



Cleveland School District

Learning is Essential For All

Cleveland Central High School Curriculum Guide

2020-2021

Dr. Otha Belcher, Jr., Superintendent

Mrs. Teressa Fulgham-McCarty, Deputy Superintendent

Mr. Brian Foster, Principal

Mrs. Monica Mitchell, Cleveland Career Technical Center Director

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Introduction

This handbook is provided as a guide for students and parents to establish a course of study throughout high school. It is recommended that parents and students talk at length about anticipated career options and design a course of study that will support the goals set. Personnel is available at the local school to assist students while making these important educational decisions.

Equal Education Opportunities

Every pupil of the Cleveland School District will have equal educational opportunities regardless of race, color, creed, gender, handicap, religion, or marital status. No student shall be excluded on such a basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extracurricular activities.

The Mississippi Public School Accountability Standard for this policy is standard 2. School Board Policy: JAA

LEGAL REF.: MS CODE 37-15-35

Mission Statement

To Educate and Empower all Students to Excel.

Title IX

The Cleveland School District supports Title IX in its endeavor to strive for gender equity.

As provided under Title IX of the Education Amendments of 1972, no person in the U.S. shall, on the basis of (based on) sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance.

Correspondence Course, Waivers and Conditions

A maximum of one (1) Carnegie Unit may be earned through the completion of a correspondence course from accredited institutions. The District requirements for accreditation are:

1. The correspondence course must have approval by the Commission on School Accreditation.
2. The student must have the permission of the principal to take the course.
3. If the desired and approved correspondence course is a prerequisite for a course taken in the secondary schools of the Cleveland School District, the correspondence course must be completed before the student is allowed to enroll in the next sequential course. All correspondence work must be completed prior to the beginning of the fall term. As an example, English III must be completed before enrollment in English IV.
4. A student may not take a course by correspondence that has an end of course test required by the State Board of Education.

Online Courses

Students may enroll in online learning courses. Courses will be weighted per district

4x4 Block Schedule

Cleveland Central High School operates on a 4x4 block schedule. This type of scheduling allows a student to earn eight (8) Carnegie units each school year. The school year consists of two (2) terms, fall or 1st term, and spring or 2nd term. Each term is composed of two (2) nine-week periods. There are four (4) class periods each day that are approximately 100 minutes in length.

In the spring, the student and parents are asked to select the courses through Active Student for the upcoming year. Students will be allowed to enroll in appropriate classes provided there is space available and all prerequisites have been met.

Since staffing and courses to be taught are scheduled according to the number of students signing up for each course, students may not change their schedule once the principal has approved it. If for any reason a change in scheduling is requested during the school year, the change will be considered in light of the parameters set forth in the **Changes in Student's Schedule** section of this guide.

Changes in Student's Schedule

A change of schedule takes place when any adjustment is made in a student's schedule - adding and/or dropping a course or rearranging the time when a student takes a particular course during the school day. The school will make adjustments in the student's selection of courses provided:

1. The course selected is not offered,
2. The student fails to meet the prerequisite(s) for the subject,
3. There is a conflict arising from the course selected being offered at the same time, and/or
4. Overcrowding would result from such enrollment.

The following conditions will be considered when the parent or student requests a change in a student's schedule:

1. The course was completed during the regular session of summer school.
2. The student failed to meet the prerequisite(s) for a course for which he/she registered.
3. Not enough students registered for a course and, as a result, the course was dropped from the master schedule.
4. There was a conflict in scheduling subjects selected.
5. A clerical error was made in the programming of courses.
6. There is a class overload.

Requirements for Graduation and Promotion

In grades 9-12, promotion to the next grade level is based on the successful completion of Carnegie units. The table below shows the numbers of Carnegie units a student must have to be promoted from one grade to the next, as well as the number of units needed to graduate.

In planning for your course selections during your high school career, please keep the following requirements in mind:

- ◆ Only one Carnegie unit may be earned through correspondence.
- ◆ Two units of English cannot be taken during the same school year unless the student has fallen behind in English or they are on an early graduation pathway.
- ◆ Any transfer or exchange student must meet all requirements for graduation set forth by state and local School Boards.
- ◆ If a student fails a core course, English II, Algebra I, Biology I, or U.S. History, the **STUDENT MAY** be allowed to attend summer school / extended school year for credit with **PRIOR APPROVAL OF THE PRINCIPAL.**

Promotion to Next Grade

REQUIREMENTS TO PROMOTE TO THE NEXT GRADE LEVEL

UNITS REQUIRED TO

GRADUATE

10 th	11 th	12 th
7	14	20
Including	Including	Including
English I	English II	English III

Based on ICAP
10th – 12th Grade

Based on ISP
9th grade

Rule 36.3 affords students numerous options in order to meet the requirements for graduating from high school with a standard diploma. These options are:

- ◆ Passing the subject area test in Algebra I, English II, Biology, and U.S. History.
- ◆ Concordance table combining grades and scale score values.
- ◆ An average composite score of 646 using results from subject area tests.

Additional Assessment Options for Graduation

- ◆ State Board Policy Part 3, Chapter 36, Rule 36.4 provides approved options for students to meet high school end-of-course Subject Area Test requirements for graduation through approved alternate measures. State Board Policy 3804 applies to past, current, and future graduates and allows a student to meet the graduation requirements once he or she has failed to pass any required end-of-course Subject Area Test one (1) time.

Assessment Options	Math	Science	English	Social Studies
ACT	17	17	17	17
Dual Credit / Dual Enrollment	C or higher in MAT credit-bearing course	C or higher in BIO credit-bearing course	C or higher in ENG credit-bearing course	C or higher in HIS credit-bearing course
ASVAB + MS-CPAS2 OR Industry Certification	ASVAB score of 36 plus one (1) of the following: <ul style="list-style-type: none"> ● MS-CPAS score that meets the attainment level assigned by Federal Perkins requirements OR ● Earn approved Industry Certification specified in the Career Pathways Assessment Blueprint 			
ACT WorkKeys + MS-CPAS2 OR Industry Certification	WorkKeys Silver Level plus one (1) of the following: <ul style="list-style-type: none"> ● MS-CPAS score that meets the attainment level assigned by Federal Perkins requirements OR ● Earn approved Industry Certification specified in the Career Pathways Assessment Blueprint 			

Individual Career and Academic Plan/Individual Student Success Plan

The Individual Career and Academic Plan is a student's guide that helps students establish and achieve their career and academic goals for success after high school. The iCAP is created with input from counselors, mentor teachers, and parents.

An iCAP will assist students in the following areas:

- Provide mentoring and guidance to assist students in career pathway planning
- Help identify correct graduation pathway options
- Support changes to meet student needs and ambitions
- Transition into a profession or postsecondary educational major

Academic planning is one component of the Individual Student Success Plan (ISP). The planning tool is designed to assist students in successfully navigating the 7th-12th grade educational experience.

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> English I English II
Mathematics	4	<ul style="list-style-type: none"> Algebra I
Science	3	<ul style="list-style-type: none"> Biology I
Social Studies	3½	<ul style="list-style-type: none"> 1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	<ul style="list-style-type: none"> Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	5 ½	
Total Units Required	24	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA
 - Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy

Recommendations

- For early graduation, a student should successfully complete an area of endorsement.
- A student should take a math or math equivalent course the senior year.

ALTERNATE DIPLOMA OPTION

Curriculum Area	Carnegie Units	Required Subjects
English	4	<ul style="list-style-type: none"> Alternate English Elements I-IV
Mathematics	4	<ul style="list-style-type: none"> Alternate Math Elements I-III Alternate Algebra Elements
Science	2	<ul style="list-style-type: none"> Alternate Biology Elements Alternate Science Elements II
Social Studies	2	<ul style="list-style-type: none"> Alternate History Elements (Strands: U.S. History and World History) Alternate Social Studies Elements (Strands: Economics and U.S. Government)
Physical Education	½	
Health	½	<ul style="list-style-type: none"> Alternate Health Elements
Arts	1	
Career Readiness	4	<ul style="list-style-type: none"> Career Readiness I-IV (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	<ul style="list-style-type: none"> Life Skills Development I-IV (Strands: Technology, Systems, Personal Care, and Social)
Additional Electives	2	
Total Units Required	24	

Requirements

- The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.
- All students are required to participate in the Mississippi Academic Assessment Program-Alternate (MAAP-A) with a score TBD.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering ninth grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Mathematics	4	Algebra I
Science	3	Biology I
Social Studies	3½	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
CTE Electives	4	Must complete a four-course sequential program of study
Additional Electives	3 ½	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One CTE dual credit or earn articulated credit in the high school CTE course
 - Work-Based Learning experience or Career Pathway Experience
 - Earn a State Board of Education-approved national credential

ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I
Science	3	Biology I + two (2) additional science courses above Biology I
Social Studies	3½	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	7 ½	Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for non-remediation at most community colleges and IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One academic dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie Units	Required Subjects
English	4	English I English II
Mathematics	4	Algebra I + two (2) additional math courses above Algebra I
Science	4	Biology I + two (2) additional science courses above Biology I
Social Studies	4	1 World History 1 U.S. History ½ U.S. Government ½ Economics ½ Mississippi Studies
Physical Education	½	
Health	½	
Arts	1	
College and Career Readiness	1	Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.
Technology or Computer Science	1	
Additional Electives	8	Must meet 2 advanced electives of the CPC requirements for MS IHLs
Total Units Required	28	

Additional Requirements

- Earn an overall GPA of 3.0.
- Courses must meet Mississippi IHL college preparatory curriculum (CPC).
- Earn national college readiness benchmarks on each subtest established by ACT of 18 in English and 22 in Math or SAT equivalency subscore.
- Earn four additional Carnegie Units for a total of 28.
- Must successfully complete one of the following:
 - One AP course with a B or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a B or higher and take the appropriate IB exams
 - One academic dual credit course with a B or higher in the course

August 2018

Graduation Requirements

For students currently enrolled in graded 12

CURRICULUM AREA	UNITS	REQUIRED SUBJECTS
ENGLISH	4	English I & II
MATHEMATICS	4*	Algebra I (2 of 4 units must be higher than Algebra I)
SCIENCE	4**	Biology I
SOCIAL STUDIES	4	1 U. S. History 1 World History ½ Geography ½ U. S. Government ½ Mississippi Studies ½ Economics
HEALTH	½	½ Comprehensive Health ½ Family and Individual Health
PHYSICAL EDUCATION	½***	
TECHNOLOGY OR COMPUTER SCIENCE	1	Cyber Foundations II Or STEM
THE ARTS	1	
ELECTIVES	5****	Minimum
<i>TOTAL UNITS REQUIRED</i>	24	

* Algebra I may be taken in eighth grade for Carnegie unit credit.

* One may be Health Science I

** In grades 7-12, extra-curricular activities sanctioned by MHSAA can be substituted for P.E.

*** Spanish I will be awarded a Carnegie unit credit in the eighth grade.

Mississippi Early Exit Diploma

Current 12th-grade students for the 20/21 SY

CURRICULUM AREA	UNITS	REQUIRED SUBJECTS
ENGLISH	2	English II
MATHEMATICS	3	Algebra I (equivalent course)
SCIENCE	3	Biology I (equivalent course)
SOCIAL STUDIES	2½	1 U.S. History (equivalent course) 1 World History (equivalent course) ½ Mississippi Studies
HEALTH and PHYSICAL EDUCATION	1	Any combination of Health and Physical Education
TECHNOLOGY or COMPUTER SCIENCE	1	
THE ARTS	1	
ELECTIVES	5	(Should focus on college admission or national certification requirements)
TOTAL UNITS REQUIRED	17½	

To qualify for a Mississippi Early Exit Diploma, in addition to earning the Carnegie units listed above, students must meet college and career qualification scores in all core content areas on a series of end-of-course exams and/or the required benchmarks for college readiness on the ACT (18 in English Composition; 22 in Mathematics; 22 in Reading; 23 in Science).

University Admissions Standards

You can be admitted to a Mississippi university by meeting any of the following criteria:

Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC;

Or

Complete the College Preparatory Curriculum (CPC) with a minimum 2.50 high school GPA on the CPC or a class rank in the top 50%, and a score of 16 or higher on the ACT* (Composite);

Or

Complete the College Preparatory Curriculum (CPC) with a minimum 2.00 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite);

Or

Students who do not meet the above criteria are nonetheless eligible for admission. Such students must participate, however, in an on-campus placement process at the university of their choice. See the following pages for more detailed information as per the Institutions of Higher Learning (IHL) Board policies.

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS

COLLEGE PREPARATORY CURRICULUM

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
English: 4 Carnegie units <ul style="list-style-type: none"> All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included. 	English: 4 Carnegie units <ul style="list-style-type: none"> All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 3 Carnegie units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (2 units) 	Mathematics: 4 Carnegie units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (3 units)
Science: 3 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (2 units) 	Science: 4 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (3 units)
Social Studies: 3 Carnegie units <ul style="list-style-type: none"> U.S. History World History U.S. Government (½ unit) Economics (½ unit) or Introduction to World Geography (½ unit) 	Social Studies: 4 Carnegie units <ul style="list-style-type: none"> U.S. History World History U.S. Government (½ unit) Economics (½ unit) Introduction to World Geography (½ unit) Mississippi Studies (or state/local government course in any other state)
Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation. 	Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and Advanced World Geography Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course 	Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and Advanced World Geography Option 3: Any combination of English, Mathematics higher than Algebra I, Science higher than Biology I, Advanced Elective category, any AP course, any IB course
Technology: ½ Carnegie unit <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. 	Technology: ½ Carnegie unit <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course.
Total Carnegie units: 16½	Total Carnegie units: 19½
Notes: <ul style="list-style-type: none"> Pre-High School units: Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course. Substitutions: Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum. Course Acceptance: A course may not be used to satisfy more than one requirement. The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees, and the IHL Office of Academic and Student Affairs maintains a complete list of courses that can be used to satisfy the CPC requirements. See www.mississippi.edu/admissions/. 	

IHL Board Policy §602.B. FULL ADMISSION

Full admission to any of the eight public universities will be granted to the following:

The College Preparatory Curriculum (CPC) grade point average (GPA) is calculated on a 4.0 scale using the course requirements listed on 602 A. High

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; **OR**
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); **OR**
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); **OR**
4. NCAA Division I standards for student-athletes who are "full-qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.

**Instead of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

IHL Board Policy §608. INTERMEDIATE COURSES

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18, or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of "80" or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18, or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18, or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have

completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate Reading.

- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 hours.
- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit-bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution's Chief Academic Officer or designee.

IHL Board Policy §608 establishes 17 as the minimum ACT subtest scores for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

FRESHMAN ADMISSION REQUIREMENTS FOR UNIVERSITY SYSTEM INSTITUTIONS

COLLEGE PREPARATORY CURRICULUM (Begins with the incoming freshmen class of 2022)

The high school course requirements set forth below are applicable to students graduating from high school and entering a public institution of higher learning.

The minimum REQUIRED CPC for full admission into a Mississippi public university is as follows:	The minimum RECOMMENDED CPC for full admission into a Mississippi public university is as follows:
English: 4 Carnegie units <ul style="list-style-type: none"> Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included. 	English: 4 Carnegie units <ul style="list-style-type: none"> Units must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.
Mathematics: 4 Carnegie Units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (2 units) 	Mathematics: 4 Carnegie units <ul style="list-style-type: none"> Algebra I or its equivalent Math higher than Algebra I (3 units)
Science: 3 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (2 units) 	Science: 4 Carnegie units <ul style="list-style-type: none"> Biology I or its equivalent Science higher than Biology I (3 units)
Social Studies 3 ½ Carnegie Units <ul style="list-style-type: none"> Units must include integrated courses of social sciences and humanities promoting civic competence. 	Social Studies: 4 Carnegie units <ul style="list-style-type: none"> Units must include integrated courses of social sciences and humanities promoting civic competence.
Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation. 	Arts: 1 Carnegie unit <ul style="list-style-type: none"> Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.
Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and one unit from Option 3 Option 3: Any combination of advanced electives above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE). (2) Completion of any two-year Career and Technical course may count as one unit. Example: completion of both Health Sciences I & 	Advanced Electives: 2 Carnegie units <ul style="list-style-type: none"> Option 1: Foreign Language I and Foreign Language II Option 2: Foreign Language I and one unit from Option 3 Option 3: Any combination of advanced electives above the required Carnegie units in: (a) English, math, science, computer science and/or (b) any Advanced Placement (AP), Academic or Career Technical Dual Credit (DC), International Baccalaureate (IB) or Advanced International Certificate of Education (AICE). (2) Completion of any two-year Career and Technical course may count as one unit. Example: completion of both

II will count as an advanced elective.	Health Sciences I & II will count as an advanced elective.
<p>Technology or Computer Science Course: 1 Carnegie Unit</p> <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents. 	<p>Technology or Computer Science Course: 1 Carnegie Unit</p> <ul style="list-style-type: none"> A course that emphasizes the use of technology as a productivity tool. Instruction should include utilizing various forms of technology to create, collaborate, organize, and publish information. The application of technology as a productivity tool, rather than specific hardware and/or software packages should be the focus of the course. A computer science course emphasizes computational thinking to solve problems. Courses will involve the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society and should include focus on one or more of the following core concepts: computing systems, networks and the internet, data and analysis, algorithms and programming, and impacts of computing. Course equivalent or additional advanced elective may be acceptable for non-Mississippi residents.
Total Carnegie units: 18 ½ Carnegie Units	Total Carnegie units: 20 Carnegie Units
<p>Notes:</p> <ul style="list-style-type: none"> The required CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Academic Endorsement. The recommended CPC for full admission aligns with the course recommendations for the Mississippi Department of Education Distinguished Endorsement. Pre-High School units: Courses taken prior to high school will be accepted for admission provided the course earns Carnegie credit and the content is the same as the high school course. Substitutions: Advanced Placement (AP), International Baccalaureate (IB), Academic or Career and Technical Dual Credit (DC), and Advanced International Certificate of Education (AICE) courses may be substituted for each requirement in the College Preparatory Curriculum Course Acceptance: A course may not be used to satisfy more than one requirement. <p>The Required and Recommended College Preparatory Curricula (CPC) are approved by the IHL Board of Trustees. The Mississippi Department of Education maintains the MDE Secondary Course Manual with CPC Classifications.</p>	

IHL Board Policy §602.B. FULL ADMISSION

Full admission to any of the eight public universities will be granted to the following:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.2 high school grade point average (GPA) on the CPC; OR
2. Complete the CPC with a minimum 2.5 high school GPA or a class rank in the top 50 percent and a score of 16 or higher on the ACT* (Composite); OR
3. Complete the CPC with a minimum 2.0 high school GPA on the CPC and a score of 18 or higher on the ACT* (Composite); OR
4. NCAA Division I standards for student-athletes who are "full-qualifiers" or "academic redshirts" are accepted as equivalent to the admission standards established by the Board.

**In lieu of the ACT scores, students may submit equivalent SAT scores. Students scoring below 16 on the ACT (Composite) or the equivalent SAT are encouraged to participate in the Year-Long Academic Support Program during their freshman year.*

IHL Board Policy §608. INTERMEDIATE COURSES

- A. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Mathematics subtest score of 16 or less will be required to take Intermediate Mathematics during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Mathematics subtest score is 17, 18 or 19 may be required to take Intermediate Mathematics. Students with a minimum ACT Mathematics subtest score of 15 who have completed the Mississippi Department of Education approved mathematics transitional course with a grade of "80" or higher will not be required to take Intermediate Mathematics and should be enrolled in a college-level mathematics course during their first semester of enrollment.
- B. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT English subtest score of 16 or less will be required to take Intermediate English during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose English subtest score is 17, 18 or 19 may be required to take Intermediate English. Students with a minimum ACT English subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate English and should be enrolled in a college-level English course during their first semester of enrollment.
- C. All entering students admitted under Board Policy 602 enrolled at an IHL university with an ACT Reading subtest score of 16 or less will be required to take Intermediate Reading during their first semester of enrollment. At the discretion of the admitting IHL institution, students whose Reading subtest score is 17, 18 or 19 may be required to take Intermediate Reading. Students taking Intermediate Reading should not be permitted to take reading-intensive courses, such as History. Students with a minimum ACT Reading subtest score of 15 who have completed the Mississippi Department of Education approved literacy transitional course with a grade of "80" or higher will not be required to take Intermediate Reading.
- D. Students taking two or more intermediate courses must enroll in the year-long Academic Support Program or some other IHL-recognized intervention strategy to promote success in the courses in

which they are not fully prepared, according to ACT subtest scores and will not be permitted to take more than 17 semester hours.

- E. Intermediate courses may be delivered through a co-requisite model coupled with a credit-bearing gateway course.
- F. Regarding course placement using an ACT subtest score, exemptions to this policy based on prior high school course performance, postsecondary course performance, or other academic experiences must be approved by the institution's Chief Academic Officer or designee.

(BT Minutes, 2/ 2000; 2/ 2005; 2/2009;3/2010; 1/2016;2/2018)

IHL Board Policy §608 establishes 17 as the minimum ACT subtest score for mathematics, English, and reading; however, it gives each IHL university the authority to require higher ACT subtest scores.

Alcorn State University	17	17	17
Delta State University	17	20	17
Jackson State University	17	17	17
Mississippi State University	17	19	17
Mississippi University for Women	17	19	17
Mississippi Valley State University	17	20	17
University of Mississippi	17	19	17
University of Southern Mississippi	20	20	17

Class Weight and Final Senior Ranking

More accelerated /advanced courses taken in high school will better prepare students for post-secondary experiences. Rank points per semester credit will be accumulated based on the following classifications and table.

Regular Classes: All classes other than Accelerated and Advanced.

Accelerated Classes:

Chemistry	400519	Physics	400820
Foreign Language III	160935	Calculus	279912
Foreign Language IV	160936	Microbiology	260501
Algebra III	270441	Biomedical Research	260502
Law-Related Education	220101		

Advanced Classes:

AP Biology	260143	AP World History	450836
AP Calculus AB	279908	Human A & P	260751
AP Calculus Distance Learning	160614	AP U. S. History	451814
AP English IV <ul style="list-style-type: none"> AP English and Language Comp AP English Literature and Comp 	220117		

Rank Points

Class Grades	Regular	Accelerated	Advanced
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

For the purpose of Senior Academic Honors, the ranking will be computed using the following procedures.

Courses are designated as Regular (4 points), Accelerated (5 points), and Advanced (6 points). Courses are marked in the Sam Spectra student package based on the rank points assigned to courses in the current year curriculum guide. Once final grades are entered and posted, the students' GPA is calculated by the student package for college reporting. Colleges do not recognize the 6 point scale.

The cumulative weighted QPA will be used to determine the Valedictorian and Salutatorian. The cumulative weighted QPA includes the rank points of all courses for which a Carnegie unit is awarded.

To be eligible for Valedictorian or Salutatorian, a student must have been enrolled in the Cleveland School District for their entire junior and senior year. Current high school students who opt to graduate using the Early Exit Diploma option will not be eligible for Valedictorian or Salutatorian.

In the event multiple students meet the criteria established for Valedictorian and/or Salutatorian, they will be awarded the distinction.

Graduating seniors who earn class honors will be recognized in the following manner:

Valedictorian - The student with the highest QPA. This student will be recognized in the graduation program with four (4) stars(****) being placed beside his/her name.

Salutatorian - The student with the second-highest QPA. This student will be recognized in the graduation program with three (3) stars (***) being placed beside his/her name.

Students with a GPA of 4.00 and above will be recognized in the graduation program with two (2) stars (**) being placed beside their names.

Students with a GPA of 3.25 to 3.99 will be recognized in the graduation program with one (1) star (*) is placed beside their names.

Note: Semester credits transferred into the district shall earn regular class rank points unless specifically identifiable as accelerated or advanced classes based upon a determination to be made by the Superintendent.

Senior Privileges

Senior privileges are earned. Prior to the senior receiving this privilege, the parent or legal guardian must appear at school to sign a permission slip. Each senior must come by the office and sign out each day before leaving campus.

GUIDELINES

- Must have met all end of course requirements.
- Must not have a 75 or below in any subject for the junior year.
- Must not have more than five (5) checkouts per year, without a medical excuse.
- Must not have more than five (5) absences per class per semester, unless there is an extended illness.
- Must not have been assigned to Out-of-School Suspension.

At any time, a violation of one or more of the above guidelines will result in the **loss of the senior privilege**. The Principal will assign students that lose their senior privilege to a class, ISS, or work detail.

Special Services

The Multi-Tiered System of Supports (MTSS) process will be used to identify possible referrals for evaluations for Special Services. Parents/legal guardians/custodians may make special requests for evaluation for eligibility for these services through the Office of the Principal.

Credit Recovery Program

The Credit Recovery Program allows a student to earn credit for a course in which the student did not receive a passing grade. A student must have a failing grade of 50 or higher in the course to be eligible for credit recovery. Based on the assessment, the student completes online instruction. Upon demonstration of mastery, the student receives credit for the course; however, a student who selects credit recovery to earn a Carnegie unit may only earn the minimal passing grade of 65 on the district's grading scale.

Dual Enrollment

Students may earn dual enrollment credit in a variety of disciplines. Dual enrollment allows eligible students to enroll in college classes at a nominal cost while still in high school. Dual enrollment classes may be offered through any local accredited community college or university.

- Students must have completed a minimum of 14 core high school Carnegie units, and have a minimum cumulative 3.00-grade point average on a 4.00 scale on their high school transcript.
- A minimum ACT composite of 17 is required for participation. Students scoring 16 or below on the English or Reading portion of the ACT will not be allowed to earn college-level coursework in that area. Students scoring 19 or below on the Mathematics portion of the ACT will not be allowed to earn college-level coursework in that area.

Mississippi Scholars Recognition Program

This program partners with local businesses and the Public Forum of Mississippi to motivate students to complete a rigorous course of study in high school. Business leaders may visit classes of 8th-grade students prior to registration to emphasize the need for selecting high school courses wisely. Seniors who complete the course requirements and additional expectations will receive recognition.

Course requirements:

(AP courses are acceptable substitutes)

4 credits English

4 credits Math

4 credits Science

4 credits Social Studies

1 credit Arts

2 credits Advanced Elective - Foreign Language

Must have 24 minimum credits - students may earn a Standard Diploma through the Traditional Pathway.

ADDITIONAL EXPECTATIONS:

- 40 hours of community or volunteer service during 4 years of high school
- 16 ACT composite score (Overall)
- 2.5 cumulative high school GPA
- 95% school attendance during 4 years of high school (excused/unexcused absences)
- No out-of-school suspension
- Must attain a passing score on all end of year course exams, as established by the Mississippi Department of Education (MDE)
- Dual credit courses are acceptable

Mississippi Tech Master Scholars Recognition Program

Course Requirements:

4 Credits English

3 Credits Math - Required CCR Algebra I - CCR Geometry 3 Credits
Science

3 Credits Social Studies 1 Credit
Computer

½ Credit Health or PE

2.5 Electives in the student's Program of Study

4 GTE Credits in the same area of study - must take 4 GTE credits (non negotiable)

Must have 21 minimum credits - Students may earn a Standard Diploma through the Career Pathway or the Traditional Pathway

ADDITIONAL EXPECTATIONS:

- 40 hours of community or volunteer service during 4 years of high school (20 hours for 2017 – 2018 Pilot Schools Only)
- Minimum of 18 ACT composite score (overall score) or 36 ASVAB
- 2.5 cumulative high school GPA
- 95% school attendance during 4 years of high school (excused/unexcused absences)
- No out-of-school suspension
- Must attain a passing score on all end of year course exams, as established by the Mississippi Department of Education (MDE), on the Mississippi Career Planning and Assessment System (CPAS2) or a passing score on an MDE approved industry certification assessment.
- Mississippi Scholars Tech Master must complete any remaining State-Mandated high school graduation requirements.
- Dual credit courses are acceptable.

Course Descriptions

The following list of courses provides a description of course content; prerequisite(s); duration of the course; and Carnegie Unit value(s).

REQUIRED ENGLISH

MS CCR ENGLISH I (230107)

1 semester; 1 credit

In grade 9, the Standards challenge students to investigate a wide range of literary genres as well as delve deeply into substantive, complex expository works of nonfiction (RL/RI.9.10) such

that they can "read like a detective" and uncover critical clues for building analyses of texts (RL/RI.9.1). Entering high school, students become increasingly aware of the choices authors make and how writers emphasize particular examples or details and stitch them together into a coherent whole. At this stage of their academic careers, students provide objective summaries that incorporate both inferences drawn from the text and citations extracted directly from what they have read. Students study the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature.

Prerequisite: None.

MS CCR ENGLISH II (230110)

1 semester; 1 credit

In grade 10, the Standards call for students to both examine a diverse set of literary genres and pursue their investigation of substantive, complex expository works of nonfiction (RL/RI.10.10) such that they become adept investigators and can analyze the meaning of both literary and nonfiction works (RL/RI.10.1). Standards for Reading Literature (RL.10.2-9) and Standards for Reading Informational Text (RI.10.2-9) offer detailed expectations for student academic performance in preparation for college and careers. By grade 10, students firmly grasp how authors craft their prose and how writers make their argument(s) cohere. Students are adept at comparing and contrasting how ideas, themes, or concepts are presented in two different artistic mediums in which different details are emphasized. Students are asked to analyze the seminal foundational documents of the United States as well as grasp differing perspectives and points of view embedded in works of world literature. Prerequisite: English I.

MS CCR ENGLISH 111 (230113)

1 semester; 1 credit

The Standards in grade 11 call for students to be able to understand and analyze substantive, complex expository works of literary nonfiction as well as a diverse spectrum of stories, poems, plays, and novels (RL/RI.11.10) such that they can produce ample amounts of evidence to support inferences (RL/RI.11.1). Students also perform a variety of complex reading tasks focused on recurrent themes in American literature and foundational works of American political philosophy, from grasping the subtleties of an author's point of view to perceiving when a text leaves matters ambiguous. Students become skilled at determining how multiple themes or ideas combine and intertwine to produce a complex narrative or explanation as well as evaluating the premises, arguments, and rhetoric present in seminal texts from American history.

Prerequisite: English II.

MS CCR ENGLISH IV (230116)

1 semester; 1 credit

The Standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts. Students are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations, the former providing broad standards, the latter providing additional specificity.

Prerequisites: English III

ENGLISH ELECTIVES

CREATIVE WRITING (230511)

1 English credit

The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. If time allows, the writing of drama may be pursued. The course affords an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical reader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication. 10th-grade students not enrolled in Compensatory English II in the Fall of their sophomore year will be enrolled in Creative Writing in the fall of their sophomore. They will take English II in the Spring.

DEBATE (231026)

½ or 1 English credit

This course provides instruction on how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly, and it helps a student to identify flawed reasoning and argue persuasively.

FOUNDATIONS OF JOURNALISM (270603)

½ or 1 English credit

Foundations of Journalism is an English course intended as a general course to enhance students' communication and media literacy skills. It is a prerequisite for subsequent journalism courses. This course is designed to help students produce a factual, journalistically-sound piece of writing from interviews they conducted. By the end of this course, students should be able to produce a factual, journalistically-sound piece of writing from interviews they conducted.

Students should also be able to create at least one accompanying visual element (photo/video) and publish their work (story+ visual) to the web.

PRINT JOURNALISM (270604)

½ or 1 English credit

The Print Journalism course provides students with quality academic instruction in newspaper/yearbook/news-site production by providing training in reporting, writing, photography, design, and equipment operation, as well as in leadership and management skills (necessary to plan and execute the publication process). This course is designed to help students produce a newspaper, news magazine, news website, or yearbook that informs a defined audience of school and community news in a timely manner. Students should select all content, write all copy, photograph/design visual elements, and manage their own website/social media accounts. Works should be published in some form (print or digital) and available to the public, either for free or for purchase.

BROADCAST JOURNALISM (100104)

Grades 9-12

1 English Credit

The Broadcast Journalism course provides students with quality academic instruction in television, radio, and video production by providing training in operating equipment, reporting, and scriptwriting, as well as planning, directing, and producing video projects. This course is designed to help students produce a broadcast news show that includes anchor segments, field reports, and feature segments. Students should select all content, write all scripts, and film and edit all videos. Show(s) should be published to the web and available to the public.

Prerequisite: Foundations of Journalism

MISSISSIPPI WRITERS (230761)

½ or 1 English credit

The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The course identifies major sources and themes of twentieth-century and contemporary Mississippi writing. The student will recognize the contribution of Mississippi writers, such as William Faulkner, Eudora Welty, Richard Wright, Willie Morris, Anne Moody, etc., to twentieth-century American writing and recognize that Mississippi writing is an expression of a particular place that achieves universality.

ORAL COMMUNICATION (231010)

½ or 1 English credit

This course includes instruction on how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the student to think logically, clearly, and creatively.

ESSENTIALS FOR COLLEGE LITERACY COURSE - Grade 12 (230185)

1 English credit

The SREB Readiness Course titled Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas - English, social science, and science. Literacy Ready consists of six units: two in history, two in English and two in science. Content of the discipline is at the forefront of the curriculum; while the disciplinary literacy skills are emphasized through reading and writing assignments based on the content.

Units are focused on truly understanding how to read and interpret texts in the discipline on a college level. They are designed to be used as stepping stones, with the first module in each subject less rigorous and demanding than the last. Students eligible for this class must enter with an ACT sub-score of 15-18 and must be classified as a senior.

SURVEY OF AFRICAN AMERICAN WRITING (230124)

½ or 1 English credit

The Survey of African American Writing course is a survey course that draws upon a compilation of genres, themes, styles, and language used by various writers of African- American descent.

The student will recognize and appreciate the contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

TECHNICAL AND WORKPLACE WRITING (230142)

½ or 1 English credit

The Technical and Workplace Writing course focuses on the various kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and the general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece and discern how organization, wording, accuracy, and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication.

Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing. The course should be taught so that it offers a challenge. Writings should include pieces requiring more sophistication or complexity: delivering or justifying news or a stance, persuading or manipulating the reader's opinions or emotions, and explaining complex processes. Students will produce individual pieces as well as participate in a group review of their writings. Through these experiences of working with others, they will practice the language skills of explaining, persuading, and negotiating, and learn the importance and effect of their words.

WORLD LITERATURE (230144)

½ or 1 English credit

The World Literature course is an examination of literary works that have contributed significantly to the thinking of humankind and have contributed greatly to various cultures. In this course, students will read a variety of masterpieces and influential literary works. The course may be organized by theme, genre, or chronology. The one-semester World Literature course may focus mainly on one time period or span centuries to show the range of literary heritage, whereas the one-year course will require reading of literature from the ancient classical period to the twentieth century. In either case, the teacher will need to determine whether the course will include mainly one or two genres or cover many genres, such as plays, poetry, novels, and short stories. The teacher also has the freedom to determine the particular countries and cultures that the works will represent. In the one-semester course, however, at least one work should be chosen to represent the literature of each: (a) Classical Greece or Rome, (b) Great Britain, (c) Europe, (d) the Americas, and (e) either Asia or Africa.

ADVANCED PLACEMENT: ENGLISH LANGUAGE AND COMPOSITION (230117)

1 English credit

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. All students enrolled in an AP course must take the end of the year AP Exam.

ADVANCED PLACEMENT: ENGLISH LITERATURE AND COMPOSITION (230174)

1 English credit

AP English Literature and Composition course engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. All students enrolled in an AP course must take the end of the year AP Exam.

COMPENSATORY ENGLISH I (320141)

½ or 1 Elective credit

Students in English I in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English I course under the following stipulations:

The Compensatory course:

- Must be taken in concert with CCR English I;

- Includes content supportive of the accompanying English I course, and;

- May be taken as an elective, but will not satisfy the number of Carnegie units in English required for graduation.

COMPENSATORY ENGLISH II (320142)

½ or 1 Elective credit

All Students in English II will be enrolled in Compensatory English II (or Creative Writing) in the Fall of their sophomore year and will then take English II in the Spring. This is to ensure students are fully prepared for the EOC English II assessment.

The Compensatory course:

- Must be taken in concert with CCR English II;

- Includes content supportive of the accompanying English II course, and;

- May be taken as an elective but will not satisfy the number of Carnegie units in English required for graduation.

COMPENSATORY ENGLISH III (320145)

½ or 1 Elective credit

Students in English III in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English III course under the following stipulations:

The Compensatory course:

Must be taken in concert with CCR English III;

Includes content supportive of accompanying English III or other credit-bearing English course, and;

May be taken as an elective but will not satisfy the number of Carnegie units in English required for graduation.

COMPENSATORY ENGLISH IV (320146)

½ or Elective credit

Students in English IV in need of instructional support, intervention, or remediation may be enrolled in the Compensatory English IV course under the following stipulations:

The Compensatory course:

Must be taken in concert with CCR English IV;

Includes content supportive of the accompanying English IV or other credit-bearing English course, and;

May be taken as an elective but will not satisfy the number of Carnegie units in English required for graduation.

SPANISH

SPANISH I (160933)

1 semester; 1 credit

Introduction and development of aural and oral skills in tandem with reading and writing; basic vocabulary testing and grammatical drills. Prerequisite: None.

SPANISH II (160934)

1 semester; 1 credit

Continuation of vocabulary and grammatical concepts directed toward reading and conversing; cultural traits, customs, geographic demarcations for dialects; history and art forms of Mexico and other Spanish-Hispanic population(s). Prerequisite: Spanish I and approval by proper officials.

SPANISH III (160935)

1 semester; 1 credit

Continuation of vocabulary and grammatical concepts directed toward advanced conversation and hands-on cultural experiences emphasizing Spanish-Hispanic history, customs, and art forms. Prerequisite: Completion of Spanish I & II, approval by proper officials.

SPANISH IV (160936)

1 semester; 1 credit

Intensive work with oral skills; study of idiomatic phrases and accents; continuation of the study of Spanish-Hispanic art and literature; research and discussions of current events, contributions, and the changing face of the modern Spanish-Hispanic cultures. Prerequisite: Completion of Spanish I, II, & III, approval by proper officials.

MUSIC

BAND (509901)

1 semester; 1 credit

Consists of two parts - Marching Band fall term and Concert Band spring term. The introduction and application of basic and advanced musical performances have covered both terms. Marching Band consists of precision marching, maneuvers, sight-reading, and state and local competition events. The concert band consists of concert and festival performances, ensembles, sight-reading, and state and local competition events. Prerequisite: Approval by proper officials.

CHORAL MUSIC (500939)

1 semester; 1 credit

This course allows students to learn more through the study of the choral performance repertoire. In addition to learning repertoire, students will develop vocal technique, sight-singing, and ear training skills. Students who choose to enroll in choral music courses in successive years are expected to master proficient competencies, and then pursue advanced competencies.

Prerequisite: None.

CHORAL ENSEMBLE (500940)

1 semester; 1 credit

This course is an extension of Choral Music intended for students who choose to perform in a particular ensemble. Students are often required to audition for choral ensembles. Groups may be large or small; they may focus on specific types of repertoire or music genre. Students who elect choral music ensemble courses in successive years are expected to master proficient competencies, and then pursue advanced competencies. Prerequisite: Choral Music.

JAZZ ENSEMBLE (500926)

The purpose of the jazz band is to serve as the primary band recruiting tool. The ensemble will provide greater, more individualized performance opportunities for the more accomplished musicians, including experience in improvisation and expose members to various styles and eras of music. The Jazz Band will entertain the community with various styles of music including pop, jazz, Big Band, Swing, and rock from various time periods from 1920-today, thus appealing to a wide variety of listeners.

The Jazz Ensemble is open to all band members who play the trumpet, saxophone, trombone, bass guitar, and guitar. Positions not filled by band members (piano, guitar, and bass guitar) will be made available to non-band members as needed. Instrumentation is limited to four (4) trumpets, four (4) trombones, five (5) saxophones, one (1) guitar, one (1) bass guitar, and two (2) percussionists.

ART

VISUAL ARTS I & II (500704/500705)

1 semester each; 1 credit each

The courses will include in-depth study in the techniques of at least one art medium; practice in several media; and studies in art history, aesthetics, and criticism. Prerequisite: none. Duration: one semester each; 1 credit.

VISUAL ART III & IV (500706/500707)

1 semester each; 1 credit each

The courses will be a continuation of in-depth study in art media and techniques, with specialized studies in art history, art style periods, aesthetics, and criticisms. Particular attention will be paid to individual student's style, the composition of each student's art portfolio, and participation in contest/scholarship opportunities, career opportunities, and local art exhibitions. Prerequisite: Art I & II.

PERFORMING ARTS

THEATRE I (500512)

1 semester; 1 credit

Appreciation of the theatre; introduction to the art of acting; history and development of the theatre; introduction to the masters of the art and their contributions to the theatre as an art form; interpretative reading. Prerequisite: none.

THEATRE II (500513)

1 semester; 1 credit

Theatre II continues to explore the theatrical process as an art form. Students will have the opportunity to build on skills learned in Introduction to Theatre. Students will concentrate on designing, creating, and performing from original and published works. Prerequisite: Theatre I.

THEATRE III (500515)

1 semester; 1 credit

This advanced-level course is designed to enable students who are interested in Theatre to explore and perfect their abilities at a higher level of proficiency. Prerequisite: Theatre I and II.

THEATRE IV (500525)

1 semester; 1 credit

This advanced-level course is designed to enable students who are interested in Theatre to explore and perfect their abilities at a higher level of proficiency. Prerequisite: Theatre I, II, III.

THEATRE PRODUCTION (500521)

1 semester; 1 credit

Planning, rehearsal, and presentation of a stage play and drama. Prerequisite: Theatre I and II.

PHYSICAL EDUCATION

DRIVER'S EDUCATION (340151)

Only offered in summer; ½ credit

Introduction and refinement of standard operating procedures of the automobile; classic learning; training in driving simulation units; extended training and supervision in the operation of an approved automobile as student drivers. Prerequisite: Proper age level and approval by proper officials. Duration: only offered in the summer.

****PHYSICAL EDUCATION (340113)**

1 semester, 1 term; ½ credit, 1 credit

Physical welfare involved in all phases, drills in physical, emotional, mental, and social improvement through organized physical activities. Prerequisites: Approval by proper officials.

****COMPREHENSIVE HEALTH (340133)**

1 semester; ½ credit

Includes the development, delivery, and evaluation of a planned instructional program. Comprehensive school health education instructions, also refer to the delivery and development of the curriculum with goals, objectives, content, sequences and specific classroom lessons which include, but is not limited to the major content areas: (11 standards) Mental Health, Consumer Health, Community Health, Environmental Health, Personal Health, Nutrition, Drugs and Alcohol, Family Life, Human Growth and Development, Disease Control, Safety, and First Aid. Prerequisite: None.

****All 9th-grade students will be taught the proper administration of CPR/ AED as a required instructional component of the physical or health education curriculum. Senate Bill 2185**

MATHEMATICS

FOUNDATIONS OF ALGEBRA (270390)

1 semester; 1 credit

This math course is offered only to 9th-grade students. This course will provide a basis for curriculum development to ensure the student is prepared to take Algebra I. The course focuses on equations, inequalities, functions, polynomials, geometry, and statistics as well as the standards of mathematical practice. The standards for this course were developed based on core content that should have been mastered by the end of grade 8 and key skills that will be introduced in Algebra I. Prerequisite: Grade 8 Math (Students who have taken Algebra I may not take this course.)

ALGEBRA I (270404)

1 semester; 1 credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. Instruction should focus on five critical areas: (1) analyze and explain the process of solving equations and inequalities:

(2) learn function notation and develop the concepts of domain and range; (3) use regression techniques; (4) create quadratic and exponential expressions; and (5) select from among these functions to model phenomena. Prerequisite: None

GEOMETRY (270408)

1 semester; 1 credit

Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The six critical areas of this course include (1) building a thorough understanding of translations, reflections, and rotations; (2) developing the understanding of similarity and several theorems; (3) extension of formulas for 2-dimensional and 3-dimensional objects (4) extension of 8th-grade geometric concepts of lines; (5) prove basic theorems about circles; and (6) work with experimental and theoretical probability. Prerequisite: Algebra I.

ALGEBRA II (270405)

1 semester; 1 credit

Students build on their work with linear, quadratic, and exponential functions, to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The four critical areas of this course include (1) working extensively with polynomial operations; (2) building connections

between geometry and trigonometric ratios; (3) understanding of a variety of function families; and (4) explore statistical data. Prerequisite: Algebra I and Geometry.

ADVANCED MATHEMATICS PLUS COURSE (270730)

1 semester; 1 credit

Advanced Mathematics Plus specifies the mathematics that students should study in order to be college and career ready. The Advanced Mathematics Plus Course includes additional mathematics from the Common Core State Standards for Mathematics indicated by a (+). These "plus standards" will help students in advanced courses such as Calculus. This course was designed to be a fourth-year Common Core math course.

ALGEBRA III (270441)

1 semester; 1 credit

Algebra III includes content standards from the 2007 Mississippi Mathematics Framework Revised Pre-Calculus course and the Common Core State Standards for Mathematics and covers those skills and objectives necessary for success in courses higher than Algebra II. Topics of study include sequences and series, functions, and higher-order polynomials.

Polynomial functions provide the context for higher-order investigations. Topics are addressed from a numeric, graphical, and analytical perspective. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Prerequisite: Algebra II and Geometry.

CALCULUS (279912)

1 semester; 1 credit

This course focuses on the mathematics of change. The major focus is on differential and integral calculus. The use of graphing calculators and other technologies are major components of the course. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems.

Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Prerequisite: Algebra III.

ADVANCED PLACEMENT (AP) CALCULUS AB (279908)

1 semester; 1 credit

This course is designed to be taught over a full high school academic year. It is possible to spend some time on elementary functions and still teach the Calculus AB curriculum within a year. However, if students are to be adequately prepared for the Calculus AB Exam, most of the year must be devoted to the topics in differential and integral calculus. These topics are the focus of the AP Exam questions. All students enrolled in an AP course must take the end of the year AP Exam.

ESSENTIALS FOR COLLEGE MATH (270715)

1 semester; 1 credit

The Southern Region Education Board (SREB) Math Ready Course is designed to assist students who are in need of a fourth-year mathematics preparatory course prior to entering college. This course is best suited for students who have not mastered the skills needed for Advanced Placement courses. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. In short, this course targets students with weaknesses and college-ready skill gaps and re-educates them in new ways to ensure they are prepared for postsecondary-level mathematics.

The Math Ready course focuses on the key readiness standards from the Common Core State Standards for Mathematics as well as the eight Standards for Mathematical Practice needed for students to be ready to undertake postsecondary academic or career preparation in non-STEM fields or majors. The course addresses content standards taught throughout high school, including content from Algebra I, Geometry, and Algebra II that are essential for college and careers. Students eligible for this class must enter with an ACT sub-score of 15-18 and must be classified as a senior - unless the student is a junior planning an early exit.

COMPENSATORY MATHEMATICS COURSE (320133/320147/130148/130149)

Students in need of instructional support, intervention or remediation may be enrolled in a Compensatory Mathematics course under the following stipulations: The Compensatory mathematics course:

- Must be taken in concert with a credit-bearing course at the same grade level;

- Includes content supportive of the accompanying credit-bearing course;

- Should make every attempt to incorporate the Standards for Mathematical Practice; and

- May be taken as an elective but **will not** satisfy the number of mathematics Carnegie units required for graduation.

All students enrolled in Algebra I in the Spring semester will be enrolled in Compensatory Math for the Fall semester to ensure students are fully prepared for the EOC Algebra I assessment in the Spring.

SCIENCE

BIOLOGY (260131)

1 semester; 1 credit

This course is a laboratory-based course that is designed to build a life science foundation emphasizing patterns, processes, and interactions among organisms. Individual learning experiences are used to support claims and engage in evidence-based arguments. Prerequisite: If a student makes above 84 in 8th grade Science, the student will be placed in Biology. This course has an end of course test that must be passed for graduation.

ADVANCED PLACEMENT (AP) BIOLOGY (260143)

1 semester; 1 credit

This course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices, students will develop an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world.

BIOMEDICAL RESEARCH (260501)

1 semester; 1 credit

This course is a weighted, inquiry-based, technology-oriented, and laboratory-intensive one credit elective course that prepares students to participate in professional biomedical research activities at the university level. Major areas of study include electronic access to international biomedical literature databases, use of the Internet to communicate with biomedical researchers and other students at remote sites, contemporary ethical considerations in the conduct and publication of research, fundamentals of molecular biology and genetics, classification and nomenclature for organic chemical reactions, and elements of cellular and human physiology. Laboratory exercises concentrate upon the fundamental principles of chromatographic separation, the theory and use of a spectrophotometer, quantitative analysis of protein concentration, preparation of DNA, and quantitative preparation of organic compounds. Field experiences will include trips to Delta State University, Baxter Healthcare, and University Medical Center, Jackson. Prerequisites: Biology (grade of B or Higher) and Chemistry (grade of B or Higher)

BOTANY (260311)

9 weeks; ½ credit

This laboratory-based course applies basic biological principles to the study of plants. Morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolution, and the interactions of human society and plants. Prerequisite: Biology

CHEMISTRY (400519)

1 semester; 1 credit

This course explores empirical concepts central to all areas of science. These concepts are explored in-depth using quantitative and qualitative analysis, computational and experimental rigor, and the use of inquiry-based methods. Prerequisite: Biology, and Algebra II

EARTH AND SPACE SCIENCE (260629)

1 semester; 1 credit

This course provides opportunities for students to continue to develop and communicate a basic understanding of the Earth and its place in the universe. This course will help students apply scientific concepts in natural settings and guide them to become responsible stewards of Earth's natural resources.

GENETICS (260613)

9 weeks, ½ credit

This is a laboratory-based course that explores the principles of classical and molecular genetics. The structure and function relationship of DNA forms the foundation for the study of DNA inheritance, RNA and protein production, and the resulting phenotypes in organisms.

Classical Mendelian genetics is explored to analyze patterns of inheritance and genetic variability within populations. Multiple applications of biotechnology are investigated to address a variety of problems in modern society.

FOUNDATIONS OF BIOLOGY (260628)

1 semester; 1 credit

This course is not a required prerequisite for Biology I; however, if selected as a science elective, Introduction to Biology should not be taken after successful completion of Biology I. Concepts covered in this course include scientific problem solving, research, experimental design, laboratory safety, measurement, graphing, characteristics of life, cell structure and function, energy transfer in biological systems, genetics, and diversity of life. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

FOUNDATIONS OF SCIENCE LITERACY (260627)

1 semester; 1 credit

This course is designed as an ACT science preparation course in which objectives from the ACT College and Career Readiness Standards - Science are included. The course also includes basic skills that include analyzing technical texts and graphics (chart graphs) along with implementing engineering processes and designs to solve problems.

Prerequisite: Biology

HUMAN ANATOMY AND PHYSIOLOGY (260751)

1 semester; 1 credit

Human Anatomy and Physiology is a laboratory-based, dissection course that investigates the structure and function of the human body. Topics covered will include the role of tissues in the body, hemostatic mechanisms, and introductory embryology. Relationships between major body systems will be emphasized along with the effects of drugs, nutrition, diseases, and biotechnological advances on certain systems.

Prerequisite: Biology

MICROBIOLOGY (260502)

1 semester; 1 credit

This is a weighted, laboratory-based one-credit intensive course designed to prepare students for a career in biological sciences that involves investigating microorganisms and the various roles they play in the living world. Topics explored in this class include identifying common microbes, culturing and staining microorganisms, exploring host-microbe relationships and disease processes, and researching microbiology used in the industry. Laboratory work involving microscopic investigations and aseptic techniques are emphasized in this course as well as critical thinking, problem-solving, and research. Field experiences will include trips to Delta State University, Baxter Healthcare, and University Medical Center, Jackson. Prerequisites: Biology (grade of B or Higher) and Chemistry (grade of B or Higher)

PHYSICAL SCIENCE (400700)

1 semester; 1 credit

This course provides opportunities for students to develop and communicate a basic understanding of physics and chemistry through lab-based activities, integrated STEM activities, inquiry, suitable mathematical expressions, and concept exploration. Prepare students for the transition to other science courses and to become informed citizens of a modern world.

Prerequisite: Algebra I

PHYSICS (400820)

1 semester; 1 credit

This course provides opportunities for students to develop and communicate an understanding of matter and energy. Concepts covered in the course include kinematics, dynamics, energy, mechanical and electromagnetic waves, and electricity. Prerequisites: Algebra II, Biology, and Chemistry

ZOOLOGY I (260701) & II (260697)

9 weeks each; ½ credit each

These courses survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are addressed during laboratory observations and dissections. Zoology II does not require a prerequisite of Zoology I. Prerequisite: Biology

SOCIAL STUDIES

MISSISSIPPI STUDIES (450705)

9 weeks; ½ credit

A survey of Mississippi History from Native American civilization to the present. Emphasis includes geography, culture, economics, the arts, and state government/politics. Prerequisite: None.

US GOVERNMENT (451004)

9 weeks; ½ credit

Evolution of governmental parties at all levels of government: national, state, and local; detailed study of the Constitution of the United States and the Bill of Rights; election procedures; the rationale supporting "one man, one vote". Prerequisite: American History and senior classification.

UNITED STATES HISTORY - FROM POST RECONSTRUCTION TO PRESENT (450811)

1 semester; 1 credit

Introduction to the various cultural groups of the United States; the "Golden Twenties", the Great Depression, Roosevelt's "New Deal Program"; the Social Security Tax Law; "WPA"; the evolution of the American system(s). Prerequisite: None. This course has an end of course test that must be passed for graduation.

WORLD HISTORY (450835)

1 semester; 1 credit

Origin and evolution of mankind; problematic reviews of conflicts encountered by man since prehistoric times; natural selection and its impact; Renaissance; Machine Age. Prerequisite: None.

LAW RELATED EDUCATION (220101)

9 weeks; ½ credit

Law-Related Education, an elective, is a one-semester course for ninth through twelfth-grade students. The course is designed to study the importance of the law in students' lives. Greater awareness of local, state, and federal law should be gained by students. The roles, rights, and responsibilities of students should be discussed in the course.

The content is expected to be taught by infusing social studies skills into the pedagogy of the course. These skills should include, but are not limited to: acquiring an understanding of change over time, distinguishing between primary and secondary sources, the analysis of primary sources, reading different sources critically, and making arguments in written and oral form based on evidence in support of a clearly defined thesis.

ECONOMICS (450601)

9 weeks; ½ credit

Management of natural resources; resolution of supply and demand concepts with attention offered to ramifications of mismanagement; the American model and the impact of international market management. Prerequisite: None.

MINORITY STUDIES (050211)

1 semester; 1 credit

Minority Studies is a class that is primarily devoted to the study of the history, culture, and politics of African American people from the United States.

PERSONAL LEADERSHIP (459914)

1 semester; 1 credit

Personal Leadership is designed to provide an experiential learning experience, teaching high school students about personal leadership characteristics and reinforcing, and applying their learning through mentoring elementary children. The student should learn the various elements of personal leadership development that emphasize concepts such as communication, decision making, and conflict resolution. The course is presented in thematic units using various learning experiences such as class discussions, group interaction, preparing for mentoring experiences, and planning and sharing character education mini-lessons with elementary students.

PSYCHOLOGY (420111)

9 weeks; ½ credit

The student studies the general principles of human development, including the processes of socialization and maturation. Also, the student will study the interaction of heredity and environment, personality, frustration and conflict, and abnormal behavior. Prerequisite: None.

INTRODUCTION TO WORLD GEOGRAPHY (450704)

9 weeks; ½ credit

The student will understand basic geographical concepts and recognize the characteristics of various regions of the world.

ADVANCED WORLD GEOGRAPHY (450711)

1 semester; 1 credit

The framework requires that student learning focuses on understanding the systems and processes that produce the features and patterns that lie on the Earth's surface and appear on maps and globes. Identification of map features and place locations carries little value unless it facilitates student learning of these underlying systems and processes. The primary purpose of the course is to build a deep, systematic understanding of how Earth's physical and human geography came to be and continues to evolve.

ADVANCED PLACEMENT (AP) WORLD HISTORY (450836)

1 semester; 1 credit

This course investigates the content of world history for significant events, individuals, developments, and processes in six historical periods, and develops and uses the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. All students enrolled in an AP course must take the end of the year AP Exam.

ADVANCED PLACEMENT (AP) U.S. HISTORY (451814)

1 semester; 1 credit

This course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine (9) historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course provides seven (7) themes (American and national identity; migration and settlement; politics and power; the world, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

BUSINESS

PERSONAL FINANCE (070128)

9 weeks; ½ credit

This course will allow students to explore personal financial decision-making. It will also help each student utilize skills in money management, record keeping, and banking. This will be accomplished by studying the basic concepts of economics, insurance, credit, and other related topics. Activities will include preparation of budgets, comparison-shopping, advertising research, the standard of living analysis, and comparison of housing options. Prerequisite: none.

BUSINESS LAW (070340)

9 weeks; ½ credit

This course will discuss business laws and regulations. It will help students determine the various aspects of contract law, as well as the legalities of borrowing money and paying bills. Another focus of this course is to define and discuss sales and property law. Prerequisite: none.

ACT PREP I (110216) & ACT PREP II (110221)

1 semester; 1 credit

The purpose of this course is to assist in preparing students to take the ACT test. This program will provide an overview of the test and practice test-taking strategies. Prerequisite: none

Duration: semester: ½ credit

CAREER TECHNICAL EDUCATION

HEALTH SCIENCE (CORE) (995100) Year 1

1 school year each; 2 credits

Health Sciences (Core) is a pathway of courses for students in the Health Sciences career cluster. The Health Sciences (Core) pathway includes classroom and hands-on experiences that will provide students with an overview of the health-care field, as outlined according to the Health Science Cluster in the National Career Clusters Framework and the National Consortium on Health Science Education (NCHSE), as well as begin to prepare students for careers in occupations predicted to have a high number of available jobs in the next 10 years, including careers in nursing services, therapeutic services, diagnostic services, health informatics, veterinary services, medical services, emergency services, rehabilitative services, counselors, pharmacists, mental health services. This program includes a minimum of 100 hours of clinical type experience to be obtained by the program's completion. It is recommended that students complete Health Sciences (Core) with a grade of C or higher in classwork to advance to the next level.

The following prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in math (the last course is taken, or the instructor can specify the math)
Instructor approval and a TABE Reading Score of eighth grade or higher
- C or higher in biology (or the last science course taken as approved by instructor)
or
- TABE Reading Score of eighth grade or higher
- Instructor approval
or
- Instructor approval

Applied Academic Credit: .5 contemporary health credit

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

HEALTHCARE AND CLINICAL SERVICES (995101) Year 2

1 school year each; 2 credits

Healthcare and Clinical Services (HCCS) is a pathway of courses for students in the Health Sciences career cluster. The HCCS pathway includes classroom and hands-on experiences that will provide students with an overview of the health-care field, as outlined according to the Health Science Cluster in the National Career Clusters Framework and the National Consortium on Health Science Education (NCHSE), as well as begin to prepare students for careers in occupations projected to have a high number of available jobs in the next 10 years, including careers in nursing services, therapeutic services, diagnostic services, health informatics, veterinary services, medical services, emergency services, rehabilitative services, counselors, pharmacists, and mental health services. This program includes a minimum of 100 hours of clinical-type experience to be obtained by the program's completion.

The following prerequisites are suggested:

- Completion of the Health Sciences (Core) C or higher in English (the previous year)
- C or higher in math (the last course is taken, or the instructor can specify the math) Instructor approval and a TABE Reading Score of eighth grade or higher
- C or higher in biology (or the last course taken as approved by instructor)
 - or
 - TABE Reading Score of eighth grade or higher
 - Instructor approval
 - or
 - Instructor approval

Applied Academic Credit: 2 science credits upon completion

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

Business, Marketing, and Finance I & II (992004/992005)

1 school year; 2 credits each course

This year-long course covers the fundamentals of business and marketing. It begins with the basics of workplace safety, ethics, and leadership. Students are introduced to business finance, economics, and cover microeconomics as well. Major topics of study in this course are career readiness, foundations of marketing, market research and analysis, and entrepreneurship. Students will learn valuable lessons to enhance their personal financial life with topics on income, decision-making, and personal money management. Various student organizations and resources for career development will be explored throughout the course. Participation in student organizations, field experiences, internships, and job shadowing is ongoing. Students will continue to develop skills toward meeting requirements for the ESB credential.

The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in high school-level math (the last course is taken, or the instructor can specify the level of math instruction needed)
- Instructor approval and TABE reading score (eighth grade or higher)
or
- TABE reading and math score (eighth grade or higher)
- Instructor approval
or
- Instructor approval

Applied Academic credit: .5 economics credit and .5 personal finance credit

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

MANAGEMENT (992303) Year 2

1 school year; 2 credits

The management pathway prepares individuals to supervise and manage the operations and personnel of business offices and management-level divisions. Management courses include instruction in employee supervision, management, and labor relations; budgeting; scheduling and coordination; office systems operation; office records management, organization, and security; office facilities design and space management; preparation and evaluation of business management data; and public relations.

- Completion of the Health Sciences (Core) C or higher in English (the previous year)
- C or higher in math (the last course is taken, or the instructor can specify the math) Instructor approval and a TABE Reading Score of eighth grade or higher
- C or higher in biology (or the last course taken as approved by instructor)
 - or
 - TABE Reading Score of eighth grade or higher
 - Instructor approval
 - or
 - Instructor approval

Applied Academic credit: .5 economics credit and .5 personal finance credit

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

ENTREPRENEURSHIP (990003)

1 semester; 1 credit

Entrepreneurship introduces students to the essential business knowledge and skills, along with the individual traits and behaviors associated with the successful entrepreneur. The student will assess their strengths, apply asset-mapping and opportunity recognition processes, and develop communication, critical thinking, problem-solving, and leadership skills. Emphasis is placed on project-based and work-based learning strategies. The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in Math (the last course is taken, or the instructor can specify the math)
Instructor Approval and TABE Reading Score (eighth grade or higher)
or
- TABE Reading Score (eighth grade or higher)
- Instructor approval
or
- Instructor approval

Applied Academic Credit: none

AUTOMOTIVE SERVICE TECHNICIAN I & II (997000/997001)

1 school year each; 2 credits each course

Automotive Service Technician is a pathway for students in the Transportation career cluster. It includes classroom and hands-on experiences that prepare students for continuing education or employment in the auto service industry. This program was written to incorporate the National Institute for Automotive Service Excellence (ASE) learning objectives/content and hours.

Students who complete this program are encouraged to take the Maintenance and Light Repair (MLR) ASE exams. The MLR is a national certification program recognized throughout the automotive service industry. the following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in Math (the last course is taken, or the instructor can specify the math)
- Instructor approval and TABE Reading Score (eighth grade or higher)
or
- TABE Reading Score (eighth grade or higher)
- Instructor approval
or
- Instructor approval

National Certification: ASE (available to students scoring high enough on the MS-CPAS)

Applied Academic Credit: none

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

CONSTRUCTION CORE (993101)- Year 1

1 school year each; 2 credits

The Construction course introduces students to fundamentals of construction safety, tools, math, and blueprint reading, as well as basic carpentry, electrical, masonry, and plumbing skills.

The following student prerequisites are in place:

- C or higher in English (the previous year)
- C or higher in Math (the last course is taken, or the instructor can specify the math)
or
- Instructor approval and TABE Reading Score (eighth grade or higher)
or
- Instructor approval

National Certifications: NCCER Core

Applied Academic Credit: none

CARPENTRY (993110) - Year 2

1 school year each; 2 credits

The Carpentry course consists of an in-depth study of basic safety, construction math, materials, wall, ceiling, and roof framing, windows and doors, and construction essentials. This one Carnegie-unit course should only be taken after students successfully pass Construction Core.

The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in Math (the last course is taken, or the instructor can specify the math)
Instructor Approval and TABE Reading Score (eighth grade or higher)
or
- TABE Reading Score (eighth grade or higher)
- Instructor approval
or
- Instructor approval

National Certification: NCCER-Carpentry Applied

Academic Credit: .5 math

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

Cyber Foundations I & II (000284/000286)

1 school year each; 1 credit each course

Cyber Foundations is an innovative instructional program that prepares students to use technology in learning, communication, and life effectively and introduces them to the critical-thinking and problem-solving skills used in computing, which is impacting every career field. Students in Cyber Foundations complete study in interpersonal and self-directional skills, essential technology operation and technology concepts, ethical issues in technology, keyboarding, technology communication tools, technology communication, and resource tools, lab management, and networking, database applications, graphic design applications, and career preparation, multimedia presentation applications, word processing applications, spreadsheet applications, problem-solving, web development, and block-based programming.

FAMILY DYNAMICS (200121)**9 weeks; 1/2 credit**

Family Dynamics is a course that develops skills related to personal, family, and social issues. It includes instruction in dimensions of adolescent development, family decisions and responsibilities, social decisions and responsibilities, and management of family systems in today's society.

CHILD DEVELOPMENT (200122)**9 weeks; 1/2 credit**

Child Development is a course that develops skills related to the physical, social, intellectual, and emotional development of the child. It includes instruction on considerations for parenthood, prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities.

RESOURCE MANAGEMENT (200129)**9 weeks; 1/2 credit**

Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors.

NUTRITION AND WELLNESS (200130)**9 weeks; 1/2 credit**

Nutrition and Wellness is a course that develops skills related to proper nutrition and the concept of overall wellness. It includes instruction in nutrition, exercise and diet, healthy food choices, meal preparation, and components for a healthy lifestyle.

EARLY CHILDHOOD I & II (996200/996201)

1 school year; 2 credits each course

Early childhood education is a pathway in the human science career cluster. It is a two-year high school program designed to include classroom and hands-on experiences to prepare students for employment or continuing education in the early childhood education field. In the course of study, the emphasis is placed on students' personal and professional preparation for careers or education in the field, history, and trends of early childhood education, children's health and safety, child development, and child guidance and observation. Emphasis is also placed on career and professional development, characteristics of high-quality early childhood centers, management and administration in quality child care programs, and the learning environment.

The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in math (the last course is taken, or the instructor can specify the level of math instruction needed)
- Instructor approval and TABE reading score (eighth grade or higher)
or
- TABE Reading score (eighth grade or higher)
- Instructor approval
or
- Instructor approval

Applied Academic Credit: none

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

ENGINEERING I & 11 (994000/994001)

1 school year; 2 credits each course

Engineering is a program in pre-engineering and robotics for high school students. The purpose of the program is to provide students with expanded knowledge of the use of technical skills and to enable them to solve problems by applying knowledge in a technological context. The program is designed to provide students with hands-on experiences related to the application of engineering concepts in the workplace. Students will develop academic and technical skills, 21st-century skills, and human relations competencies that accompany technical skills for job success and lifelong learning. Students who complete the program will be better prepared to enter and succeed in engineering programs offered by the Mississippi community and junior colleges and institutions of higher education.

The following prerequisites are suggested:

- C or Higher in Pre-Algebra
or
- TABE Math Computation and TABE Math Applied Score (eighth grade or higher)
or
- Instructor approval

Applied Academic Credit: 2 sciences for 2-year program completion

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

INFORMATION TECHNOLOGY ASSOCIATE I & II (992206/992207)

1 school year; 2 credits each course

The information technology (IT) program is designed to provide the basic foundation, skills, and knowledge for computer networking, applications, and support. Students will develop the skills necessary to prepare for certification exams and will learn how to develop, support, and integrate computing systems. They will acquire network planning and management skills and the ability to provide technical support. The program will provide hands-on experience in computer systems support and skill in network setup and maintenance.

The following student prerequisites are suggested:

- C or higher in pre-algebra
or
- TABE Math Computation and TABE Math Applied Score (eighth grade or higher)
or
- Instructor approval and TABE Reading Score (eighth grade or higher)

National Certification: (Year 1) CompTIA FCO-U61

National Certification: (Year 2) MTA

Applied Academic Credit: none

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

TEACHER ACADEMY I & II (996300/996301)

1 school year; 2 credits each course

Teacher Academy is a pathway for students in the Education and Training career cluster. The Teacher Academy program is a high school program with courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in Math (the last course is taken, or the instructor can specify the math)
Instructor Approval and TABE Reading Score (eighth grade or higher)
or
- TABE Reading Score (eighth grade or higher)
- Instructor approval
or
- Instructor Approval

Applied Academic Credit: none

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

STEM (Science, Technology, Engineering, and Math) (000273)
1 semester; 1 credit

Science, Technology, Engineering, and Mathematics (STEM) Applications is an innovative instructional program that prepares students to engage in future academic and vocational courses of study in high school, community college, and institutions of higher learning. Students in STEM Applications complete study in technology literacy, the design process, emerging technologies, computer-aided design, sustainable design and technology, power and energy, robotics simulation, financial and economic literacy, and workplace skills for the 21st century. The STEM Applications curriculum framework is built upon 21st Century Skills Standards, ACT College Readiness Standards, and the National Educational Technology Standards for Students.

Student Prerequisites: Students should be enrolled as ninth-graders to take STEM Applications.

Applied Academic Credit: 1 business & technology credit

CTE Work-Based Learning : (WBL)

995010 – Work-Based Learning I

995011 – Work-Based Learning II

1 semester; 1 credit

The WBL courses allow Mississippi high school students to earn academic credit for their authentic work experiences. To receive credit, students must be enrolled in a WBL course and meet all course requirements. Students do not have to be enrolled in a CTE program to enroll in this course.

College and Career Readiness Credit:

Students enrolled in this course during their 11th and 12th-grade years can substitute one WBL credit for the College and Career Readiness (CCR) credit required for graduation.

Career and Technical Diploma Endorsement:

Credit earned in this course satisfies the WBL requirement option for the Career and Technical Diploma endorsement.

*If enrolled in a 2-year CTE program (at any time), you must complete both years to be eligible for CPE consideration.

Applied Academic Credit: none

LAW AND PUBLIC SAFETY I & II (990101/990102)

1 school year; 2 credits each course

This course focuses on the history of law and legal systems in the United States, and specialized areas and topics within the law and public safety arena. Students will examine the daily tasks and responsibilities of the professionals associated with law, safety, and leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will focus on corrections in the state of Mississippi, studying specifically on how jails and prisons function. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in math (the last course is taken, or the instructor can specify the math)
Instructor approval and TABE reading score (eighth grade or higher)

or

- TABE Reading score (eighth grade or higher)
- Instructor approval

or

- Instructor approval

Applied Academic Credit: none

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

INTRODUCTION TO WELDING (993300) & ADVANCED WELDING (993301)

1 school year each; 2 credits

Welding is an instructional program that prepares students for employment or continued education in the occupations of the welding field. The curriculum framework for this program was developed in partnership with the Mississippi Construction Education Foundation (MCEF). MCEF is the accredited sponsor for the National Center for Construction Education and Research (NCCER).

National Certification: NCCER Learning Series

The following student prerequisites are suggested:

- C or higher in English (the previous year)
- C or higher in math (the last course is taken, or the instructor can specify the math)
Instructor approval and TABE reading score (eighth grade or higher)

or

- TABE Reading score (eighth grade or higher)
- Instructor approval

or

- Instructor approval

Applied Academic Credit: none

This program of study runs for the entire school year (2 credits) and requires two years to be a program completer.

College & Career Ready (CCR) (**not a CTE course**)

1 credit

As a part of the Mississippi Diploma endorsement options, the College and Career Readiness (CCR) course will be a required course for the class of 2022 and each class afterward. The CCR course curriculum outlines the knowledge secondary students should obtain and the types of skills relevant for a successful transition to postsecondary and the workforce.