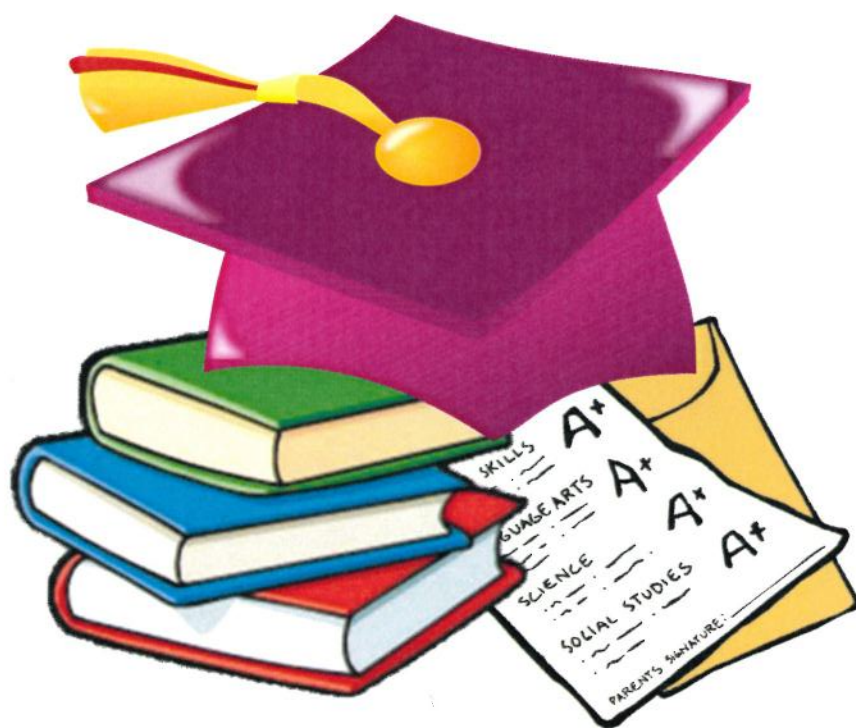


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# CURRICULUM GUIDE

## 2018 – 2019



**CLEVELAND SCHOOL  
DISTRICT**

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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 are 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 basis from participating in or having access to any course offerings, athletics, counseling, employment assistance, and extra-curricular 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 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 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 policy. Principal approval is required.

## 4x4 Block Schedule

Cleveland Central High School operates on 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 1<sup>st</sup> term and spring or 2<sup>nd</sup> 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 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 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 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.
- ◆ 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<br>TO THE NEXT GRADE LEVEL |                         |                          | UNITS REQUIRED<br>TO GRADUATE              |
|--|-------------------------|--------------------------|--|
| 10 <sup>th</sup>                                   | 11 <sup>th</sup>        | 12 <sup>th</sup>         | Based on ICAP<br>10-12 <sup>th</sup> grade |
| 7  | 14                      | 20                       |  |
| Including<br>English I                             | Including<br>English II | Including<br>English III | Based on ISP<br>9 <sup>th</sup> 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                           |
|--|--|--|--|--|
| <b>ACT</b>   | 17   | 17                                       | 17                                       | 17                                       |
| <b>Dual Credit / Dual Enrollment</b>                                     | 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 |
| <b>ASVAB<br/>+<br/>MS-CPAS2<br/>OR<br/>Industry Certification</b>        | ASVAB score of 36 <b>plus</b> one (1) of the following: <ol style="list-style-type: none"> <li>1. CPAS score that meets the attainment level assigned by Federal Perkins requirements <b>OR</b></li> <li>2. Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint</li> </ol>     |  |  |  |
| <b>ACT WorkKeys<br/>+<br/>MS-CPAS2<br/>OR<br/>Industry Certification</b> | WorkKeys Silver Level <b>plus</b> one (1) of the following: <ol style="list-style-type: none"> <li>1. CPAS score that meets the attainment level assigned by Federal Perkins requirements <b>OR</b></li> <li>2. Earn approved Industry Certification specified in the Career Pathway's Assessment Blueprint</li> </ol> |  |  |  |

## 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-12<sup>th</sup> 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"> <li>English I</li> <li>English II</li> </ul>  |
| Mathematics                    | 4              | <ul style="list-style-type: none"> <li>Algebra I</li> </ul>  |
| Science                        | 3              | <ul style="list-style-type: none"> <li>Biology I</li> </ul>  |
| Social Studies                 | 3½             | <ul style="list-style-type: none"> <li>1 World History</li> <li>1 U.S. History</li> <li>½ U.S. Government</li> <li>½ Economics</li> <li>½ Mississippi Studies</li> </ul> |
| Physical Education             | ½              |  |
| Health                         | ½              |  |
| Arts                           | 1              |  |
| College and Career Readiness   | 1              | <ul style="list-style-type: none"> <li>Must occur in the student's junior or senior year, or in the student completion of a 4-year sequence.</li> </ul>                  |
| Technology or Computer Science | 1              |  |
| Additional Electives           | 5 ½            |  |
| <b>Total Units Required</b>    | <b>24</b>      |  |

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

### 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 Assessment Program-Alternate Assessment (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 9th 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 • ½ Economics<br>• 1 U.S. History • ½ Mississippi Studies<br>• ½ U.S. Government      |
| 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            |   |
| <b>Total Units Required</b>    | <b>26</b>      |   |

### 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 • ½ Economics<br>• 1 U.S. History • ½ Mississippi Studies<br>• ½ U.S. Government      |
| 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                                    |
| <b>Total Units Required</b>    | <b>26</b>      |   |

### 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 • ½ Economics<br>• 1 U.S. History • ½ Mississippi Studies<br>• ½ U.S. Government      |
| 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                                    |
| <b>Total Units Required</b>    | <b>28</b>      |   |

### 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

**Graduation Requirements**  
**For students currently enrolled in grades 10-12**

| <b>CURRICULUM AREA</b>            | <b>UNITS</b> | <b>REQUIRED SUBJECTS</b>  |
|-----------------------------------|--------------|---|
| 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<br>1 World History<br>½ Geography<br>½ U.S. Government<br>½ Mississippi Studies<br>½ Economics |
| HEALTH                            | 1/2          | ½ Comprehensive Health<br><br>½ Family and Individual Health  |
| PHYSICAL EDUCATION                | ½ ***        |   |
| TECHNOLOGY OR<br>COMPUTER SCIENCE | 1            | ICT II<br>Or<br>STEM  |
| THE ARTS                          | 1            |   |
| ELECTIVES                         | 5****        | Minimum   |
| <b>TOTAL UNITS REQUIRED</b>       | <b>24</b>    |   |

- \* Algebra I may be taken in eighth grade for Carnegie unit credit.
- \*\* One may be Health Science I or Agricultural Environment Science Technology (AEST)
- \*\*\* In grades 7-12, extracurricular 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  
(Ending with incoming ninth graders in 2017-2018)**

| <b>CURRICULUM AREA</b>         | <b>UNITS</b> | <b>REQUIRED SUBJECTS</b>   |
|--------------------------------|--------------|--|
| ENGLISH                        | 2            | English II (equivalent course)   |
| MATHEMATICS                    | 3            | Algebra I (equivalent course)  |
| SCIENCE                        | 2            | Biology I (equivalent course)  |
| SOCIAL STUDIES                 | 2 ½          | 1 U.S. History (equivalent course)<br>1 World History<br>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)     |
| <b>TOTAL UNITS REQUIRED</b>    | <b>17 ½</b>  |  |

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

**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 <b>REQUIRED CPC</b> for full admission into a Mississippi public university is as follows:  | The minimum <b>RECOMMENDED CPC</b> for full admission into a Mississippi public university is as follows:   |
|---|---|
| <b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>   | <b>English: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>All must require substantial communication skills (i.e., reading, writing, listening, and speaking). Compensatory Reading and Writing may not be included.</li> </ul>   |
| <b>Mathematics: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (2 units)</li> </ul>  | <b>Mathematics: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Algebra I or its equivalent</li> <li>Math higher than Algebra I (3 units)</li> </ul>  |
| <b>Science: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (2 units)</li> </ul>   | <b>Science: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>Biology I or its equivalent</li> <li>Science higher than Biology I (3 units)</li> </ul>   |
| <b>Social Studies: 3 Carnegie units</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>World History</li> <li>U.S. Government (½ unit)</li> <li>Economics (½ unit) or Introduction to World Geography (½ unit)</li> </ul>   | <b>Social Studies: 4 Carnegie units</b> <ul style="list-style-type: none"> <li>U.S. History</li> <li>World History</li> <li>U.S. Government (½ unit)</li> <li>Economics (½ unit)</li> <li>Introduction to World Geography (½ unit)</li> <li>Mississippi Studies (or state/local government course in any other state)</li> </ul>  |
| <b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>   | <b>Arts: 1 Carnegie unit</b> <ul style="list-style-type: none"> <li>Includes any one Carnegie unit (or two ½ units) of visual and performing arts course(s) meeting the requirements for high school graduation.</li> </ul>   |
| <b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and Advanced World Geography</li> <li>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</li> </ul>   | <b>Advanced Electives: 2 Carnegie units</b> <ul style="list-style-type: none"> <li>Option 1: Foreign Language I and Foreign Language II</li> <li>Option 2: Foreign Language I and Advanced World Geography</li> <li>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</li> </ul>   |
| <b>Technology: ½ Carnegie unit</b> <ul style="list-style-type: none"> <li>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.</li> </ul>   | <b>Technology: ½ Carnegie unit</b> <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>Total Carnegie units: 16½</b>  | <b>Total Carnegie units: 19½</b>  |
| <b>Notes:</b> <ul style="list-style-type: none"> <li><b>Pre-High School units:</b> 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.</li> <li><b>Substitutions:</b> Advanced Placement (AP) and International Baccalaureate (IB) courses can be substituted for each requirement in the College Preparatory Curriculum.</li> <li><b>Course Acceptance:</b> A course may not be used to satisfy more than one requirement.</li> <li>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 <a href="http://www.mississippi.edu/admissions/">www.mississippi.edu/admissions/</a>. The Mississippi Department of Education also maintains an online course catalog with CPC classifications for each course - <a href="http://www.rcu.msstate.edu/Curriculum/MDECourseCode.aspx.aspx">http://www.rcu.msstate.edu/Curriculum/MDECourseCode.aspx.aspx</a></li> </ul> |   |

## 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

- ▶ Satisfy the NCAA standards for student athletes who are "full-qualifiers" or "academic redshirts" under Division I guidelines;

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.

### **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 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.

| University                          | College-level English | College-level Mathematics | College-level Reading |
|-------------------------------------|-----------------------|---------------------------|-----------------------|
| 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                    |

IHL, 05/09/18

## 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                 | Physics I    |
| Foreign Language III & IV | Trigonometry |
| Algebra III               | Calculus     |
| Law Related Education     |              |

### Advanced Classes:

|  |                  |
|--|------------------|
| AP Biology   | AP World History |
| AP Calculus AB   | Human A & P      |
| AP English IV <ul style="list-style-type: none"> <li>• AP English &amp; Language Comp</li> <li>• AP English Literature &amp; Comp</li> </ul> | AP U.S. History  |

### Rank Points

| Classes 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, 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. The Early Exit Diploma will only be available for students in 2017-1018 who were in grades 9-11 only. The Early Exit Diploma will not be an option for 9<sup>th</sup> graders enrolled in CCHS in the fall of 2018-2019.

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 Grade Point Average. 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 Grade Point Average. This student will be recognized in the graduation program with three (3) stars (\*\*\*) being placed beside his/her name.

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

**Students with GPA's of 3.25 to 3.99** will be recognized in the graduation program with one (1) star (\*) being 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 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 anytime, a violation of one or more of the above guidelines will result in **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 16 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.

## Academic Program for the Talented (APT) or On-Line College Courses

The Academic Program for the Talented is a co-operative program between area high schools and participating colleges and universities. Its purpose is to provide academic enrichment for academically talented secondary school students by admitting them to classes offered by the University. It is not designed to accelerate the completion of high school requirements and students who participate will be required to complete all diploma requirements.

### Selection and Admission of Students

- Students must be high school seniors and have a minimum ACT composite of 21.
- A counselor must recommend and the principal must approve students.
- Students may enroll in no more than one lower division academic course per semester. They may not enroll in upper division or graduate courses.
- Students will be required to pay the usual college fees.

### Credit

- College credit will be awarded for each course successfully completed.

### Schedule

- Students will be released from high school to attend college classes during the school day.
- Class attendance for high school students in college classes is compulsory in accordance with attendance regulations in force in the high school.

### Other Considerations

- Students will be required to attend all activities mandated by school officials.
- This program is not in effect for the summer session.
- Students earning college credit under this program will not jeopardize their eligibility to be awarded credits on the basis of ACT scores.

## 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 8<sup>th</sup> 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 Score)  |
| 2.5 Cumulative high school GPA  |
| 95% School attendance during 4 years of high school (excused/unexcused absences)  |
| No out-of-school suspensions  |
| Must attain a passing score on all end of course exams, as established by the Mississippi Department of Education (MDE) |
| Dual credit courses are acceptable  |

## Mississippi Scholars Tech Master

### 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 CTE Credits in the same area of study – must take 4 CTE credits (non-negotiable)
- Must have 21 minimum credits – Students may earn a Standard Diploma through the Career Pathway or the Traditional Pathway

### Program Requirements:

|  |
|--|
| 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 suspensions   |
| Must attain a passing score on all end of course exams, as established by the Mississippi Department of Education (MDE), on the Mississippi Career Planning and Assessment System (MS-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 term; 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 term; 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 III (230113)**

**1 term; 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 term; 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.

### **DEBATE (231026)**

**½ or 1 English credit**

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

### **FOUNDATIONS OF JOURNALISM (270603)**

**½ or 1 English credit**

Foundations of Journalism is an English course for one Carnegie unit credit. It's 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.

### **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 in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the student to think logically, clearly, and creatively.

### **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 steppingstones, 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 contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

### **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 video. Show(s) should be published to the web and available to the public.

Foundations of Journalism is a prerequisite for this class.

### **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 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 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 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**

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to 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:

1. Must be taken in concert with CCR English I;
2. Includes content supportive of the accompanying English I course, and;
3. 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**

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

The Compensatory course:

1. Must be taken in concert with CCR English II;
2. Includes content supportive of the accompanying English II course, and;
3. 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:

1. Must be taken in concert with CCR English III;
2. Includes content supportive of the accompanying English III or other credit bearing English course, and;
3. 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:

1. Must be taken in concert with CCR English IV;
2. Includes content supportive of the accompanying English IV or other credit bearing English course, and;
3. 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 term; 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 term; 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 term; 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 term; 1 credit**

Intensive work with oral skills; study of idiomatic phrases and accents; continuation of 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 term; 1 credit**

Consists of two parts - Marching Band fall term and Concert Band spring term. Introduction and application of basic and advanced musical performances are covered both terms. Marching Band consists of precision marching, maneuvers, sight-reading, and state and local competition events. 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 term; 1 credit**

This course allows students to learn more through the study of 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 term; 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 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.

|            |
|------------|
| <b>ART</b> |
|------------|

**VISUAL ARTS I & II (500704/500705)****1 semester each; ½ 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; ½ 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, composition of each student's art portfolio, and participation in contest/scholarship opportunities, career opportunities, and local art exhibitions. Prerequisite: Art I & II.

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|------------------------|
| <b>PERFORMING ARTS</b> |
|------------------------|

**THEATRE I (500512)**

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 theatre as an art form; interpretative reading. Prerequisite: none. Duration: one term. 1 credit

**THEATRE II (500513)**

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 1. Duration: one term. 1 credit

**THEATRE III (500515)**

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. Duration: one term. 1 credit.

**THEATRE IV (500525)**

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. Duration: one term. 1 credit.

**THEATRE PRODUCTION (500521)**

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

Duration: one term. 1 credit.

|                           |
|---------------------------|
| <b>PHYSICAL EDUCATION</b> |
|---------------------------|

**DRIVER'S EDUCATION (340151)**

**Only offered in summer; ½ credit**

Introduction and refinement of standard operation 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 physical or health education curriculum. Senate Bill 2185**

## MATHEMATICS

### **FOUNDATIONS OF ALGEBRA (270390)**

**1 term; 1 credit**

This math course is offered only to 9th grade students. This course will provide a basis of 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 term; 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 term; 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 term; 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 term; 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 term; 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 term; 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 term; 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 term; 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 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:

1. Must be taken in concert with a credit-bearing course at the same grade level;
2. Includes content supportive of the accompanying credit-bearing course;
3. Should make every attempt to incorporate the Standards for Mathematical Practice; and
4. May be taken as an elective, but **will not** satisfy the number of mathematics Carnegie units required for graduation.

## **SCIENCE**

### **BIOLOGY (260131)**

1 term; 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.

### **BOTANY (260311)**

1 term; 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 term; 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 term; 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. Prerequisite:

### **FOUNDATIONS OF BIOLOGY (260628)**

1 term; 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 term; ½ 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 term; 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 effects of drugs, nutrition, diseases, and biotechnological advances on certain systems. Prerequisite: Biology

### **PHYSICAL SCIENCE (400700)**

1 term; 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 term; 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)**

1 term 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

**GENETICS (260613)**

1 semester, 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.

**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.

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| <b>SOCIAL STUDIES</b> |
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**MISSISSIPPI STUDIES (450705)**

1 semester; ½ credit

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

**US GOVERNMENT (451004)**

1 semester; 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 term; 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 term; 1 credit

Origin and evolution of the 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)**

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. A 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)**

1 semester; 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; ½ credit

Contributions of African Americans from their tribal origins to current times in the American society; terminology; vocabulary enhancement; critical thinking. Prerequisite: None.

### **PERSONAL LEADERSHIP (459914)**

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)**

1 semester; 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)**

1 semester; ½ credit

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

### **WORLD GEOGRAPHY-ADVANCED (450711)**

1 term; 1 credit

The framework requires that student learning focus on understanding the systems and processes that produce the features and patterns that lie on 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 process. The primary purpose of the course is to build 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 term; 1 credit

This course investigates the content of world history for significant events, individuals, developments, and processes in six 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. All students enrolled in an AP course must take the end of the year AP Exam.

**ADVANCED PLACEMENT (AP) U.S. HISTORY (450814)**

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; 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.

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| <b>BUSINESS</b> |
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**PERSONAL FINANCE (070128)**

1 semester; 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, standard of living analysis, and comparison of housing options. Prerequisite: none.

**BUSINESS LAW (070340)**

1 semester; 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 1 (110216) & ACT PREP 11 (110221)**

1 semester; ½ 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 practical test taking strategies. Prerequisite: none. Duration: semester. ½ credit

## CAREER TECHNICAL EDUCATION

### **HEALTH SCIENCE (CORE) I (995100) YEAR ONE**

### **HEALTHCARE AND CLINICAL SERVICES (995101) YEAR TWO**

1 school year each; 2 credits each course

Health Sciences is a pathway of courses for students in the Health Sciences career cluster. The pathway includes classroom and hands-on experiences that provide students with an overview of the health-care field. As outlined Health Sciences prepare students for careers in occupations including nurses, nurse aides, practical nurses, and home health aides. The following prerequisites are suggested: C or higher in English (previous year), C or higher in Math (last course taken) or TABE reading scores (eighth grade or higher).

### **AUTOMOTIVE SERVICE TECHNICIAN I & II (99700/99701)**

1 school year; 2 credits each course

Automotive Service Technician is a pathway for students in the transportation career cluster. This curriculum emphasizes industry-based content with time being allocated between lecture and lab activities. Safety is an integral part of every course and activity. The content is aligned with National Institute for Automotive Service Excellence (ASE) standards to ensure that programs can be recommended for certification by the National Automotive Technicians Education Foundation (NATEF). The following prerequisites are suggested: C or higher in English (previous year), C or higher in math (last course taken), TABE reading score (eighth grade or higher).

### **BUSINESS FUNDAMENTALS (992300)**

1 school year; 2 credits

The Marketing Program provides instruction in basic marketing skills. Courses provide a foundation of skills and knowledge related to basic principles of marketing, related economic fundamentals, marketing planning, and sales and distribution. Instruction is also provided on specialized topics related to fashion marketing, international marketing, and sports, special events, and entertainment marketing. Suggested Prerequisites: C or higher (previous year) in English and math

### **MANAGEMENT (992303)**

1 school year; 2 credits

This course focuses on business management and the development of an extensive business plan that encompasses all areas of business, including communication, procedures, operations and security, information and applications, needed in order to operate a successful business. Students will continue to develop education, career, and professional plans in the area of business management. Participation in student organizations is ongoing. Students will develop skills toward meeting requirements for the Microsoft Project Skill Standards for Microsoft Office Specialist Certification. Suggested Prerequisites: C or higher in English (previous year) and math.

**ENTREPRENEURSHIP (990003)**

1 school year; 1 credit

Entrepreneurship is designed to equip students with introductory skills, which help prepare them to organize and run a business. Business terminology, basic entrepreneurship concepts, and fundamental operating principles are emphasized. Through this course, students are involved with activities such as developing market plans and applying global economic concepts. They will analyze supply and demand and understand how it affects price and profit. They will also learn to calculate operational expenses in determining profit. Finally, they will be exposed to ethical problems related to the workplace and discuss solutions for some of these problems.

**CONSTRUCTION CORE (993101) YEAR 1 &  
CARPENTRY (993110) YEAR 2**

1 school year; 2 credits each course

This pathway prepares students for employment or continued education in the occupations of carpentry. The curriculum 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). The following prerequisites are suggested: C or higher in English (previous year), C or higher in Math (last course taken) Instructor approval or TABE reading score (eighth grade or higher).

**CAREER PATHWAY EXPERIENCE (CPE) (990001)**

1 school year; 2 credits

This program provides work-site learning related to the occupational program of study. Enrollment priority in the program is given to (1) students who have completed a pathway or occupational program; (2) students not enrolled in occupational training program but have a clearly defined occupational objective as a junior; and (3) students who are enrolled in an occupational training program if scheduling permits. The capstone student must be employed in the area of his or her career training.

**FAMILY DYNAMICS (200121)**

1 semester; ½ credit

A course, which utilizes skills in critical thinking, decision-making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. Prerequisite: None.

**CHILD DEVELOPMENT (200122)**

1 semester; ½ credit

This course develops skills related to 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.

**EARLY CHILDHOOD I & II (996200/996201)**

1 school year; 2 credits each course

A pathway in the Human Sciences career cluster is a two year high school program, which includes classroom and hands-on experiences that help to prepare students for employment or continuing education in the early childhood education field. In the course of study, emphasis is placed on students' personal and professional preparation for career or education in the field, history and trends of early childhood education, children's health and safety, child development, and child guidance and observation. Membership is encouraged in the student organization, FCCLA (Family, Career, and Community Leaders of America), which provides activities for leadership. Prerequisite: None for Part I, Part I for Part II.

**ENGINEERING I (994000)**

1 school year; 2 credits

This course teaches the history of engineering and the careers associated with the engineering field. Students learn the foundations and fundamentals of engineering and materials, as well as the engineering design process and the steps to follow for successful design planning. Students are introduced to the advanced concepts of 3-D sketching and modeling with CAD software. The course introduces students to the field of robotics in engineering. Prerequisite: C or higher in English (previous year), C or higher in Math (last course taken) Instructor approval or TABE reading score (eighth grade or higher).

**ENGINEERING II (994001)**

1 school year; 2 credits

This is a comprehensive course that focuses on the following four (4) systems: electrical, fluid, mechanical, and thermal. Also, it introduces students to flexible manufacturing systems, or how robotics and drafting work together to create products. Additionally, the course teaches students advanced robotic concepts. Students will also learn valuable workforce readiness skills and prepare for jobs in the field of engineering. Prerequisite: Engineering I.

**STEM (Science, Technology, Engineering, and Math) (000273)**

1 school year; 1 credit

Stem Applications is an innovative instructional program that prepares students to engage in future academic and vocational courses of study. 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 Education Technology Standards for Students.

**TEACHER ACADEMY I & II (996300/996301)**

1 school year; 2 credits each course

This is a high school program of study 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. Teacher Academy includes classroom and hands-on experiences that prepare students for employment or continuing education in the education field. Suggested prerequisites: Proficient or advanced on MCT, 92% attendance rate, minimum GPA 2.5, C or higher in English from the previous year, application (including a short essay), and interview process.

**CONCEPTS OF AGRISCIENCE (991000)**

1 semester; 1 credit

Concepts of Agriscience is a one-credit course designed to introduce students to the sciences, technologies, and applied practices of the progressive agriculture / agriscience industry. Emphasis is on an active learning environment enriched with technology and science-based applications. The course serves as the entry-level course for other courses in agriculture, including horticulture and forestry. The focus is to begin the preparation of students for further study leading to successful careers in the agricultural industry. Prerequisite: None.

**SCIENCE OF AGRICULTURAL ANIMALS - Level I (991010)**

9 weeks; 1/2 credit

AEST Science of Agricultural Animals Level I is a 0.5-credit course that focuses on genetics, reproduction, and animal growth as they relate to producing market or breeding animals. The course highlights technologies and applied practices of the progressive animal-agriculture industry. Emphasis is on an active learning environment enriched with technology, as well as hands-on, science-based applications. The course focuses on providing an opportunity for students to explore the areas of animal science and develop foundational skills and knowledge needed for advancement in other courses and programs. Prerequisite: Completion of Concepts of Agriscience.

**SCIENCE OF AGRICULTURAL ENVIRONMENT - Level I (991011)**

9 weeks; 1/2 credit

The Level I Science of Agricultural Environment course is an intensive 0.5-credit course designed to take the AEST student deeper into the relationship between the environment and agriculture. Topics covered in this course include the science behind living organisms and the environment, land and soil classification and mapping, air and environmental quality, and forestry and wildlife management. The course is also designed to lead the student to a more defined, purpose-driven, supervised-experience program. Leadership development and career preparation are also emphasized as critical developmental components of the pathway. Prerequisite: Completion of Concepts of Agriscience.

**SCIENCE OF AGRICULTURAL PLANTS - Level 1 (991013)**

9 weeks; 1/2 credit

The Level I Science of Agricultural Plants is an intensive 0.5-credit course designed to introduce students to the role of plant and soil science in production agriculture, the importance of plant growth, nutrition and management, reproduction, and how to manage plant pests. Emphasis is on an active learning environment enriched with technology and science-based applications. The course is also designed to lead the student to a more defined, purpose-driven supervised experience program. Leadership development and career preparation are also emphasized as a critical developmental component of the pathway. Prerequisite: Completion of Concepts of Agriscience.

**SCIENCE OF AGRIBUSINESS - Level I (991014)**

9 weeks, 1/2 credit

The Science of Agribusiness Level I course builds a foundation of knowledge regarding agribusiness practices, financial management, and entrepreneurship. Students will attain knowledge and skills in areas such as utilizing banking services, financial management, preparing budgets, and principles of marketing. Emphasis is on an active learning environment enriched with technology, business simulations, and math-based applications. The course is the intermediate level for the agribusiness and entrepreneurship technology pathway within the AEST program. The focus is to begin the preparation of students for further study leading to successful careers in the agriculture industry. Prerequisite: Concepts of Agriscience.

**SCIENCE OF AGRIBUSINESS - Level II (991024)**

1 semester, 1 credit

The Science of Agribusiness Level II course builds a foundation of knowledge regarding agribusiness practices, financial management, and entrepreneurship. Students will attain knowledge and skills in areas such as utilizing banking services, financial management, preparing budgets, and principles of marketing. Emphasis is on an active learning environment enriched with technology, business simulations, and math-based applications. The focus is to begin the preparation of students for further study leading to successful careers in agribusiness and related fields. Prerequisite: Science of Agribusiness Level I.

**NUTRITION AND WELLNESS (200130)**

1 semester; ½ credit

This course 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.

**RESOURCE MANAGEMENT (200129)**

1 semester, ½ credit

The course 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.

**COMPUTER SCIENCE AND ENGINEERING (000287)****INFORMATION TECHNOLOGY ASSOCIATE I (992206) AND II (996301)**

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.

Prerequisites suggested: C or higher in pre-algebra, TABE Math Computation and TABE Math Applied Score (8th grade or higher)

**EXPLORING COMPUTER SCIENCE (000283)**