval Leadership Lab and Drill 1a (Includes Embedded Credit for Career Prep)	Fall – Spring	8th Grade Students at Denton Magnet School
09101G1001	Naval Science I: Introduction to the US Navy (Includes Embedded Credit for Career Prep)	Fall – Spring (A Day)	Freshman
09101G1002	Naval Science 1B (Includes Embedded Credit for Beginning Kinesiology)	Fall – Spring (B Day)	Freshman
09102G1001	Naval Science II: Maritime History, Leadership, and Nautical Sciences	Fall – Spring (A Day)	Sophomore
09102G1003	Naval Leadership Lab and Drill 2a	Fall – Spring (B Day)	Sophomore
09103G1001	Naval Science III: Naval Knowledge and Skills	Fall – Spring (A Day)	Junior
09103G1003	Naval Leadership Lab and Drill 3a	Fall – Spring (B Day)	Junior
0-09104G1001	Naval Science IV: Advanced Naval Leadership	Fall – Spring (A Day)	Senior
09104G1003	Naval Leadership Lab and Drill 4a	Fall – Spring (B Day)	Senior
22001G0500	ACT/SAT Prep (Only course authorized for use by JROTC Instructors during Intervention Block)	Fall – Spring (A&B Day)	All Grade Levels

## NAVAL JROTC COURSE DESCRIPTIONS

### 09101G1003 NAVAL JROTC LEADERSHIP LAB & DRILL 1A 1 CREDIT

This course is reserved for Denton Middle School students who desire to take JROTC as an 8<sup>th</sup> grade cadet. This program was established by a Memorandum of Agreement between the Department of the Navy and the Mobile County Public School District. Cadets assigned to this course must be preapproved. **THIS COURSE PROVIDES EMBEDDED CREDIT FOR CAREER PREPAREDNESS.** **Prerequisite:** Senior Navy Instructor approval.

### 09101G1001 NAVAL SCIENCE 1: INTRODUCTION TO THE US NAVY 1 CREDIT

This course is designed to teach the basic elements of national security and personal obligations as American citizens. Patriotism and personal responsibility are stressed. Health/Wellness, CPR, physical fitness and basic military drill are introduced. **THIS COURSE PROVIDES EMBEDDED CREDIT FOR CAREER PREPAREDNESS.** **Special Note:** Currently offered at Davidson

### 09101G1002 NAVAL SCIENCE 1B 1 CREDIT

This course is designed to develop knowledge of naval ships and their mission, ship construction and damage control and firefighting. Maritime Geography is introduced. Health/Wellness including drug awareness, CPR, physical Fitness and basic military drill are continued. **THIS COURSE PROVIDES EMBEDDED CREDIT FOR PHYSICAL EDUCATION.** **Special Note:** Currently offered at Davidson

### 09102G1001 NAVAL SCIENCE 2: MARITIME HISTORY, LEADERSHIP, AND NAUTICAL SCIENCES 1 CREDIT

This course is designed to develop an understanding of leadership techniques, oral and written communication, American military history, Naval enlisted careers and sea service officer programs. A practical application of basic first aid, physical fitness and military drill are provided. **THIS COURSE PROVIDES EMBEDDED (.5 CREDIT) FOR PHYSICAL EDUCATION.** **Prerequisite:** Senior Naval Science Instructor approval. **Special Note:** Currently offered at Davidson.

### 09102G1003 NAVAL JROTC LEADERSHIP LAB & DRILL 2A 1 CREDIT

This sophomore course develops proficiency in drill and ceremonies and color guard procedures for the school's varsity Drill & Color Guard teams. As a state recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drill. Cadets assigned to this course must be preapproved. The course includes an embedded ½ credit for Physical Education. **Prerequisite:** Senior Navy Instructor approval.

### 09103G1001 NAVAL SCIENCE 3: NAVAL KNOWLEDGE AND SKILLS 1 CREDIT

This course provides ongoing instruction in communication skills, leadership, citizenship, physical fitness and military drill. Principles of military and civilian justice, international law at sea and national security are also covered. **THIS COURSE PROVIDES AN EMBEDDED (.5 CREDIT) FOR PHYSICAL EDUCATION.** **Prerequisite:** Senior Naval Science Instructor approval. **Special Note:** Currently offered at Davidson

### 09103G1003 NAVAL JROTC LEADERSHIP LAB & DRILL 3A 1 CREDIT

This junior course develops proficiency in drill and ceremonies and color guard procedures for the school's varsity Drill & Color Guard teams. As a state recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drill. Cadets assigned to this course must be preapproved. The course includes an embedded ½ credit for Physical Education. **Prerequisite:** Senior Navy Instructor approval.



**09104G1001**

**NAVAL SCIENCE 4: ADVANCED NAVAL LEADERSHIP**

**1 CREDIT**

This course provides an in-depth look at the principals of leadership, ethics and problem solving. Students are required to perform in leadership roles while demonstrating communication and teaching techniques. **THIS COURSE PROVIDES AN EMBEDDED (.5 CREDIT) FOR PHYSICAL EDUCATION.** **Prerequisite:** Senior Naval Science Instructor approval. **Special Note:** Currently offered at Davidson

**09104G1003**

**NAVAL JROTC LEADERSHIP LAB & DRILL 4A**

**1 CREDIT**

This senior course develops proficiency in drill and ceremonies and color guard procedures for the school's varsity Drill & Color Guard teams. As a state recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drill. Cadets assigned to this course must be preapproved. The course includes an embedded ½ credit for Physical Education. **Prerequisite:** Senior Navy Instructor approval.

**22001G0500**

**ACT/SAT PREP**

**.5 CREDIT**

This course is designed as an intervention block for JROTC cadets who are preparing for the ACT or SAT college entrance exams. It can also be used to prepare for the Armed Services Vocational Aptitude Battery (ASVAB) military entrance qualification test. Please note that ONLY students enrolled in JROTC are allowed to take this course.

# MATHEMATICS EDUCATION

**KYLE D. BURNEY-LAMAR, SUPERVISOR**

[klamar@mcpss.com](mailto:klamar@mcpss.com)

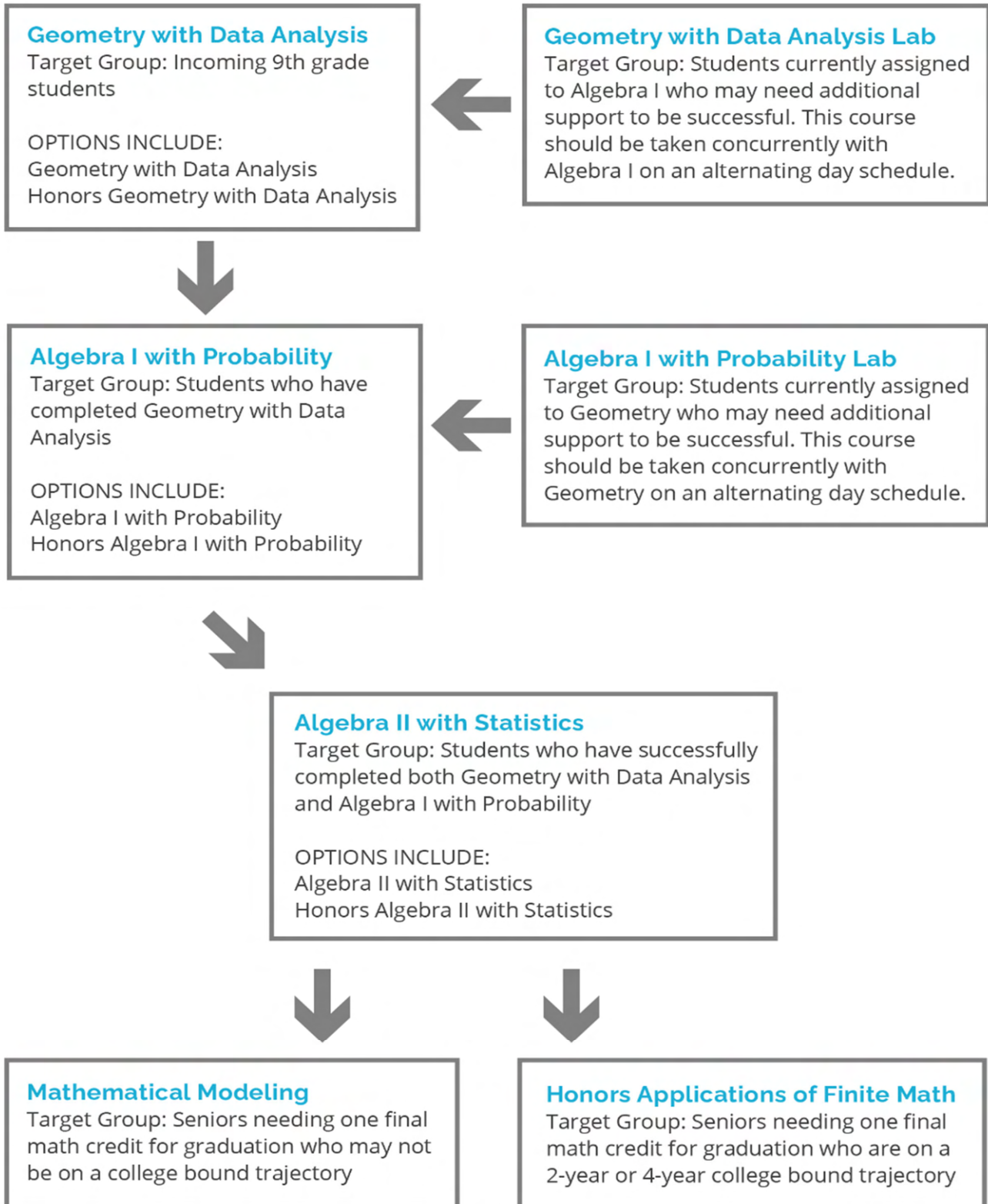
**221-4084**

The goal of the Mathematics Education program is to prepare students for future opportunities and options in the workplace and for everyday life. This goal is accomplished through building mathematical foundations that enable all students to become college-and career-ready. The most basic level for building a mathematical foundation is for students to think and reason mathematically while building productive work habits. As students apply mathematical ways of thinking to everyday challenges and practice communicating their understanding, they gain power as problem solvers and fluency in procedural skills.

The State of Alabama requires four mathematics credits for graduation, including successful completion of Algebra 1, Geometry, and Algebra II with Trigonometry or Algebra II. The duration of each course listed below will be one term. MCPSS requires students to enroll in a mathematics course each year in high school.

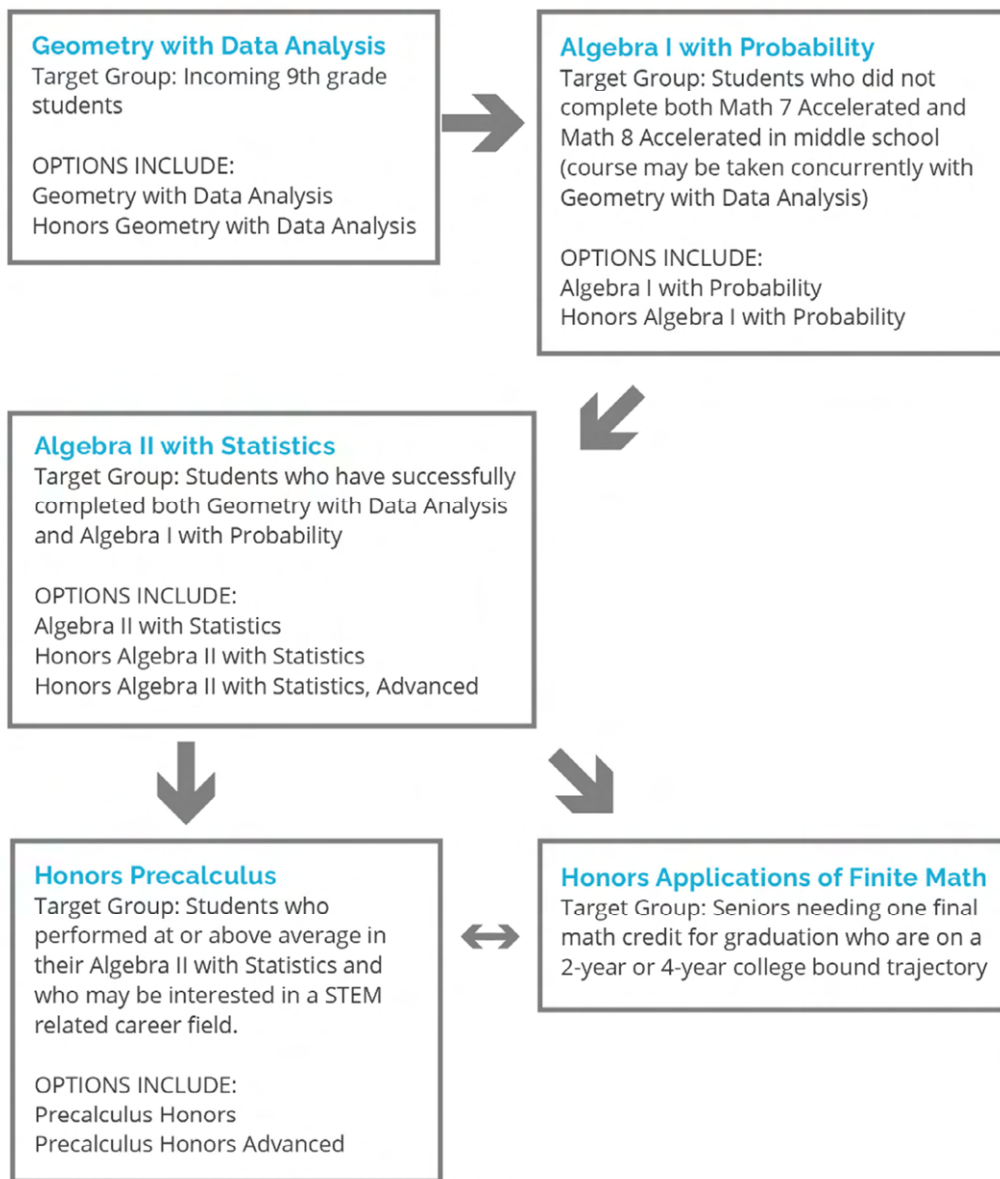
## MOBILE COUNTY PUBLIC SCHOOL SYSTEM

### MATHEMATICS COURSE PROGRESSION CHART – REGULAR DIPLOMA TRACK



## MOBILE COUNTY PUBLIC SCHOOL SYSTEM

### MATHEMATICS COURSE PROGRESSION CHART – HONORS DIPLOMA TRACK



#### ADDITIONAL UPPER LEVEL MATH COURSEWORK OPTIONS AVAILABLE

**Calculus**  
Target Group: Students who have successfully completed Honors Precalculus.

OPTIONS INCLUDE:  
AP Calculus AB  
AP Calculus BC

**Statistics**  
Target Group: Students who have successfully completed Algebra II with Statistics.

OPTIONS INCLUDE:  
AP Statistics

**Computer Science**  
Target Group: Students who have successfully completed Algebra II with Statistics.

OPTIONS INCLUDE:  
Computer Science Principles  
AP Computer Science A

## COURSE DESCRIPTIONS

### 02073G1000 GEOMETRY WITH DATA ANALYSIS 1 CREDIT

Geometry with Data Analysis is the first of three required courses in high school mathematics. In Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. **Prerequisite:** Math 8.

**Special Note:** For students who opt to accelerate their mathematical pathways in the 9th grade, Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.

### 02996G10G1 GEOMETRY WITH DATA ANALYSIS LAB 1 CREDIT

This course is taken as a general elective to provide support and enhancement of the content taught in Geometry with Data Analysis through real-world applications, project-based learning, and student discussions.

**Special Note:** Taken concurrently with Geometry with Data Analysis.

### 02073H1000 HONORS GEOMETRY WITH DATA ANALYSIS 1 CREDIT

Honors Geometry with Data Analysis is the first of three required courses in high school mathematics. In Honors Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. **Prerequisite:** Math 8.

**Special Note:** For students who opt to accelerate their mathematical pathways in the 9th grade, Honors Geometry with Data Analysis may also be taken concurrently with Honors Algebra I with Probability.

### 02073E1000 HONORS GEOMETRY WITH DATA ANALYSIS, PRE-INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT

Honors Geometry with Data Analysis IB incorporates knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. In addition to mastery of competencies required in Geometry with Data Analysis, this course expands students' understanding through the incorporation of challenging curricular options for high-end learning offered through the International Baccalaureate (IB) program of study. **Prerequisite:** Acceptance into the Pre-IB Academy. **Special**

**Note:** Only offered at Murphy HS and Davidson HS.

### 02052G1000 ALGEBRA I WITH PROBABILITY 1 CREDIT

Algebra I with Probability builds upon algebraic concepts studied in middle school mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Algebra I with Probability is the second of three courses required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9, or students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Algebra I with Probability concurrently with Geometry with Data Analysis.

### 02996G10A1 ALGEBRA I WITH PROBABILITY LAB 1 CREDIT

This course is taken as a general elective to provide support and enhancement of the content taught in Algebra I with Probability through real-world applications, project-based learning, and student discussions. **Special Note:** Taken concurrently with Algebra I with Probability.

### 02052H1000 HONORS ALGEBRA I WITH PROBABILITY 1 CREDIT

Honors Algebra I with Probability builds upon algebraic concepts studied in middle school mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Honors Algebra I with Probability is the second of three courses required

for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9, or students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Honors Algebra I with Probability concurrently with Honors Geometry with Data Analysis.

**02052H1000 HONORS ALGEBRA I WITH PROBABILITY, PRE-INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

Honors Algebra I with Probability IB builds upon algebraic concepts studied in middle school mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. In addition to mastery of competencies required in Algebra I with Probability, this course expands students' understanding through the incorporation of challenging curricular options for high-end learning offered through the International Baccalaureate (IB) program of study. **Prerequisite:** Acceptance into the Pre-IB Academy. **Special Note:** Only offered at Murphy HS and Davidson HS.

**02056G1000 ALGEBRA II WITH STATISTICS 1 CREDIT**

Algebra II with Statistics builds on the students' experiences in previous mathematics in Geometry with Data Analysis and Algebra I with Probability. It is the culmination of the three years of required mathematics content and sets the stage for continued study of topics specific to the student's interests and plans beyond high school. **Prerequisite:** Geometry with Data Analysis and Algebra I with Probability (or successful completion of both Math 7 Accelerated and Math 8 Accelerated). Recommended Next Course: Mathematical Modeling or Honors Applications of Finite Mathematics.

**02056H1000 HONORS ALGEBRA II WITH STATISTICS 1 CREDIT**

Honors Algebra II with Statistics builds on the students' experiences in previous mathematics in Geometry with Data Analysis and Algebra I with Probability. It is the culmination of the three years of required mathematics content and sets the stage for continued study of topics specific to the student's interests and plans beyond high school. **Prerequisite:** Geometry with Data Analysis and Algebra I with Probability (or successful completion of both Math 7 Accelerated and Math 8 Accelerated). Recommended Next Course: Honors Applications of Finite Mathematics or Honors Precalculus.

**02056E1000 HONORS ALGEBRA II WITH STATISTICS, ADVANCED 1 CREDIT**

Honors Algebra II with Statistics Advanced builds on the students' experiences in previous mathematics in Geometry with Data Analysis and Algebra I with Probability. It is the culmination of the three years of required mathematics content and sets the stage for continued study of topics specific to the student's interests and plans beyond high school. **Prerequisite:** Geometry with Data Analysis and Algebra I with Probability (or successful completion of both Math 7 Accelerated and Math 8 Accelerated). Recommended Next Course: Honors Precalculus

**02056H1000 HONORS ALGEBRA II WITH STATISTICS, INTERNATIONAL BACCALAUREATE 1 CREDIT**

Honors Algebra II with Statistics IB builds on the students' experiences in previous mathematics in Geometry with Data Analysis and Algebra I with Probability. It is the culmination of the three years of required mathematics content and sets the stage for continued study of topics specific to the student's interests and plans beyond high school. This course incorporates content included in the International Baccalaureate (IB) program of study. **Prerequisite:** Geometry with Data Analysis Pre-IB and Algebra I with Probability Pre-IB (or successful completion of both Math 7 Accelerated and Math 8 Accelerated). Recommended Next Course: Honors Precalculus IB

**02999G10D1 EPIC MATH SPECIAL TOPICS: INFINITY 1 CREDIT**

This course will provide EPIC students with a formal class to synthesize their math and problem-solving skills as they apply an engineering protocol to engineering problems. **Special Note:** Only offered at Davidson HS.



**02999G10D2**      **EPIC MATH SPECIAL TOPICS: FLUID DYNAMICS**      **1 CREDIT**

This course will provide EPIC students with a formal class to synthesize their math and problem-solving skills as they apply an engineering protocol to engineering problems. **Prerequisite:** EPIC Math Special Topics -- Infinity. **Special Note:** Only offered at Davidson HS.

**02138G1000**      **THE ELEMENTS OF COLLEGE MATHEMATICS**      **1 CREDIT**

This algebra, functions, and statistics course emphasizes understanding of math concepts rather than procedural memorization. Students' conceptual understanding of mathematics is strengthened by engaging them in solving real-world applications. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning which develops critical-thinking skills that students will utilize throughout their high school studies and beyond. The course consists of eight units, culminating in a capstone project. **Special Note:** Teacher must attend training prior to teaching this course.

**02137G1000**      **MATHEMATICAL MODELING**      **1 CREDIT**

Mathematical Modeling is developed to expand on and reinforce the concepts introduced in Geometry with Data Analysis, Algebra I with Probability, and Algebra II with Statistics by applying them in the context of mathematical modeling to represent and analyze data and make predictions regarding real-world phenomena. Mathematical Modeling is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and data-based decision-making skills. **Prerequisite:** Algebra II with Statistics (Algebra II with Trigonometry). **Special Notes:** Students may not receive credit for both Mathematical Modeling and Algebra with Finance, as Mathematical Modeling includes mathematics content that also appears in the Algebra with Finance course. It is recommended that Mathematical Modeling be a senior-level course.

**02136G1000**      **HONORS APPLICATIONS OF FINITE MATHEMATICS**      **1 CREDIT**

Honors Applications of Finite Mathematics was developed as a fourth-year course that extends beyond the three years of essential content that is required for all high school students. Applications of Finite Mathematics provides students with the opportunity to explore mathematics concepts related to discrete mathematics and their application to computer science and other fields and includes areas of study that are critical to the fast-paced growth of a technologically advancing world. The wide range of topics in Applications of Finite Mathematics includes logic, counting methods, information processing, graph theory, election theory, and fair division, with an emphasis on relevance to real-world problems. **Prerequisite:** Algebra II with Statistics (Algebra II with Trigonometry). **Special Notes:** Students may not receive credit for both Honors Applications of Finite Mathematics and Honors Discrete Mathematics. It is recommended that Honors Applications of Finite Mathematics be a senior-level course.

**02110G1000**      **HONORS PRECALCULUS**      **1 CREDIT**

This course emphasizes the study of functions, rates of change, and other skills necessary for the study of calculus. Algebraic, graphical, numerical, and verbal analyses are incorporated during investigations of the Precalculus content standards. Application-based problem solving is an integral part of the course. **Prerequisite:** Algebra II with Statistics (Algebra II with Trigonometry)

**02110E1000**      **HONORS PRECALCULUS, ADVANCED**      **1 CREDIT**

This course emphasizes the study of functions, rates of change, limits, and other skills necessary for the study of calculus. Algebraic, graphical, numerical, and verbal analyses are incorporated during investigations of the Precalculus content standards. The focus of the course is on relating these conceptual mathematical topics to issues arising in the fields of science, engineering, and technology. **Prerequisite:** Algebra II with Statistics (Algebra II with Trigonometry)

**02131E10SL HONORS PRECALCULUS, INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

This course emphasizes the study of functions, rates of change, limits, and other skills necessary for the study of calculus. Algebraic, graphical, numerical, and verbal analyses are incorporated during investigations of the Precalculus content standards. The course integrates the skills outlined in the International Baccalaureate (IB) program of study. **Prerequisite:** Algebra II with Statistics (Algebra II with Trigonometry). **Special Note:** Only offered at Murphy HS and Davidson HS.

**02999C1002 DUAL ENROLLMENT PRECALCULUS: PRECALCULUS ALGEBRA (MTH 112) 1 CREDIT**

This course emphasizes the algebra of functions and includes polynomial, rational, exponential, logarithmic functions; systems of equations and inequalities; the binomial theorem; and quadratic inequalities.

**Prerequisite:** Students must meet the requirements of the dual enrollment program.

**02999C1003 DUAL ENROLLMENT PRECALCULUS: PRECALCULUS TRIGONOMETRY (MTH 113) 1 CREDIT**

This course is designed to prepare students for work in analytical geometry and calculus. Emphasis is placed on trigonometric or circular functions, graphical representations, polar coordinates, the Law of Sines and the Law of Cosines, trigonometric equations, inverse functions, vectors, and complex numbers. **Prerequisite:** Student must meet the requirements of the dual enrollment program.

**02999C1004 DUAL ENROLLMENT PRECALCULUS: PRECALCULUS (MTH 115) 1 CREDIT**

This course uses laboratory and discovery methods of instruction to model the applications of limits, functions, and other concepts learned in Precalculus. **Prerequisite:** Student must meet the requirements of the dual enrollment program.

**02203E1000 STATISTICS, ADVANCED PLACEMENT (AP) 1 CREDIT**

This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data by describing patterns and departures from patterns; sampling and experimentation through planning and conducting a study; anticipating patterns by exploring random phenomena using probability and simulation; and statistical inference through estimation of population parameters and testing hypotheses. **Prerequisite:** Algebra II with Statistics (Algebra II with Trigonometry).

**02124E1000 CALCULUS AB, ADVANCED PLACEMENT (AP) 1 CREDIT**

This course begins the study of the theory and techniques of differential and integral calculus. Topics include the limits of a function, the derivative of functions, and the definite integral and its basic applications to area problems. Students may take the Advanced Placement (AP) examination in Calculus AB in order to qualify for college credit. College credit is determined by the score made on the AP exam and the receiving post-secondary institution. **Prerequisite:** Precalculus Honors

**02125E1000 CALCULUS BC, ADVANCED PLACEMENT (AP) 1 CREDIT**

Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics related to polar and parametric functions as well as sequences. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB (based on the attainment of a qualifying score on the AP Calculus BC exam).

**Prerequisite:** Precalculus Honors

**02140E10HL      CALCULUS, INTERNATIONAL BACCALAUREATE (IB)      1 CREDIT**

This course begins the study of the theory and techniques of differential and integral calculus. Topics include the limits of a function, the derivative of functions, and the definite integral and its basic applications to area problems. The content of the course includes those standards outlined in the International Baccalaureate (IB) program of study. **Prerequisite:** Precalculus IB. **Special Note:** Only offered at Murphy HS and Davidson HS.

**02999C1005      DUAL ENROLLMENT CALCULUS (MTH 125)      1 CREDIT**

This is the first of three courses in the basic calculus sequence taken primarily by students in science, engineering, and mathematics. Topics include the limit of a function; the derivative of functions; and the definite integral and its basic applications to area problems. Applications of the derivative are covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus. This is a college-level course with credit awarded based on the requirements of the Dual Enrollment Program. **Prerequisite:** Precalculus Honors or Dual Enrollment Precalculus.

**10019E1000      COMPUTER SCIENCE PRINCIPLES, ADVANCED PLACEMENT (AP)      1 CREDIT**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) program for computer science; focuses on the innovative and multidisciplinary aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives; introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

**10157E1000      COMPUTER SCIENCE A, ADVANCED PLACEMENT (AP)      1 CREDIT**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for computer science; emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development.

**02139E10HL      MATHEMATICS: APP AND INTERPRET, HL, INTERNATIONAL BACCALAUREATE (IB)      1 CREDIT**

This course uses mathematics to describe the world and solve practical problems, harnessing the power of technology while also exploring mathematical models. The focus of the course is on topics used as applications and on mathematical modeling, with extensive use of technology to explore and construct mathematical models and explore challenging problems through use of technology. **Special Note:** Only offered at Murphy HS and Davidson HS.

# PHYSICAL EDUCATION

MR. R. BRAD LOWELL, SUPERVISOR

[rllowell@mcpss.com](mailto:rllowell@mcpss.com)

221-6277

The primary goal of all education is the development of the total individual. Skills and knowledge acquired through a comprehensive Physical Education program serve to develop active and healthy lifestyles and to enhance the quality of life. Thus, Physical Education is an essential component of the total school curriculum. The ultimate goal of the Physical Education program is to develop fit and skillful movers.

## COURSE DESCRIPTIONS

08017610

BEGINNING KINESIOLOGY

1 CREDIT

**Note: THIS IS THE ONLY COURSE THAT FULFILLS THE GRADUATION REQUIREMENT FOR PHYSICAL EDUCATION.** Stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Highly recommended that students take Beginning Kinesiology in Grade 9. Prerequisite for all physical education elective courses.

08004610

ADVENTURE AND COOPERATIVE ACTIVITIES

1 CREDIT

Elective class that will allow students to progress through an experience-based program that emphasizes interpersonal relationships and individual growth. This course encourages students to develop greater self-confidence while acquiring a sense of commitment to and trust in their classmates. It is designed to expose students to a variety of outdoor skills. **Prerequisite:** Beginning Kinesiology

08003610AA

TEAM SPORTS 10

.5 CREDIT

Elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology.

08003610AB

TEAM SPORTS 11

.5 CREDIT

Elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology.

08003610AC

TEAM SPORTS 12

.5 CREDIT

Elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology.

08003610BA

PHYSICAL EDUCATION 10

1 CREDIT

This course is for students taking Physical Education as a general elective. Skill execution as opposed to the acquisition of skills which are integrated into games, sports, rhythms, and gymnastics. **THIS COURSE DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR PHYSICAL EDUCATION.**

## COURSE DESCRIPTIONS

### 08003610BB      PHYSICAL EDUCATION 11      1 CREDIT

This course is for students taking Physical Education as a general elective. Skill execution as opposed to the acquisition of skills which are integrated into games, sports, rhythms, and gymnastics. **THIS COURSE DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR PHYSICAL EDUCATION.**

### 08003610BC      PHYSICAL EDUCATION 12      1 CREDIT

This course is for students taking Physical Education as a general elective. Skill execution as opposed to the acquisition of skills which are integrated into games, sports, rhythms, and gymnastics. **THIS COURSE DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR PHYSICAL EDUCATION.**

### 08003610CA      BOWLING      1 CREDIT

This course teaches the fundamentals of bowling skills, strategies, and scoring. This course is for beginning, intermediate, or advanced bowling students.

### 08019610      SPORTS OFFICIATING CERTIFICATION      1 CREDIT

This course is an elective course that focuses on the professional philosophy, and professional requirements for officiating sports for athletic contests. This course will cover officiating football, basketball, wrestling, volleyball, soccer, baseball, track and field, and softball. Upon completion of the course students will be afforded the option to take certification exams for any of the sport components to become a restricted certified official with the Alabama High School Athletic Association at the middle/junior high school level. The prerequisite for this course is Beginning Kinesiology or its equivalent. The student must be age 16 or older, or turn age 16 during the academic school year. The teacher of this course must hold current registration as an Alabama High School Athletic Association official (any sport).

### 08017610AL      ATHLETIC TRAINING      1 CREDIT

This course is designed to familiarize the high school student with the theories, skills, and techniques necessary for athletic training profession.

### 08005610AL      WEIGHT TRAINING 10      1 CREDIT

This course is designed for students to acquire basic knowledge and skills in weight training and to improve muscular strength and endurance.

### 08005610BL      WEIGHT TRAINING 11      1 CREDIT

This course is designed for students to acquire basic knowledge and skills in weight training and to improve muscular strength and endurance.

### 08005610CL      WEIGHT TRAINING 12      1 CREDIT

This course is designed for students to acquire basic knowledge and skills in weight training and to improve muscular strength and endurance.

## VARSITY ATHLETICS

### 08003610DA      ARCHERY 10      1 CREDIT

This course is designed to introduce students to the basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring, and competition.

**08003610DB      ARCHERY 11      1 CREDIT**

This course is designed to introduce students to the basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring, and competition.

**08003610DC      ARCHERY 12      1 CREDIT**

This course is designed to introduce students to the basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring, and competition.

**08013610      VARSITY BASEBALL      1 CREDIT**

This course covers baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013610BK      VARSITY BASKETBALL      1 CREDIT**

This course covers fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive basketball.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08015610BA      VARSITY BOWLING      1 CREDIT**

This course covers bowling techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive Bowling.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08015G10FS      VARSITY CASTING, ANGLING, FISHING      1 CREDIT**

This course covers casting, angling, and fishing techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive Casting, Angling, Fishing. **PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08006G10CH      VARSITY CHEERLEADING      1 CREDIT**

This course covers cheerleading techniques. Emphasis is placed on developing skills, strategies, and techniques. Upon completion, students should be able to participate on a cheerleading squad. **PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013610CC      VARSITY CROSS COUNTRY      1 CREDIT**

This course covers cross country techniques. Emphasis is placed on developing skills and strategies and techniques. Upon completion, students should be able to participate in competitive cross country.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013610FB      VARSITY FOOTBALL      1 CREDIT**

This course covers fundamentals of football. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive football.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.



**0801361060 VARSITY GOLF 1 CREDIT**

This course covers fundamental phases of golf. Emphasis is placed on refining the fundamental skills and learning more phases of the game such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013610SC VARSITY SOCCER 1 CREDIT**

This course covers fundamentals of soccer. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive soccer.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013610SB VARSITY SOFTBALL 1 CREDIT**

This course covers fundamentals of softball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive softball.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08010G10SW VARSITY SWIMMING 1 CREDIT**

This course covers fundamentals of swimming. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive swimming.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08011G10TN VARSITY TENNIS 1 CREDIT**

This course covers fundamentals of tennis. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive tennis.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013G10TF VARSITY TRACK AND FIELD 1 CREDIT**

This course covers fundamentals of track and field. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive track and field. **PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013610VB VARSITY VOLLEYBALL 1 CREDIT**

This course covers fundamentals of volleyball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive volleyball.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

**08013G10WR VARSITY WRESTLING 1 CREDIT**

This course covers fundamentals of wrestling. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive wrestling.

**PREREQUISITE:** Completion of the required Beginning Kinesiology course or an approved waiver substitution from the ALSDE Superintendent.

# SCIENCE EDUCATION

**DR. MELODY TUCKER, SUPERVISOR**

[mtucker@mcpss.com](mailto:mtucker@mcpss.com) 221-4099

The Science Education program is directed toward meeting the spectrum of science education needs for students. The needs range from development of scientifically literate citizens to preparation of professional scientists. Four (4) credits must be earned in science courses to meet Alabama's graduation requirements.

## Special Note for all classes:

1. Laboratory investigations of selected topics are an integral part of each science course.
2. The instructional program for each of the biological science courses may include dissection laboratories. Students may be excused from participating in dissection laboratories upon written request from a parent or a guardian. Alternative activities in lieu of dissections may include, but not limited to, anatomical studies on models, microscopic studies of animal cells, observational studies of animals, and simulated computer studies.
3. Safety contracts will be mandatory for ALL science students before allowing laboratory participation. For questions regarding course descriptions and/or course numbers, please contact supervisor listed above.

## COURSE DESCRIPTIONS

**18306G1002**      **AQUACULTURE SCIENCE**      **1 CREDIT**

A one-credit course designed to introduce students to physical and biological concepts and skills in aquaculture. Emphasis is placed on integration of knowledge to solve problems and broaden depth of understanding about water chemistry and management, aquaculture systems, aquatic biology, and health and sanitation.

**03051G1000**      **BIOLOGY**      **1 CREDIT**

Inquiry-based course with engineering design integration; focused on patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.

**03051H1000**      **BIOLOGY HONORS**      **1 CREDIT**

Advanced inquiry-based course with engineering design integration; focused on patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.

**03051H1000**      **BIOLOGY PRE-INTERNATIONAL BACCALAUREATE (IB)**      **1 CREDIT**

This is a Pre-International Baccalaureate (IB) course for the advanced student. Pre-IB Biology is a survey course that provides rigorous, accelerated lab-based experiences and activities involving observation and data collection as a major part of this course. An independent science research project is required.

**Prerequisite:** Students must have been accepted into the Pre-IB Academy. **Special Note:** Currently offered at Murphy AND Davidson **Special Note:** Credit may be earned in either Biology 1, Honors Biology 1, or Biology 1 Pre-IB, but not all three.

**03051E10PR COLLEGE-BOARD APPROVED PRE-AP BIOLOGY 1 CREDIT**

COURSE MAY ONLY BE OFFERED WITH APPROVAL FROM COLLEGE BOARD AND ALSDE. This course concentrates on the core areas of ecological systems, cellular systems, evolution, and genetics. Emphasis is on analytical reading and writing, with focus on applying mathematics, and attention to modeling. Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge; use mathematics to understand and express the quantitative aspects of biology, to record and interpret experimental data, and to solve problems as they arise and go beyond just labeling diagrams to modeling biological processes to demonstrate and revise understanding of key patterns, interactions, and relationships. **Special Note:** Currently offered at Baker **Special Note:** Credit may be earned in either Biology 1, Pre-AP Biology, Pre-AP Biology Honors, Honors Biology 1, or Biology 1 Pre-IB, but not all five.

**03051E10H9 COLLEGE-BOARD APPROVED PRE-AP BIOLOGY, HONORS 1 CREDIT**

COURSE MAY ONLY BE OFFERED WITH APPROVAL FROM COLLEGE BOARD AND ALSDE. This course concentrates on the advanced core areas of ecological systems, cellular systems, evolution, and genetics. Emphasis is on analytical reading and writing, with focus on applying mathematics, and attention to modeling. Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge; use mathematics to understand and express the quantitative aspects of biology, to record and interpret experimental data, and to solve problems as they arise and go beyond just labeling diagrams to modeling biological processes to demonstrate and revise understanding of key patterns, interactions, and relationships. **Special Note:** Currently offered at Baker **Special Note:** Credit may be earned in either Biology 1, Pre-AP Biology, Pre-AP Biology Honors, Honors Biology 1, or Biology 1 Pre-IB, but not all five.

**03051E10DO BIOLOGY IGCSE: CAMBRIDGE 1 CREDIT**

This course is preparatory to the Cambridge AICE curriculum. This is a survey course in which learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies as prescribed in the IGCSE Biology (0610) curriculum. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment. **Prerequisite:** Acceptance into Cambridge program. **Special Note:** Credit may be earned in either Biology 1, Honors Biology 1, IGCSE Biology, or Biology 1 Pre-IB, but not all four.

**03056E1000 BIOLOGY 2: ADVANCED PLACEMENT (AP) 1 CREDIT**

**Note:** BIOLOGY COURSES 0305G1000, 03051E000, 03051H1000, 03051E10PR ARE ALL DEVELOPED FROM THE BIOLOGY CORE. THESE THREE COURSES ARE THE ONLY SCIENCE COURSES THAT FULFILL THE "BIOLOGY" GRADUATION REQUIREMENT. **PREREQUISITE:** IT IS RECOMMENDED THAT THE AP BIOLOGY COURSE IS DESIGNED TO BE TAKEN AFTER THE SUCCESSFUL COMPLETION OF A FIRST COURSE IN HIGH SCHOOL BIOLOGY AND ONE IN HIGH SCHOOL CHEMISTRY AS WELL. College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for biology; scientific process and application skills; molecules; cells; heredity; evolution; organisms; populations.

**03999C1004 PRINCIPLES OF BIOLOGY I DUAL ENROLLMENT 1 CREDIT**

This dual enrollment course, offered through the MCPSS and Bishop State Community College, is an introductory course for both Science and Non-Science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are taught through the study of cell structure, function, reproduction, and classical genetics. The scientific method, a brief overview of the diversity of life, and historical elements are also presented. Laboratory is required. **Prerequisite:** Biology 1 Chemistry 1 AND student must meet the requirements of the Dual Enrollment Program.

**03999C1005 PRINCIPLES OF BIOLOGY II DUAL ENROLLMENT 1 CREDIT**

This dual enrollment course is an introductory course for both Science and Non-Science majors. This course is an introduction to the basic ecological and evolutionary relationships of plants and animals and a survey of plant and animal diversity including classification, morphology, physiology, and reproduction. Laboratory is required. **Prerequisite:** Biology 1, Chemistry 1, AND student must meet the requirements of the Dual Enrollment Program.

**03057E10SL BIOLOGY, SL, IB BIOLOGY 2: INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

This is an International Baccalaureate (IB) course for the advanced student. Emphasis is placed on advanced concepts in biology and comprehensive laboratory work by the student. An independent science research project is required. Students enrolled in this course will take the IB exam at the higher level. **Prerequisite:** Students must have been accepted into the IB Academy.

**03057E10HL BIOLOGY, HL, IB BIOLOGY 3: INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

This is an International Baccalaureate (IB) course for the advanced student. Emphasis is placed on advanced concepts in biology and comprehensive laboratory work by the student. An independent science research project is required. Students enrolled in this course will take the IB exam at the higher level. **Prerequisite:** Students must have been accepted into the IB Academy AND Biology 2 IB.

**18308G1002 PLANT BIOTECHNOLOGY 1 CREDIT**

This is a course that provides students with an opportunity to develop an understanding of plant genetics and biotechnology relative to agriculture-related products and services. Emphasis is placed on cellular biology, applied genetics and biotechnology concepts, and social and environmental impacts of biotechnology.

**03101H1000 CHEMISTRY HONORS 1 CREDIT**

This course provides students with a study of the composition, properties, and changes associated with matter. The contents include classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reaction and balanced equations; behavior of gases, physical changes, acids, bases, and salts; and energy associated with physical and chemical change. Use of equipment provided by the Alabama Science in Motion programs recommended. **Prerequisite:** Biology **Special Note:** A student who has successfully passed Physical Science MAY take Honors Chemistry.

**03101H10IB CHEMISTRY 1 PRE-IB INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

This is an International Baccalaureate (IB) course for the advanced student. Emphasis is placed on principles and mathematical concepts in the study of chemistry. An independent science research project is required.

**Prerequisite:** Student must have been accepted into the IB Academy. **Special Note:** Currently offered at Murphy AND Davidson

**03106E1000 CHEMISTRY ADVANCED PLACEMENT (AP) 1 CREDIT**

This course provides a study of the development and application of chemistry principles and concepts. The contents include that which is designated in the Advanced Placement Program. This is comparable to a first-year college level course. Students take an examination at the completion of the term to receive AP credit. Use of equipment provided by the Alabama Science in Motion programs recommended. **Prerequisite:** Chemistry 1

**Special Note:** Credit may be earned in only Chemistry 2 IB or Chemistry 2 AP. It is highly recommended that students enrolled for this course also be enrolled in Chemistry Research and Design.

**03101E1000 CHEMISTRY IGCSE: CAMBRIDGE 1 CREDIT**

This course is preparatory to the Cambridge AICE curriculum. This is a survey course in which learners gain an understanding of the basic principles of chemistry through a mix of theoretical and practical studies as prescribed in the IGCSE chemistry (0630) curriculum. As they progress, learners understand scientific phenomena, facts, laws, definitions, concepts, and theories; scientific vocabulary, terminology, and conventions; scientific instruments and apparatus; and scientific and technological applications with their social, economic, and environmental implications. **Prerequisite:** IGCSE Biology **Special Note:** Currently offered at Bryant.

**03107E10SL CHEMISTRY, SL, IB (CHEMISTRY 2 INTERNATIONAL BACCALAUREATE (IB)) 1 CREDIT**

This is an International Baccalaureate (IB) course for the advanced student. Emphasis is placed on chemical calculations, mathematical formulation of principles, and laboratory work by the student. An independent science research project is required. Students enrolled in this course will take the IB exam at the subsidiary level.

**Prerequisite:** Students must have been accepted into the IB Academy AND have Instructor Approval. **Special Note:** Credit may be earned in only Chemistry 2 AP or Chemistry 2 IB but not both. **Special Note:** Currently offered at Davidson and Murphy.

**03107E10HL CHEMISTRY, HL, IB (CHEMISTRY 3 INTERNATIONAL BACCALAUREATE (IB)) 1 CREDIT**

This is an International Baccalaureate (IB) course. This course is designed for the advanced student who demonstrated interest, responsibility, and maturity in IB Chemistry 2. An independent science research project is required. Students enrolled in this course will take the IB exam at the subsidiary level or higher level.

**Prerequisite:** Student must have been accepted into the IB Academy AND have Instructor Approval. **Special Note:** Currently offered at Davidson and Murphy.

**03008G1000 EARTH AND SPACE SCIENCE 1 CREDIT**

Knowledge of earth and space systems is essential for scientific literacy. Students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions based on critical thinking and problem solving. Emphasis is placed on topics related to the atmosphere, meteorology, nature of storms, climate as well as topics related to our solar system and the universe. This course introduces students to an advanced look at the Earth's near neighborhood and perspectives of the universe from the Earth.

**Prerequisite:** Biology AND Chemistry 1 OR Physical Science

**03003G1000 ENVIRONMENTAL SCIENCE 1 CREDIT**

This course provides students with a study of man's interaction with the environment. The contents include forms of pollution, conservation, environmental planning and policy, public land usage, population dynamics, and major forms of energy. **Prerequisite:** Biology AND Chemistry 1 OR Physical Science

**03207E1000 ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT (AP) 1 CREDIT**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet, there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. Students take an examination at the end of the course in order to receive AP credit. **Prerequisite:** Biology AND Chemistry 1

**03003E1000**      **AICE ENVIRONMENTAL MANAGEMENT, CAMBRIDGE**      **1 CREDIT**

This AS course (8291) includes environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples. **Special Note:** Currently offered at Bryant.

**15055G1000**      **FORENSIC SCIENCE AND CRIMINAL INVESTIGATION**      **1 CREDIT**

In this course students will improve their critical thinking skills and learn how to use the scientific process to investigate and solve problems by exploring how various professionals use forensics to evaluate crime scenes. Students will also apply scientific concepts and laws to solve possible realistic crime scenarios.

**Prerequisite:** Biology AND Chemistry 1 OR Physical Science

**14252G1001**      **INTRODUCTION TO BIOTECHNOLOGY**      **1 CREDIT**

This course focuses on two life science sub-strands: biological evolution and molecular basis of heredity. Students will be involved in case studies in biotechnology and scenarios in bioethics that will help them understand the implications and complicated issues that are emerging in the science of genetics. The course encourages critical thinking, use of scientific method, integration of technology, and application of knowledge and skills learned to practical questions/problems. Safe field and laboratory investigations will be used in instruction to the maximum extent possible to illustrate scientific concepts and principles and support inquiry instruction. **Prerequisite:** Biology AND Chemistry

**03053G1000**      **HUMAN ANATOMY AND PHYSIOLOGY**      **1 CREDIT**

This course provides students with advanced activities in the structures and functions of the components of the human body. It is especially designed for students who are interested in pursuing careers in medical and allied health fields. Among the topics students will study are the structure and function of cells, tissues, and organs, as well as the skeletal, muscular, nervous, endocrine, digestive, respiratory, circulatory, lymphatic, urinary, and reproductive systems. Students will be involved in lab work and research papers/projects. This course is recommended for the student of average or above average ability and interest in science

**Prerequisite:** Biology and Chemistry or Physical Science

**03053H1000**      **HUMAN ANATOMY AND PHYSIOLOGY HONORS**      **1 CREDIT**

This course provides students with advanced activities in the structures and functions of the components of the human body. It is especially designed for students who are interested in pursuing careers in medical and allied health fields. Among the topics students will study are the structure and function of cells, tissues, and organs, as well as the skeletal, muscular, nervous, endocrine, digestive, respiratory, circulatory, lymphatic, urinary, and reproductive systems. Students will be involved in lab work and research papers/projects. This course is recommended for the student of average or above average ability and interest in science.

**Prerequisite:** Biology and Chemistry OR Physical Science

**03005G1000**      **MARINE SCIENCE**      **1 CREDIT**

This course is intended to provide students with advanced studies in biology within the context of the marine environment. While emphasis is primarily on living systems, oceanography and aspects of marine water chemistry are important components of the course. Also studied are comparative anatomy and physiology of freshwater and saltwater organisms' classification, biodiversity, interdependence within marine biomes, and human and natural impacts on marine systems. **Prerequisite:** Biology AND Chemistry 1 OR Physical Science  
**Special Note:** Credit may be earned in Marine Science, Marine Biology Science or Marine Biology Field Studies, but not all three.



**03005G10HL MARINE SCIENCE, HONOR 1 CREDIT**

This course is intended to provide students with advanced studies in biology within the context of the marine environment. While emphasis is primarily on living systems, oceanography and aspects of marine water chemistry are important components of the course. Also studied are comparative anatomy and physiology of freshwater and saltwater organisms' classification, biodiversity, interdependence within marine biomes, and human and natural impacts on marine systems. **Prerequisite:** Biology AND Chemistry 1 OR Physical Science **Special Note:** Credit may be earned in Marine Science, Marine Biology Science or Marine Biology Field Studies, but not all three.

**03159G1000 PHYSICAL SCIENCE 1 CREDIT**

This course provides students with a qualitative investigative study of the introductory concepts of physics and chemistry. The contents include dynamics, classification and interaction of matter, periodic table, chemical interactions, nuclear reactions, and career opportunities. **Special Note:** It is recommended that students have completed Algebra 1 before registering for this course. Students who have successfully completed Chemistry CP, Physics CP or AP Physics MAY NOT take this course.

**03151H1000 PHYSICS HONORS 1 CREDIT**

This course provides students with a rigorous study of theories and laws governing the interaction of matter, energy, and the forces of nature. The contents include kinematics, dynamics, energy, work, heat, thermodynamics, waves, light, electricity/magnetism, sound, and nuclear physics. Use of equipment provided by the Alabama Science in Motion program is recommended. **Prerequisite:** Chemistry AND upper level Mathematics courses above Geometry. **Special Note:** It is highly recommended that students enrolled in this course be registered for Physics Research and Design. (Students may enroll in Physics B AP or Physics C AP after the successful completion of this course.)

**03165E1000 ADVANCED PLACEMENT (AP) PHYSICS 1: ALGEBRA BASED 1 1 CREDIT**

Algebra-based is the equivalent of a first-semester college course in algebra-based physics, but it is designed to be taught over a full academic year. The full year also allows time for inclusion of physics content specified by state standards. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. **Prerequisite:** Students should have completed Geometry and be concurrently taking Algebra II, or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics I course itself. No prior course work in Physics is required.

**03164E1000 ADVANCED PLACEMENT PHYSICS C: MECHANICS (CALCULUS BASED 1) 1 CREDIT**

This course serves as the foundational calculus-based, college-level physics course, especially appropriate for students planning to specialize in major in physical science or engineering. The course explores topics such as kinematics; Newton's Law of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. **Prerequisite:** Students should have completed Geometry and be concurrently taking Algebra II, or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics course itself. No prior course work in Physics is required.

**03163E1000      ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM      1 CREDIT**

This course serves as the second calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. **Prerequisite:** Students should have completed Geometry and be concurrently taking Algebra II, or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics course itself. No prior course work in Physics is required.

**03151E1000      AICE PHYSICS: CAMBRIDGE RESEARCH      1 CREDIT**

Advanced detailed exploration of properties of physical matter, physical quantities, motion and stability, energy, and waves and their applications for information transfer through authentic investigations and engineering design processes. **Special Note:** Currently offered at Bryant.

**03999G1000      ZOOLOGY- OTHER SDE APPROVED LIFE SCIENCE ELECTIVE      1 CREDIT**

This course builds on what students have learned in biology with added emphasis on animal taxa, basic body plans, symmetry, and behavior. Laboratory investigations should include dissection as well as computer simulation to provide students with adequate exposure to the comparative anatomy of representative animal species. **Prerequisite:** Biology AND Chemistry or Physical Science.

## GENERAL ELECTIVE COURSES

These science courses that receive general elective credit; ONLY.

**03009G1000      RESEARCH AND DESIGN IN BIOLOGY      1 CREDIT**

Designed as a supplement for upper-level Biology courses (AP or IB). Use of the science and engineering practices and crosscutting concepts in the science framework to develop science and engineering design/technology research and projects; independent study; safety issues and research protocols; may include scientific paper; competition in fairs and paper symposia.

**03108G1000      RESEARCH AND DESIGN IN CHEMISTRY      1 CREDIT**

Designed as a supplement for upper-level Chemistry courses (AP or IB). Use of the science and engineering practices and crosscutting concepts in the science framework to develop science and engineering design/technology research and projects; independent study; safety issues and research protocols; may include scientific paper; competition in fairs and paper symposia.

**03162G1000      RESEARCH AND DESIGN IN PHYSICS      1 CREDIT**

Designed as a supplement for upper-level Physics (AP or IB). Use of the science and engineering practices and crosscutting concepts in the science framework to develop science and engineering design/technology research and projects; independent study; safety issues and research protocols; may include scientific paper; competition in fairs and paper symposia.

**039996G00SI      SCIENCE INTERVENTION      1 CREDIT**

This course is used as remediation in the disciplinary core ideas of life, physical, and earth sciences including integration of science and engineering practices and crosscutting concepts.

**23992X1004      ACT SCIENCE      1 CREDIT**

This course is used to enhance student skills and knowledge on the ACT to improve student performance.

# SOCIAL STUDIES EDUCATION

MR. NATHANIEL L. SMITH, SUPERVISOR

[nlsmith@mcpss.com](mailto:nlsmith@mcpss.com) 221-4142

An effective social studies education prepares students for life as rational, concerned, and involved citizens in a democratic society. The K-12 curriculum unfolds a well-told story of humans' interactions with the environment. This story is told within a framework of historic, geographic, economic, and political literacy. Teachers, by preparing well-constructed, challenging lessons that actively engage students, are teaching them to become more reflective as they communicate complex ideas with clarity and precision.

For questions regarding course descriptions and/or course numbers, please contact supervisor listed above.

## COURSE DESCRIPTIONS

**04053G1000**      **WORLD HISTORY: 1500 TO PRESENT**      **1 CREDIT**

Students study and analyze global issues regarding politics, economics, society, and the environment.

**04053H1000**      **WORLD HISTORY: 1500 TO PRESENT HONORS**      **1 CREDIT**

This course includes all features of World History and Geography but a more demanding level with the use of extensive supplementary materials and research requirements.

**04057E1000**      **WORLD HISTORY ADVANCED PLACEMENT (AP)**      **1 CREDIT**

This AP course will develop a greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage.

**04056E1000**      **EUROPEAN HISTORY ADVANCED PLACEMENT (AP)**      **1 CREDIT**

This course will provide students with knowledge of basic chronology, major events, and trends from the year 1450 to the present. Students will research the inferences of the late medieval period on post-1450 events.

**Special Note:** AP European History can be used to take the place of 10th grade U.S. History only if the student successfully completes AP US History.

**04102G1000**      **UNITED STATES HISTORY: TO THE INDUSTRIAL REVOLUTION**      **1 CREDIT**

During this course, students gain knowledge of political, economic, and social forces that led to the founding of the nation; the impact of the natural environment on all aspects of life in American; and its emergence as an international power.

**04102H1000**      **UNITED STATES HISTORY TO THE INDUSTRIAL REVOLUTION HONORS**      **1 CREDIT**

This course includes all features of United States History and Geography but at a more demanding level with the use of extensive and advanced supplemental materials

**04104E1000 UNITED STATES HISTORY AP 1 CREDIT**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for United States history.

**04054E10A1 HISTORY OF THE AMERICAS 1 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

The International Baccalaureate course, History of the Americas, is a two year college level course. The first year offers a comprehensive study of the national history of the United States. College credit may be granted at the discretion of the student's chosen college or university. **Prerequisite:** Admission to IB Program **Special Note:** Currently offered at Murphy AND Davidson

**04102H10AS AICE AMERICAN HISTORY AS: CAMBRIDGE RESEARCH 1 CREDIT**

This course meets the Cambridge AICE diploma requirement. It includes all features of early U.S. History but at a more demanding level with the use of the Cambridge International AS and A Level History (9389) curriculum. Cambridge International AS and A Level History (American Option) emphasizes both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. **Prerequisite:** Acceptance into the Cambridge Program and AP World History

**04103H100A AICE AMERICAN HISTORY A: CAMBRIDGE RESEARCH 1 CREDIT**

This course meets the Cambridge AICE diploma requirement. It includes all features of modern U.S. History but at a more demanding level with the use of the Cambridge International AS and A Level History (9389) curriculum. Cambridge International AS and A Level History (American Option) emphasizes both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. American History A is an extension of American History AS. These courses are intended to be taken over two terms exploring early U.S. History and then modern U.S. History. **Prerequisite:** AICE American History AS

**04103G1000 UNITED STATES HISTORY INDUSTRIAL REVOLUTION TO PRESENT 1 CREDIT**

During this course, students gain knowledge of the changing political, economic, and cultural forces at work within the nation; of the impact of the natural environment on all aspects of life in America; and of the role of America in the international community.

**04103H1000 UNITED STATES HISTORY INDUSTRIAL REVOLUTION TO PRESENT HONORS 1 CREDIT**

This course includes all features of United States History and Geography but at a more demanding level with the use of extensive and advanced supplementary materials and research requirements.

**04999C1009 UNITED STATES HISTORY I - DUAL ENROLLMENT (HIS201) 1 CREDIT**

This course surveys United States History during the colonial, Revolutionary, early national and antebellum periods. It concludes with the Civil War and reconstruction. **Prerequisite:** Student must meet the requirements of the Dual Enrollment Program.

**04999C1010 UNITED STATES HISTORY II - DUAL ENROLLMENT (HIS202) 1 CREDIT**

This course is a continuation of US History (HIS 201); It surveys United States History to the present. Advanced work in the chronological survey of major events and issues: industrialization; Progressivism; foreign policy; World War I; the Great Depression; World War II; post-war United States; contemporary United States; Alabama's history and geographic changes that have influenced aspects of life during and after events.

**Prerequisite:** US History I

## COURSE DESCRIPTIONS

### 04054E10A2 HISTORY OF THE AMERICAS 2 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT

The second year offers a comprehensive study of the national history of selected Latin American countries and twentieth century world history topics. College credit may be granted at the discretion of the student's chosen college or university. **Prerequisite:** Admission to IB Program **Special Note:** Currently offered at Murphy AND Davidson

### 04151G0500 UNITED STATES GOVERNMENT .5 CREDIT

The instructional goals of this course are to provide factual knowledge of the institutions and political activities of American Government with emphasis on the national level.

### 04151H05000 UNITED STATES GOVERNMENT HONORS .5 CREDIT

This course includes all features of American Government but at a more demanding level with the use of extensive supplementary materials.

### 04157E1000 UNITED STATES GOVERNMENT ADVANCED PLACEMENT (AP) .5 CREDIT

This course is designed to give students a critical perspective on government and politics in the United States. This course requires familiarity with the institutions, groups, beliefs, and ideas that make up American political reality.

### 04158E1000 COMPARATIVE GOVERNMENT AND POLITICS ADVANCED PLACEMENT (AP) .5 CREDIT

The AP course in Comparative Government and Politics introduces students to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

### 04201G0500 ECONOMICS .5 CREDIT

This course incorporates a study of comparative economics, economic theory, and consumer economics.

### 04201H0500 ECONOMICS HONORS .5 CREDIT

This course includes all features of economics but at a more demanding level with the use of extensive supplementary materials.

### 04202E1000 MACRO ECONOMICS ADVANCED PLACEMENT (AP) .5 CREDIT

This course provides a thorough understanding of the principles of economics that apply to an economic system as a whole. Emphasis is placed on the study of national income and price determination.

### 0000000000 AICE ECONOMICS: CAMBRIDGE RESEARCH 1 CREDIT

This course meets the Cambridge AICE diploma requirement. It includes all features of Economics but at a more demanding level with the use of the Cambridge International AS and A Level Economics (9708) curriculum. Cambridge International AS and A Level Economics gives learners the opportunity to study how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present and communicate ideas and judgements clearly. Through their study, learners will explore a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development. **Prerequisite:** AICE General Papers

**04304E1000      THEORY OF KNOWLEDGE 1 INTERNATIONAL BACCALAUREATE      1 CREDIT**

This course is the key element in the educational philosophy of the International Baccalaureate Program (IB); its purpose is to stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the basis of knowledge and experiences, and to develop a personal mode of thought based upon critical examination of evidence and argument. **Prerequisite:** Admission to IB Program **Special Note:** Currently offered at Murphy AND Davidson

**04304E1002      THEORY OF KNOWLEDGE 2 INTERNATIONAL BACCALAUREATE      1 CREDIT**

This course is the key element in the educational philosophy of the International Baccalaureate Program (IB); its purpose is to stimulate critical reflection upon the knowledge and experiences acquired both inside and outside the classroom, to evaluate the basis of knowledge and experiences, and to develop a personal mode of thought based upon critical examination of evidence and argument. **Special Note:** Currently offered at Murphy AND Davidson.

**04309E10SL      PHILOSOPHY INTERNATIONAL BACCALAUREATE      1 CREDIT**

Students who complete the course successfully will be able to use philosophical language clearly, consistently, and appropriately; identify and formulate problems philosophically; examine concepts and questions philosophically; relate specific texts and authors to the examination of concepts and problems; and construct philosophical arguments. **Prerequisite:** Admission to IB Program **Special Note:** Currently offered at Murphy

## SOCIAL STUDIES ELECTIVES

**000000000      AICE RESEARCH SEMINAR: CAMBRIDGE      1 CREDIT**

Cambridge Social Studies elective to accompany AICE Economics; to enhance student's research skills and analytical writing skills.

**04254G1000      ABNORMAL PSYCHOLOGY      1 CREDIT**

This course will explain how people with diagnosed psychological disorders actually behave. The course will explore current theories and practices in the treatment of the mentally ill, covering the multiple approaches that prevail in the field today. Topics will include defining abnormal behavior, the nature of stress, the anxiety disorders, psychological factors related to physical illnesses, personality disorders, substance abuse disorders, mood disorders, schizophrenia, organic mental disorders, behavior disorders of childhood, psychotherapies, and prevention.

**04251G1000      ANTHROPOLOGY      1 CREDIT**

Cultural origins; cultural behaviors; race, religion, sex roles, institutions, and economic status; ethnology and linguistics. **Note:** DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION

**07002G1000      COMPARATIVE RELIGION      1 CREDIT**

This course is an introduction to the major religious traditions including Hinduism, Buddhism, Islam, Judaism, Confucianism and Christianity.

**04064G1000      CONTEMPORARY WORLD ISSUES      1 CREDIT**

The activities in this elective course encourage students to investigate issues by looking beyond the presentation given in the media.



## COURSE DESCRIPTIONS

### 04999G10CG GLOBAL PERSPECTIVES CAMBRIDGE HONORS 1 CREDIT

A ground-breaking and stimulating course (0457) that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based which taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view. **Prerequisite:** Acceptance into Cambridge Program.

### 04099G10MO HISTORY OF MOBILE: HOMETOWN 1 CREDIT

The purpose of this course is to educate students about the history of Mobile.

### 04099G10HO HOLOCAUST 1 CREDIT

This course explores the history and memory of the Holocaust.

### 04004E1000 HUMAN GEOGRAPHY ADVANCED PLACEMENT 1 CREDIT

This AP course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Special Note:** It is recommended that students should be classified as 11th or 12th graders.

### 23992X10L1 LEADERSHIP 1 1 CREDIT

This introductory course will educate students through an interdisciplinary approach to parliamentary procedure, citizenship, and public service activities with an emphasis on school history and pride.

### 23992X10L2 LEADERSHIP 2 1 CREDIT

This course will give students an opportunity to prepare agendas, conduct business meetings, and debate issues regarding the school and community. **Prerequisite:** Leadership 1 (802206)

### 04256E1000 PSYCHOLOGY ADVANCED PLACEMENT (AP) 1 CREDIT

This AP course will introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. **Special Note:** Student should be classified as 11th or 12th grader.

### 04254G1000 PSYCHOLOGY 1 CREDIT

This elective course provides students with an overview of the scientific principles of psychology and exposure to the studies of both modern and classical psychologists.

### 04999C1018 PSYCHOLOGY DUAL ENROLLMENT (PSY200) 1 CREDIT

This Dual Enrollment course is a survey of behavior with emphasis upon psychological processes. This course includes the biological bases for behavior, thinking, emotion, motivation, and the nature and development of personality. **Special Note:** Student must meet requirements of the Dual Enrollment program AND should be classified as 11th or 12th grader.



# SPECIAL EDUCATION

**MS. SHARON MAGEE, SUPERVISOR**

[samagee@mcpsps.com](mailto:samagee@mcpsps.com)

221-4220

Students with disabilities require courses designed to meet their individual needs. The goals and objectives in each student's Individualized Education Program determine course content. Course requirements for the Alabama High School Diploma Pathway are listed under the "Diploma Requirements" section.

For questions regarding course descriptions and/or course numbers, please contact supervisor listed above.

## COURSE DESCRIPTIONS

**22151X1009**

**TRANSITION SERVICES I**

**1 CREDIT**

This course is designed to teach beginning transition skills to junior high/high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. This course meets the requirement for the Essentials Pathway. Teachers for this course do not have to meet the highly qualified teacher status.

**22151X1010**

**TRANSITION SERVICES II**

**1 CREDIT**

This course is designed to teach beginning transition skills to junior high/high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. This course meets the requirement for the Essentials Pathway. Teachers for this course do not have to meet the highly qualified teacher status.

**22151X1011**

**TRANSITION SERVICES III**

**1 CREDIT**

This course is designed to teach beginning transition skills to junior high/high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. This course meets the requirement for the Essentials Pathway. Teachers for this course do not have to meet the highly qualified teacher status.

**22151X1012**

**TRANSITION SERVICES IV**

**1 CREDIT**

This course is designed to teach beginning transition skills to junior high/high school students. This course will prepare students to become self-advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. This course meets the requirement for the Essentials Pathway. Teachers for this course do not have to meet the highly qualified teacher status.

## ALTERNATE ACHIEVEMENT STANDARDS PATHWAY

### **01049X1001      AAS: READING 9      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in reading using alternate achievement standards (Extended Standards).

### **01049X1002      AAS: READING 10      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in reading using alternate achievement standards (Extended Standards).

### **01049X1003      AAS: READING 11      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in reading using alternate achievement standards (Extended Standards).

### **01049X1004      AAS: READING 12      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in reading using alternate achievement standards (Extended Standards).

### **01037X1001      AAS: ENGLISH LANGUAGE ARTS 9      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards).

### **01037X1002      AAS: ENGLISH LANGUAGE ARTS 10      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards).

### **01037X1003      AAS: ENGLISH LANGUAGE ARTS 11      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards).

### **01037X1004      AAS: ENGLISH LANGUAGE ARTS 12      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards).

### **02039X1001      AAS: MATHEMATICS 9      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards).

## COURSE DESCRIPTIONS

**02039X1002      AAS: MATHEMATICS 10      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards).

**02039X1003      AAS: MATHEMATICS 11      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards).

**02039X1004      AAS: MATHEMATICS 12      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards).

**03239X1001      AAS: SCIENCE 9      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards).

**03239X1002      AAS: SCIENCE 10      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards).

**03239X1003      AAS: SCIENCE 11      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards).

**03239X1004      AAS: SCIENCE 12      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards).

**04439X1001      AAS: SOCIAL STUDIES 9      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards).

**04439X1002      AAS: SOCIAL STUDIES 10      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards).

**04439X1003      AAS: SOCIAL STUDIES 11      1 CREDIT**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards).

- 04439X1004**      **AAS: SOCIAL STUDIES 12**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards).
- 08051X1001**      **AAS: HEALTH EDUCATION 10**      **.5 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards).
- 19257X1009**      **AAS: LIFE SKILLS 9**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a life skills course. Course objectives emphasize increasing independence and self-determination skills.
- 19257X1010**      **AAS: LIFE SKILLS 10**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a life skills course. Course objectives emphasize increasing independence and self-determination skills.
- 19257X1011**      **AAS: LIFE SKILLS 11**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a life skills course. Course objectives emphasize increasing independence and self-determination skills.
- 19257X1012**      **AAS: LIFE SKILLS 12**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a life skills course. Course objectives emphasize increasing independence and self-determination skills.
- 19258X1009**      **AAS: CAREER PREPAREDNESS 9**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards).
- 19258X1010**      **AAS: CAREER PREPAREDNESS 10**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards).
- 19258X1011**      **AAS: CAREER PREPAREDNESS 11**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards).
- 19258X1012**      **AAS: CAREER PREPAREDNESS 9**      **1 CREDIT**  
 This course is designed for students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards).
- 22152X1009**      **AAS: PRE-VOCATIONAL 9**      **1 CREDIT**  
 This course applies to students with significant cognitive disabilities enrolled in a pre-vocational course. Course objectives emphasize increasing job readiness and employability skills.



## COURSE DESCRIPTIONS

<b>22152X1010</b>	<b>AAS: PRE-VOCATIONAL 10</b>	<b>1 CREDIT</b>
This course applies to students with significant cognitive disabilities enrolled in a pre-vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22152X1011</b>	<b>AAS PRE-VOCATIONAL 11</b>	<b>1 CREDIT</b>
This course applies to students with significant cognitive disabilities enrolled in a pre-vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22152X1012</b>	<b>AAS PRE-VOCATIONAL 12</b>	<b>1 CREDIT</b>
This course applies to students with significant cognitive disabilities enrolled in a pre-vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22153X1009</b>	<b>AAS: VOCATIONAL 9</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22153X1010</b>	<b>AAS: VOCATIONAL 10</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22153X1011</b>	<b>AAS: VOCATIONAL 11</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22153X1012</b>	<b>AAS: VOCATIONAL 12</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a vocational course. Course objectives emphasize increasing job readiness and employability skills.		
<b>22251X1009</b>	<b>AAS: COMMUNITY-BASED INSTRUCTION 9</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a community-based instruction. Course objectives emphasize learning beyond the classroom through community integration.		
<b>22251X1010</b>	<b>AAS: COMMUNITY-BASED INSTRUCTION 10</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a community-based instruction. Course objectives emphasize learning beyond the classroom through community integration.		
<b>22251X1011</b>	<b>AAS: COMMUNITY-BASED INSTRUCTION 11</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a community-based instruction. Course objectives emphasize learning beyond the classroom through community integration.		
<b>22251X1012</b>	<b>AAS: COMMUNITY-BASED INSTRUCTION 12</b>	<b>1 CREDIT</b>
This course is designed for students with significant cognitive disabilities enrolled in a community-based instruction. Course objectives emphasize learning beyond the classroom through community integration.		
<b>22998X1012</b>	<b>AAS: PROJECT SEARCH</b>	<b>1 CREDIT</b>
A one-year high school transition program, hosted at a business site, to include classroom instruction, career exploration, and on the job training. Students are supported by job coaches during three internship opportunities.		

## ESSENTIALS PATHWAY

### 01001X1001 ENGLISH ESSENTIALS 9 1 CREDIT

This ninth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment.

### 01002X1002 ENGLISH ESSENTIALS 10 1 CREDIT

This tenth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment.

### 01003X1003 ENGLISH ESSENTIALS 11 1 CREDIT

This eleventh grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment.

### 01004X1004 ENGLISH ESSENTIALS 12 1 CREDIT

This twelfth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment.

### 02052X1000 ESSENTIALS ALGEBRA WITH PROBABILITY 1 CREDIT

This course is designed for students following the Essentials/Life Skills Pathway. This course provides students with foundational skills identified in the first half of the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living.

### 02071X1000 ESSENTIALS GEOMETRY WITH DATA ANALYSIS 1 CREDIT

This course is designed for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Geometry course. The course includes essential concepts to equip students with the geometry skills necessary for employment and independent living.

### 02056X1000 ESSENTIALS ALGEBRA II WITH STATISTICS 1 CREDIT

The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra II course. The course includes algebra concepts to equip students with more advanced algebra skills necessary for employment and independent living.

### 02137X1000 ESSENTIALS MATHEMATICAL MODELING 1 CREDIT

Essentials Mathematical Modeling is developed to expand on and reinforce the concepts introduced in Essentials Geometry with Data Analysis, Essentials Algebra I with Probability, and Essentials Algebra II with Statistics by applying them in the context of mathematical modeling to represent and analyze data and make predictions regarding real-world phenomena. Essentials Mathematical Modeling is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and data-based decision-making skills. The prerequisite for Essentials Mathematical Modeling is Essentials Algebra II with Statistics. **Note:** Students may not receive credit for both Essentials Mathematical Modeling and Essentials Algebra with Finance, as Essentials Mathematical Modeling includes mathematics content that also appears in the Essentials Algebra with Finance course.

## COURSE DESCRIPTIONS

### **04051X1000**      **ESSENTIALS 1: WORLD HISTORY**      **1 CREDIT**

This course is a study of world history from 1500 to the present. Students are able to apply and utilize their knowledge to develop informed opinions about issues such as the quest for peace, human rights, trade, global ecology and the impact each has on everyday life situations.

### **04102X1011**      **ESSENTIALS 2: US HISTORY TO 1877**      **1 CREDIT**

This course follows a chronological study of major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and Alabama perspective.

### **04103X1011**      **ESSENTIALS 3: US HISTORY FROM 1877 TO PRESENT**      **1 CREDIT**

This course begins with the post-Reconstruction United States and its shift into a more industrialized society and continues through the twentieth century to the present.

### **04201X0511**      **ESSENTIALS 4: ECONOMICS**      **1 CREDIT**

This course is a one-semester course that focuses on the functions and institutions of modern-day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes to improve their lives and their communities.

### **04151X0511**      **ESSENTIALS 5: US GOVERNMENT**      **1 CREDIT**

This course is a one-semester course that focuses on the origins, structure, and functions of government at all levels. It also includes a detailed study of the constitution of the United States and its provisions.

### **03159X1000**      **ESSENTIALS: PHYSICAL SCIENCE**      **1 CREDIT**

This course is designed to provide students with practical knowledge of Physical Science including scientific process and application skills; periodic table; solutions; bonding; chemical formulas; physical and chemical change; gravitational, electromagnetic, and nuclear forces; motion; energy; energy transformation; electricity and magnetism; nuclear science; metric units.

### **03051X1000**      **ESSENTIALS BIOLOGY**      **1 CREDIT**

This course is designed to provide students with practical knowledge of Biology including process and application skills; cell processes; cell theory; photosynthesis and cellular respiration; genetics; classification; plants; animals; ecology; biogeochemical cycles.

### **03008X1000**      **ESSENTIALS EARTH AND SPACE SCIENCE**      **1 CREDIT**

This course is designed to provide students with practical knowledge of Earth and Space Science including scientific process and application skills; energy in the Earth system; weather; seasons; theories for origin and age of the universe; stars, pulsars, quasars, black holes, and galaxies; Earth and space scientists; space exploration.

### **03003X1000**      **ESSENTIALS ENVIRONMENTAL SCIENCE**      **1 CREDIT**

This course is designed to provide students with a practical knowledge of Environmental Science including scientific process and application skills; natural and human impacts; carrying capacity; renewable and nonrenewable energy resources; properties and importance of water; land use practices; composition and erosion of soil.

### **03053X1000**      **ESSENTIALS HUMAN ANATOMY AND PHYSIOLOGY**      **1 CREDIT**

This course is designed to provide students with a practical knowledge of Human Anatomy and Physiology including scientific process and application skills; anatomical terminology; structure and function of cells, tissues, and body systems; biochemistry; system regulation and integration.

**19258X1000****ESSENTIALS CAREER PREPARATION****1 CREDIT**

This course is designed to prepare high school students for work-based experiences. Work-based experiences can be an apprenticeship (paid) or an internship (unpaid). The student should have a minimum of 140 successful hours under the supervision of a workplace mentor and the special education teacher and/or a representative of vocational rehabilitation services. This course meets the requirement of the Essentials/Life Skills Pathway.

## STUDENTS RETURNING AFTER COHORT YEAR

**01049X1013****AAS: READING BEYOND I****1 CREDIT**

Reading curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**01049X1014****AAS: READING BEYOND II****1 CREDIT**

Reading curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**01049X1015****AAS: READING BEYOND III****1 CREDIT**

Reading curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**02039X1013****AAS: MATHEMATICS BEYOND I****1 CREDIT**

Math curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**02039X1014****AAS: MATHEMATICS BEYOND II****1 CREDIT**

Math curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**02039X1015****AAS: MATHEMATICS BEYOND III****1 CREDIT**

Math curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**22251X1013                    AAS: COMMUNITY-BASED INSTRUCTION BEYOND I                    1 CREDIT**

Course objectives emphasize learning beyond the classroom through community integration. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**22251X1014                    AAS: COMMUNITY-BASED INSTRUCTION BEYOND II                    1 CREDIT**

Course objectives emphasize learning beyond the classroom through community integration. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**22251X1015                    AAS: COMMUNITY-BASED INSTRUCTION BEYOND III                    1 CREDIT**

Course objectives emphasize learning beyond the classroom through community integration. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**19257X1013                    AAS: LIFE SKILLS BEYOND I                    1 CREDIT**

Course objectives emphasize increasing independence and self-determination skills. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**19257X1014                    AAS: LIFE SKILLS BEYOND II                    1 CREDIT**

Course objectives emphasize increasing independence and self-determination skills. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**19257X1015                    AAS: LIFE SKILLS BEYOND III                    1 CREDIT**

Course objectives emphasize increasing independence and self-determination skills. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**22153X1013****AAS: VOCATIONAL BEYOND I****1 CREDIT**

Course objectives emphasize increasing job readiness and employability skills. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**22153X1014****AAS: VOCATIONAL BEYOND II****1 CREDIT**

Course objectives emphasize increasing job readiness and employability skills. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

**22153X1015****AAS: VOCATIONAL BEYOND III****1 CREDIT**

Course objectives emphasize increasing job readiness and employability skills. Curriculum and goals are based on student's academic and transition needs as identified in his or her IEP. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following – Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.



# WORLD LANGUAGES

**DR. LINDA S. BYRD, SUPERVISOR**

[lbyrd@mcpss.com](mailto:lbyrd@mcpss.com)

221-4087

Proficiency in a foreign language is a valuable asset in today's global and culturally diverse society. Foreign language students gain an increased understanding and heightened awareness of their own native language.

Students who are seeking the Alabama High School Honors Diploma must complete two units of consecutive foreign language instruction in the same language. Advanced placement courses are more rigorous and require completion of the Advanced Placement examination to receive weighted credit. Upon successful completion of the AP exam, students may be awarded college credit by selected colleges and universities. Careful consideration of requisite skills is recommended.

For questions regarding course descriptions and/or course numbers, please contact the supervisor listed above.

## COURSE DESCRIPTIONS

**24402G1000**

**CHINESE 1**

**1 CREDIT**

This course provides practice in correct use of elementary basic language structures through listening, speaking, and writing. It develops insights into the life and customs of China. It explores the historical and cultural heritage of the Chinese people. **Prerequisite:** None **Special Note:** In order to receive an honors diploma, a student must take Levels 1 and 2 of the same language.

**24402G10H1**

**CHINESE 1 HONORS**

**1 CREDIT**

This rigorous course provides practice in correct use of elementary basic language structures through listening, speaking, and writing. It is designed for the academically motivated student. It develops insights into the life and customs of China. It explores the historical and cultural heritage of the Chinese people. **Prerequisite:** None **Special Note:** In order to receive an honors diploma, a student must take Levels 1 and 2 of the same language.

**24403G1000**

**CHINESE 2**

**1 CREDIT**

This course allows students to perform the most basic functions in the foreign language and enables them to carry out formulaic exchange in different social uses. Students read passages of familiar orthography written with a fixed set of graphs, analyze characters into components, and comprehend the intent of common signs. Students transcribe from PINYIN to CHARACTERS, and vice versa. **Prerequisite:** 270003aa or 270003 **Special Note:** In order to receive an honors diploma, a student must take Levels 1 and 2 of the same language.

**24403G10H2**

**CHINESE 2 HONORS**

**1 CREDIT**

This rigorous course provides practice in correct use of elementary basic language structures through listening, speaking, and writing. It is designed for the academically motivated student. It develops insights into the life and customs of China. It explores the historical and cultural heritage of the Chinese people. **Prerequisite:** 270003 and Teacher Recommendation **Special Note:** In order to receive an honors diploma, a student must take Levels 1 and 2 of the same language.

**24413E10SL CHINESE 2 INTERNATIONAL BACCALAUREATE 1 CREDIT**

As determined by IB guidelines, this course develops comprehension of formal and informal spoken Chinese; which allow the reading of newspapers, magazines, and modern Chinese literature; expository composition skills; and accurate and fluent oral expression. **Prerequisite:** 270003 and Teacher Recommendation IB Enrollment. **Special Note:** International Baccalaureate test given at the end of the course.

**24404G10H3 CHINESE 3 HONORS 1 CREDIT**

This course allows students to demonstrate basic conversational strategies on studied topics. Students read narratives and dialogues in familiar and unfamiliar texts and comprehend more complex passages in HANZI. Students communicate by using a fixed set of HANZI and write letters, notes, and do oral presentations in HANZI. **Prerequisite:** 270004aa or 270010 and teacher recommendation

**24405G10H4 CHINESE 4 HONORS 1 CREDIT**

This course further expands student recognition of appropriate social gestures for formal social/individual situations. Students read selected items from magazines and newspapers. Students write personal letters and short essays and communicate in HANZI using common terminology. **Prerequisite:** 270005 and teacher recommendation. **Special Note:** Currently offered at Murphy

**24405G10H5 CHINESE 5 HONORS 1 CREDIT**

This course is designed to develop the students' ability to produce their own written texts in a purposive, coherent, and logical way. Group and/or paired discussion forms a regular part of the learning process. In-depth research is required. Prerequisites: 270006 and teacher recommendation

**24102G1000 FRENCH 1 1 CREDIT**

This course introduces students to the French language and its culture. It develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding. **Special Note:** In order to receive an Honors Diploma, a student must take Level I and Level II of the same language.

**24102G10H1 FRENCH 1 HONORS 1 CREDIT**

This course is a beginning course for the intellectually motivated students. The course teaches listening, speaking, reading, writing, and cultural competency. The instructional pace is accelerated and more intensive than that of the regular classroom. **Prerequisite:** instructor recommendation

**0000000000 FRENCH 1 IGCSE 1 CREDIT**

This course is designed for students who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as students progress through their studies. The course also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards languages learning and towards speakers of foreign languages. **PREREQUISITE:** Acceptance into Cambridge program **Special Note:** Byant High School

**24103G1000 FRENCH 2 1 CREDIT**

This course reinforces the skills previously learned in French 2. The course expands ability in aural comprehension, speaking, oral reading, and writing. It develops insights into French customs, history, art, music, and literature. **PREREQUISITE:** French 1

## COURSE DESCRIPTIONS

### 24103G10H2 FRENCH 2 HONORS 1 CREDIT

This course is designed for the intellectually motivated students. Listening, speaking, reading, writing, and cultural competency are taught. Students are expected to demonstrate proficiency in all these areas. Class activities are designed to provide opportunities to practice and to acquire an extensive authentic vocabulary in a wide variety of real life situations. **Prerequisite:** French 1 or French 1 Honors and teacher recommendation

### 0000000000 FRENCH 2 IGCSE 1 CREDIT

This course is designed for the intellectually motivated student and is a continuation of French 1 IGCSE. Listening, speaking, reading, writing, and cultural competency are taught. Students are expected to demonstrate proficiency in all these areas. Class activities are designed to provide opportunities to practice and to acquire an extensive authentic vocabulary in a wide variety of real-life situations. **Prerequisite:** Completion of French 1 IGCSE **Special Note:** Bryant High School.

### 24104G10H3 FRENCH 3 HONORS 1 CREDIT

This course further expands the skills previously learned in French II. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussions and study of all aspects of French culture. **Prerequisite:** 270024ac and teacher recommendation

### 24118E10SL FRENCH 3 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT

This course further expands the skills previously learned in French 2 and follows the International Baccalaureate curriculum. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussions and study of all aspects of French culture. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270024ac and teacher recommendation

### 24114E1000 FRENCH 4 ADVANCED PLACEMENT (AP) 1 CREDIT

This course is an advanced study which emphasizes the development of reading and writing skills in the target language. Students will be exposed to a broad range of written and audio-visual texts. Priority will be given to the use of authentic materials and College Board approved syllabi. **Prerequisite:** 270025 or 270029 and Teacher Recommendation **Special Note:** The Advanced Placement test must be taken as the end of course test to receive AP weight.

### 24118E10SL FRENCH 4 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT

This course further expands the skills previously learned in French 2 and follows the International Baccalaureate curriculum. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussions and study of all aspects of French culture. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270029 and teacher recommendation

### 2410510H5 FRENCH 5 HONORS 1 CREDIT

This course is an advanced study which emphasizes the development of reading and writing skills in the target language. Students will be exposed to a broad range of written and audio-visual texts. **Prerequisite:** French 4 and teacher recommendation

**24113E10SL FRENCH 5 INTERNATIONAL BACCALAUREATE 1 CREDIT**

This course further expands the skills previously learned in French 2 and follows the International Baccalaureate curriculum. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussions and study of all aspects of French culture. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270030 and teacher recommendation

**2410510H6 FRENCH 6 HONORS 1 CREDIT**

This course is an advanced study which emphasizes the development of reading and writing skills in the target language. Students will be exposed to a broad range of written and audio-visual texts. **Prerequisite:** French 5 and Teacher Recommendation

**24113E10HL FRENCH 6 INTERNATIONAL BACCALAUREATE 1 CREDIT**

This course further expands the skills previously learned in French 2 and follows the International Baccalaureate curriculum. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussions and study of all aspects of French culture. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270031 and Teacher Recommendation

**24105G10FT FRENCH FOR TRAVELERS 1 CREDIT**

This course introduces students to the exploration of different French speaking countries. It further develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding.

**24252G1000 GERMAN 1 1 CREDIT**

This course introduces students to the German language and its culture. It develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding. **Prerequisite:** None

**24252G10H1 GERMAN 1 HONORS 1 CREDIT**

This course introduces students to the German language and its culture in an advanced setting. It develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding. This is a rigorous course designed for motivated students. **Prerequisite:** None **Special Note:** In order to receive an honors diploma, a student must take Level I and Level II of the same language

**24253G10H2 GERMAN 2 HONORS 1 CREDIT**

This course is designed for the intellectually motivated students who are preparing for further study in German. Listening, reading, writing, speaking, and cultural competency are taught. Students are expected to demonstrate proficiency in all these areas. Class activities are designed to provide opportunities to practice and to acquire an extensive authentic vocabulary in a wide variety of real life situations. **Prerequisites:** 270043 or 270043aa and teacher recommendation

**24254G10H3 GERMAN 3 HONORS 1 CREDIT**

This course further expands the skills previously learned in German 2/HR. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussion and study on all aspects of German culture. **Prerequisite:** 270044aa

**24268E10SL GERMAN 3 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT**

As determined by IB guidelines, this course develops comprehension of formal and informal spoken German; which allow the reading of newspapers, magazines, and modern German literature; expository composition skills; and accurate and fluent oral expression. International Baccalaureate test will be given at the end of the

course. **Prerequisite:** 270044aa and teacher recommendation

**25255G1000**      **GERMAN 4 ADVANCED PLACEMENT (AP)**      **1 CREDIT**

As determined by AP guidelines, this course develops comprehension of formal and informal spoken German; vocabulary and structure which allow the reading of newspapers, magazines, and modern German literature; expository composition skills; and accurate and fluent oral expression. The College Board test is given at the end of the course. **Prerequisite:** 270045 or **Special Note:** The Advanced Placement test must be taken as the end of course test to receive AP weight.

**24268E10SL**      **GERMAN 4 INTERNATIONAL BACCALAUREATE (IB)**      **1 CREDIT**

As determined by IB guidelines, this course develops comprehension of formal and informal spoken German; which allow the reading of newspapers, magazines, and modern German literature; expository composition skills; and accurate and fluent oral expression. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270045 or 270047 and teacher recommendation

**25255G10H5**      **GERMAN 5 HONORS**      **1 CREDIT**

This course is designed to develop the students' ability to produce their own written texts in a purposive, coherent, and logical way. Group and/or paired discussion forms a regular part of the learning process. In-depth research is required. Prerequisites: 270047 or 270052 and teacher recommendation

**24263E10SL**      **GERMAN 5 INTERNATIONAL BACCALAUREATE (IB)**      **1 CREDIT**

As determined by IB guidelines, this course develops comprehension of formal and informal spoken German; which allow the reading of newspapers, magazines, and modern German literature; expository composition skills; and accurate and fluent oral expression. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270052 and Teacher Recommendation

**25255G10H6**      **GERMAN 6 HONORS**      **1 CREDIT**

This course is designed to develop the students' ability to produce their own written texts in a purposive, coherent, and logical way. Group and/or paired discussion forms a regular part of the learning process. In-depth research is required. Prerequisites: German 5 and teacher recommendation.

**24263E10HL**      **GERMAN 6 INTERNATIONAL BACCALAUREATE**      **1 CREDIT**

As determined by IB guidelines, this course develops comprehension of formal and informal spoken German; which allow the reading of newspapers, magazines, and modern German literature; expository composition skills; and accurate and fluent oral expression. International Baccalaureate test will be given at the end of the course. **Prerequisite:** 270050 and teacher recommendation

**25255G10GT**      **GERMAN FOR TRAVELERS**      **1 CREDIT**

This course introduces students to the exploration of different German speaking countries. It further develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding.

**24999C1005**      **INTRODUCTORY JAPANESE I**      **1 CREDIT**

This course provides an introduction to Japanese. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Japanese-speaking areas. **PREREQUISITE:** As required by program.

**24999C1006**      **INTRODUCTORY JAPANESE II**      **1 CREDIT**

This continuation course includes the development of basic communication skills and the acquisition of basic knowledge of the cultures of Japanese-speaking areas. **PREREQUISITE:** JAP 101 or Equivalent.

**24342G1000 LATIN 1 1 CREDIT**

This course introduces fundamental Latin vocabulary, grammar, and classical culture. The course includes English derivations and vocabulary, basic grammatical structures, translations of short passages, classical heroes and legends, and selected aspects of Roman culture and history. Prerequisite: None

**24343G1000 LATIN 2 1 CREDIT**

This course provides an intensive study of Latin language, Roman history, and culture. The course includes grammar and vocabulary for reading Latin authors. Reading is designed to increase understanding of sentence structure, English word-origin, and Roman history/culture. Prerequisite: LATIN 1

**24344G10H3 LATIN 3 HONORS 1 CREDIT**

This course provides continued study of the Latin language, Roman history, and culture. The course includes review and expansion of Latin grammar; readings in prose; study of Roman civilization through its literature, emphasizing politics, history, and mythology; and intensive derivative study. Prerequisite: LATIN 1 AND 2 and teacher recommendation

**24345G1000 LATIN 4 HONORS/ADVANCED PLACEMENT (AP) 1 CREDIT**

Extensive grammar and vocabulary study; reading and analyzing primary and secondary prose and poetry sources including the history and culture of Rome during the Golden Age of Latin literature, the death of the Republic, and the formation of the Roman Empire; writing original Latin prose and poetry.

**24652G1000 RUSSIAN 1 1 CREDIT**

Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of Russian-speaking cultures.

**24653G1000 RUSSIAN 2 1 CREDIT**

Listening and speaking skills including understanding and responding to directions, commands, and questions; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of Russian-speaking cultures

**24052G1000 SPANISH 1 1 CREDIT**

This course introduces students to the Spanish language and its culture. It develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding. Prerequisite: None **Special Note:** In order to receive an honors diploma, a student must take Levels 1 and 2 of the same language.

**24052G10HL SPANISH 1 HONORS 1 CREDIT**

This course is specifically designed for the academically gifted student who needs a more challenging foreign language course of study. The course develops in-depth listening, reading, speaking, and pronunciation skills. Prerequisite: Teacher recommendation **Special Note:** In order to receive an honors diploma, a student must take Levels 1 and 2 of the same language.

**0000000000 SPANISH 1 IGGCSE: CAMBRIDGE HONORS 1 CREDIT**

This course is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The course also aims to offer insights into the culture and civilization of countries where the language



## COURSE DESCRIPTIONS

is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages. Prerequisite: Acceptance into the Cambridge Program.

### 24053G1000 SPANISH 2 1 CREDIT

This course reinforces the skills previously learned in Spanish I. The course expands ability in aural comprehension, speaking, oral reading, and writing. It develops insights into Spanish customs, history, art, music, and literature. Prerequisite: 270153aa or 270153ab and 270153ac

### 24053G10H2 SPANISH 2 HONORS 1 CREDIT

This course is specifically designed for the academically gifted student who needs a more challenging foreign language course of study. The course provides intensive study in language structures, supplementary reading, writing, and cultural understanding. Prerequisite: Spanish 1 and teacher recommendation

### 0000000000 SPANISH 2 IGCSE: SPANISH LITERATURE CAMBRIDGE HONORS 1 CREDIT

This course is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to understand and respond to literary texts in different forms and from different periods and cultures; communicate an informed personal response appropriately and effectively; appreciate different ways in which writers achieve their effects; experience literature's contribution to aesthetic, imaginative, and intellectual; and explore the contribution of literature to an understanding of areas of human concern. The course also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages. Prerequisite: Spanish 1 IGCSE Foreign Language

### 24054G1000 SPANISH 3 HONORS 1 CREDIT

This course further expands the skills previously learned in Spanish II. The course includes listening to and translating narrative reading and poetry, analyzing reading selections, and writing compositions and summaries. It involves class discussion and study on all aspects of Spanish culture.

Prerequisite: 270154ac and teacher recommendation

### 24055G1000 SPANISH 4 HONORS/ADVANCED PLACEMENT LITERATURE 1 CREDIT

As determined by AP guidelines, this course develops comprehension of formal and informal spoken Spanish; which allow the reading of newspapers, magazines, and modern Spanish literature; expository composition skills; and accurate and fluent oral expression. College Board test will be given at the end of the course.

Prerequisite: 270161 and teacher recommendation **Special Note:** The Advanced Placement test must be taken as the end of course test to receive AP weight.

### 24068E10SL SPANISH 4 INTERNATIONAL BACCALAUREATE (IB) 1 CREDIT

As determined by IB guidelines, this course develops comprehension of formal and informal spoken Spanish; which allow the reading of newspapers, magazines, and modern Spanish literature; expository composition skills; and accurate and fluent oral expression. International Baccalaureate test will be given at the end of the course. Prerequisite: SPANISH 3 and teacher recommendation

**22999C10SP      SPANISH 4 DUAL ENROLLMENT      1 CREDIT**

This dual enrollment (de) course develops comprehension of formal and informal spoken Spanish; vocabulary and structure which allow the reading of newspapers, magazines, and modern Spanish literature; expository composition skills; and accurate and fluent oral expression.

Prerequisite: SPANISH 3 HONORS

**24053G10H5      SPANISH 5 HONORS      1 CREDIT**

This course is designed to develop the students' ability to produce their own written texts in a purposive, coherent, and logical way. Group and/or paired discussion forms a regular part of the learning process. In-depth research is required. Prerequisites: Spanish 4 Honors or IB and teacher recommendation

**24053G10H6      SPANISH 6 HONORS      1 CREDIT**

This course is designed to develop the students' ability to produce their own written texts in a purposive, coherent, and logical way. Group and/or paired discussion forms a regular part of the learning process. In-depth research is required. Prerequisites: 270160 and teacher recommendation

**24055G10ST      SPANISH FOR TRAVELERS      1 CREDIT**

This course introduces students to the exploration of different Spanish countries. It further develops listening, reading, speaking, pronunciation skills, and cross-cultural understanding.



