



Clinton Public School District Secondary Class Choices Guide 2016-2017

Clinton Public School District
201 Easthaven Drive
P.O. Box 300
Clinton, Mississippi 39060

Secondary Class Choices Guide Purpose

The purpose of this guide is to familiarize you with graduation requirements and get you thinking about life after high school...

What do you want to do with your future?
Where do you want to go?
What do you need to do in high school to make it happen?

You should talk with your parents and teachers. Take into consideration your academic abilities, career goals, interests, and plans for additional education beyond high school. Think about your goals and use this guide to help make sure you fully understand the expectations, requirements & recommendations that are necessary for you to achieve your goals!

Secondary School Contact Information

Clinton Junior High School (7th and 8th)

711 Lakeview Drive
Bill Hardin, Principal
Felicia Burton & Brian Huskey, Assistant Principals
Phone: 601-924-0619
Khristian Flowers & Hannah Langley, Counselors
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Sumner Hill Junior High School (9th)

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John Wallace, Principal
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Clinton High School (10th, 11th, 12th)

401 Arrow Drive
Anthony Goins, Principal
Areda Cockrell-Harris & Brian Fortenberry, Assistant Principals
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Sarah Dill, Lindsey Fonville & Sarah Lisenbe, Counselors
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Clinton High School Career Complex (10th, 11th, 12th)

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Lisa Lann, Counselor
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New Students to Clinton Public School District

All students new to the Clinton Public Schools must submit the following items before registering for classes:

- Long Birth Certificate
- Physical custody or legal guardianship papers if not living with parents listed on birth certificate
- Withdrawal form from previous school-showing phone number and address
- Copy of transcript showing credits from previous school
- Two approved proofs of residency in Clinton district (student must be living with the physical custodial parent or legal guardian)
- Mississippi Immunization Form 121
- Social Security Card
- Copy of Parent or Guardian Driver License

If a student is transferring from a non-accredited school or a home-school program, the following accreditation standard will apply: Any transfer student from a school or program not accredited by a regional or state agency or a student entering from a home school program will be given either standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student. This testing shall take place within thirty days after the filing of such application for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five days prior to the date of the administration of such test.

Clinton High School does not award or accept half credit for a full credit course. Transfer credit is awarded if the credit was earned in a course not taught at Clinton High School. Any changes that are made on the original transcript must come from the home school. When receiving numeric grades from a school that has a different pass-fail policy from that of CHS, the grades will be recorded as received with the following exception: ALL GRADES BELOW THE PASSING GRADE FOR CLINTON HIGH SCHOOL THAT RECEIVED A CREDIT WILL RECEIVE CREDIT.

Weighted grades for accelerated classes will be given ONLY if the class is offered at Clinton High School. All other grades for transfer classes will be averaged at face value.

Minimum Class Load

Sumner Hill Junior High School and Clinton High School students will be enrolled in eight class periods; four classes on A day and four classes on B day. Graduating seniors will be required to enroll in six credits. The only exceptions to this will be students who are enrolled in Career Pathway Experience classes or Seniors who have a study hall period the last period of the day and senior release and the required document signed by a parent or guardian. The documentation must be signed both semesters. A parent may also sign out tenth and eleventh graders who have last period study hall at the beginning of each semester. SCHEDULE CHANGES WILL NOT BE MADE TO ACCOMMODATE A STUDY HALL AT THE END OF THE DAY.

All students will be required to take six units of credit. The maximum number of credits to be earned in summer school is two per year. Students who desire to earn one unit of credit during the summer from another accredited high school must receive prior written approval from his/her high school principal. Only one unit of credit may be earned through completion of an approved correspondence and/or online course; permission to enroll in a correspondence or online course must be granted by the principal.

Subject-Choice Information

We cannot over-emphasize the importance and seriousness of completing this pre-registration process as accurately as possible. Individual student & teacher schedules and classroom assignments are derived directly from the choices made in this pre-registration process and should be definite and final. The choices you are making determine which classes we will offer for the next school year. If a class does not have enough interest from students, it is possible that that class may not be offered. Counselors will attempt to contact students and/or parents as soon as possible to obtain alternative class choices.

THE ONLY SCHEDULE CHANGES MADE AFTER COURSE VERIFICATION SHEETS ARE RETURNED WILL BE OFFICE ERRORS AND/OR ADJUSTMENTS DUE TO FAILED CLASSES OR GRADUATION REQUIREMENTS.

Counseling is an essential part of the educational program that is available to students, parents, and teachers on a continuing basis. Students are encouraged to see their counselor anytime the need arises for academic, social, and/or emotional concerns.

Planning for your academic future is very important.

Counselors are a great resource to help ensure that you understand graduation requirements and help plan for college or post-secondary training schools.

Feel free to email or call with any questions or concerns regarding the information in this document or the Class Choices Video using the contact information on the previous page.

Graduation Options

College Preparatory Curriculum Graduation Diploma		Clinton Public School District Graduation Diploma	
25 Carnegie units Meets IHL recommendations to enter a four-year college or university in Mississippi.		25 Carnegie units Does NOT meet IHL requirements	
English	4 units—English I, English II*, English III, & English IV	English	4 units—English I, English II*, English III & English IV
Math	4 units—Algebra I*, Geometry, Algebra II, and one additional math class higher than Algebra II (e.g., SREB Math Ready, Algebra III, Dual Credit College Algebra, Dual Credit Calculus, AP Statistics, AP Calculus,)	Math	4 units—Algebra I*, Geometry, Algebra II, and one additional math credit
Science	4 units—Biology I* and any three additional science units higher than Biology I	Science	4 units—Biology I* and any three additional science units
Social Studies	4 units—US History*, World History, Intro to World Geography, Mississippi Studies, US Government, Economics	Social Studies	4 units—US History*, World History, Intro to World Geography, Mississippi Studies, US Government, Economics
Business & Technology	1 unit—choose from Tech Foundations, ICT II, STEM Computer Applications	Business & Technology	1 unit—choose from Tech Foundations, ICT II, STEM Computer Applications
The Arts	1 unit—Art, Band, Choir, General Music, Theatre	The Arts	1 unit— Art, Band, Choir, General Music, Theatre
Health & Physical Education	1 unit— ½ unit of Contemporary Health & ½ unit of PE (PE, Varsity, Choir, Band, or Debate)	Health & Physical Education	1 unit— ½ unit of Contemporary Health & ½ unit of PE (PE, Varsity, Choir, Band, or Debate)
Advanced Electives	2 units—2 consecutive credits of a Foreign Language (I&II), Advanced World Geography, any combination of English, math, or lab-based science courses in addition to those listed above		
Electives	4 units	Electives	6 units
TOTAL	25	TOTAL	25

*CLASSES FOLLOWED BY AN ASTERISK REQUIRE A SUBJECT AREA TEST TO BE TAKEN AT THE END OF THE COURSE. SEE PAGE 6 FOR MORE INFO.

Subject Area Testing Program

The following subjects require that all students take an end-of-course Subject Area Test: Algebra I, Biology I, English II, and United States History. In order to receive a Carnegie unit for these courses, students must earn a 65 or higher on class work and take the exam. The following options regarding state testing will apply during the school years listed, depending on when the student first took the course:

2014-2015—all students enrolled in an end-of-course Subject Area Test course for the first time must earn a 65 or higher in the class **AND** participate in the end-of-course assessment in order to earn the Carnegie unit. The student must pass the applicable end-of-course Subject Area Test **OR** meet one of the following criteria:

- Score a 17 or higher in the subject area most applicable to the Subject Area Test (Algebra I/Math subscore, Biology I/Science subscore, English II/English subscore, US History/Reading subscore)

OR

- Earn a C or higher in an entry level credit-bearing dual enrollment/dual credit/college credit course with a corresponding prefix (Algebra I/MAT, Biology I/BIO, English II/ENG, US History/HIS)

OR

- Obtain an ASVAB score of 36 **AND**
 - Earn a CPAS score that meets the attainment level assigned by Federal Perkins requirements **OR**
 - earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 of the current edition of the Mississippi Public School Accountability Standards

OR

- obtain the Silver Level on the ACT WorkKeys **AND**
 - Earn a CPAS score that meets the attainment level assigned by Federal Perkins requirements **OR**
 - Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 of the current edition of the Mississippi Public School Accountability Standards

OR

- Use the State Board of Education approved Concordance Tables to correlate the score earned on the Subject Area Test with the final grade earned in the class. Please speak with a counselor for more details concerning this option.

2015-2016—All of the options from 2014-2015 apply. Also, students enrolled may achieve a combined minimum score from the four end-of-course Subject Area Tests in lieu of passing a specific test. If you think you may qualify for this option, please speak to a school counselor for more information.

2016-2017—All students enrolled in an end-of-course Subject Area Test course for the first time must participate in the assessment in order to earn the Carnegie Unit. The assessment will constitute 25% of the student's final grade in the course.

College Entrance Exams

When considering postsecondary education plans, students will want to take one (or more) of the college entrance examinations listed below. These examinations can be used in decisions concerning college admissions, career planning, placement in college courses, and/or eligibility for scholarships. Please remember that these exams are only one of the many factors colleges consider when making admission decisions.

- **ACT**—The ACT is an achievement-based test that measures the skills & knowledge developed while taking high school courses. Scores are reported by subject area (English, Reading, Math, and Science) and as a composite score. There is an optional writing section that some schools may require for admission—be sure to review admissions requirements of the schools you are interested in attending to see if you should take the optional writing section of the ACT. The Mississippi Legislature pays for every junior to take the ACT in the spring. However, many students choose to take the ACT multiple times to ensure they score as high as possible to increase scholarship opportunities.
- **SAT**— The SAT is a predictive-aptitude college admission test that lets students show what they know and how well they can apply their knowledge. A redesigned assessment will launch in March 2016. Both the SAT and ACT are accepted at all colleges and universities throughout the United States. It may be worth your time to take a practice test and compare your scores to see which assessment works best with your preferences.
- **PSAT/NMSQT**—The PSAT/NMSQT is a practice test for the SAT and is used to determine National Merit and National Achievement scholarship recipients. It is usually given in October to sophomores and juniors in honors classes. National Merit and National Achievement eligibility is available to juniors taking the assessment. Sophomores should use this opportunity to familiarize themselves with the testing format and prepare to take it for scholarship eligibility the following school year.
- **ASVAB**— The Armed Services Vocational Aptitude Battery is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Individualized Career & Academic Plan (iCAP)

The Individualized Career and Academic Plan (or iCAP) is a guide that helps students establish and achieve their career and academic goals for success after high school. An iCAP will help students identify groups of similar occupations and interests (“career clusters”) that compliment personal interests, skills, ambitions and attributes. Each student in the Clinton Public School District will create an iCAP atrevised his/her iCAP with input from counselors, mentor teachers, and parents to adapt to changing career goals, further explore specific careers of interest, ensure that credits relating to graduation requirements are on-track and maximize college and career readiness.

Nationally Recognized Career Clusters

The National Association of State Career Directors of Career Technical Education Consortium and the Mississippi Department of Education recognize sixteen career clusters through The National Career Clusters Framework. Though students may identify any of the sixteen clusters as areas of interest and “match” with any of the sixteen clusters through their iCAPs, Clinton Public School District currently offers programs in eight career pathways within eight of the sixteen clusters listed below (marked with an asterisk) through the Career Complex. Course descriptions of the offered pathways available at the Clinton High School Career Complex classes begin on page 15

Agriculture, Food & Natural Resources—The production, processing, marketing, distribution, financing and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction—Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications—Designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration—Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training—Planning, managing and providing education and training services and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Finance—Planning and related services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration—Planning and executing government functions at the local, state & federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science—Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism—Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant & food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services—Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care and consumer services.

Information Technology—Building linkages in IT occupations for entry-level technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety, Corrections & Security—Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing—Planning, managing and performing the processing of material into intermediate or final products and related professional technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing—Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Science, Technology, Engineering & Mathematics—Planning, managing, and providing scientific research and professional and technical services (e.g. physical science, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics—The planning, management and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Career Academies

Every student at Clinton High School will choose one of three career academies to be a part of during the time 10th – 12th grade years. These academies are intended to allow students the opportunity to explore various career paths through their regular course work and better prepare them for the college and career choices after high school.

Career Academy Process

EVERY 9th grade student will take Freshman Seminar. This course is designed to introduce students the career academy concept and the 16 national career clusters. Students will explore how their likes and interests relate to various career paths. This will be accomplished through guest speakers, field trips, interest surveys, career research, reality fair, and many other engaging avenues. At the end of the 9th grade year, all students will select one of the three career academies to join. Throughout their high school years, students will be exposed to concepts and real-world learning opportunities, related to the academy of their choice, in their academic courses work when appropriate.

Counselors will be available to answer more questions at registration.

The Academies of Clinton High School

Health and Human Services (HHS) Academy

- This academy is for students who may be interested in a career that focuses on serving their fellow man.
- Training in the following specific fields is available through the Career Complex:
 - o Health Sciences (Medical Interests)
 - o Teacher Academy
 - o Law and Public Safety

Science, Technology, Engineering and Math (STEM) Academy

- This academy is for students who would like to learn more applied science and math courses.
- Training in the following specific fields is available through the Career Complex:
 - o Automotive Service
 - o Construction
 - o Engineering
 - o Information Technology

Arts and Business (AB) Academy

- This academy is for students who interests in learning more about career in the arts or who have questions about the how the business world works.
- Training in the following specific fields is available through the Career Complex:
 - o Accounting
 - o Culinary Arts
 - o Digital Media
 - o Marketing

7th & 8th Grade Curriculum Information

All 7th and 8th grade students will take English, mathematics, science, and social studies. In addition to these core courses, each student must choose elective courses to fill seven class periods. Please note that some classes have pre-requisites and can range from having a particular grade in a class, auditioning and/or filling out an application.

8th graders will also take a technology class and a mathematics class that earns high school credit. While it is important for students to do well in all classes, it is especially important to do well in classes that earn Carnegie units toward high school graduation.

Course Name	Credit	Prerequisite	Course Description
7 th Grade Art			The Art program is open to all students who have an interest in the visual arts. Eighth graders who did not take Art in 7 th grade can also take this class. This yearlong course will develop skills in the following areas: art production, art history, art criticism, and art aesthetics. In addition, students will explore a variety of materials and techniques used to create drawings, paintings, collages, prints, and sculptures. Students will prepare a portfolio of work as they explore the various elements of principles of art. Lessons will be taught using step-by-step instructions, demonstrations, handouts, and application of skills. Additionally, classes will participate in various art competitions and display student artwork in the school and community. Also, students will be required to bring items from home to prepare for projects and lessons. <u>An art fee will be collected to cover costs of consumable materials and cannot be waived. Students are required to pay this fee in a timely manner.</u> Also, students will be required to bring items from home to prepare for projects and lessons.
8 th Grade Art			
Advanced Art (Grade 8)		Complete application available in the Art rooms. Part of the application includes an evaluation of previously created works.	The Advanced Art course is open to eighth grade students who have an interest in the visual arts and want to further excel as an artist. This class will prepare students to be creative thinkers and problem solvers through a series of self- directed and teacher directed projects. Over the course of the year, students will develop a portfolio of artwork based on personal interests and experiences. In addition to building a body of work, classes will include discussions, critiques, artistic display and school beautification projects. Students are expected to work to their highest potential and gradually show artistic improvement. <u>A fee will be collected to cover costs of consumable materials and cannot be waived. Students are required to pay in a timely manner.</u> Also, household items will be required to be brought in as a part of the lesson. Prerequisites for this class consist of completing an application form and preapproval from the art teachers in which examples of artworks will be evaluated.

Advanced Band (Grade 8)		Two years of band	<p>Advanced band is offered to 8th graders and are taught during the school day and include a continuation of basic training and skills taught beginner band. Students are prepared to audition for 9th grade band and participate in several performances throughout the year.</p> <p><u>A band fee is assessed to cover the cost of consumable materials and transportation to performances and cannot be waived. Students are expected to provide their own instrument</u></p>
Band (Grade 7)		One year of band instruction	<p>Intermediate band will be offered to incoming 7th graders. Classes are taught during the school day and include a continuation of basic training and skills taught beginner band. Students are prepared to audition for 9th grade band and participate in several performances throughout the year.</p> <p><u>A band fee is assessed to cover the cost of consumable materials and transportation to performances and cannot be waived. Students are expected to provide their own instrument.</u></p>
Choir (Grades 7-8)		Must meet behavioral & disciplinary requirements	<p>The choral music program at Clinton Junior High is an award-winning choral program that has become a vital part of campus life. All students who desire to be in the choral music program are welcomed to be a part with the only requirement to have exemplary behavior in the classroom and choral setting. The choral program is designed for each student to have a positive and rewarding musical experience. The choirs prepare and present at least two concerts during the school year, in addition to participating in District and State Choral Festivals. <u>There are fees involved with choir which are paid to cover the following expenses: activity fee, formal concert attire and a choir t-shirt. This fee cannot be waived.</u> Other opportunities include: auditioning for the Mississippi State Junior High Honor Choir, participation in Solo and Ensemble, and participation in a spring choir trip. All classes emphasize the following: correct vocal production, choral skills, sight-reading, and music theory and composition. Students will explore and experience music from all periods of literature</p>
Math EXCEL & Reading EXCEL (Grades 7-8)			<p>EXCEL is a program designed specifically for CJHS students to enhance academic achievement. Students will increase their time management, organization, study and test taking skills. Individual learning styles and study strategies along with a variety of reading techniques will assist students in achieving their academic potential. A variety of learning resources and activities in literature will be used to maximize reading comprehension, critical/creative-thinking skills using a variety of learning resources and activities. The goal of the Math EXCEL is to improve basic math skills, increase grade levels in math and improve test scores on the end of year state standardized tests. Student standardized test scores, teacher recommendation, and parent</p>

			request will be considered when selecting students for EXCEL.
Helpers (Grades 7-8)		Visit teachers listed in the next column for more information	<p>Student helpers work with teachers and staff. Helpers should be able to work quietly, be dependable and honest, look neat in appearance and get along well with others. Helpers should have good school attendance, behavior, and work ethics.</p> <p>Library Assistants See the Lovett librarian if you are interested in being a library assistant.</p> <p>Office See the staff in either the guidance office or the principals' office if you are interested in being an office helper.</p> <p>Life Skills See Mrs. Franklin, Mrs. Parks, or Mrs. Pardue if you are interested in being a life skills helper.</p>
MATHCOUNTS (Grades 7-8)		Entrance exam	Mathcounts is an elective dealing with higher-level problem solving. Warning: It will take a good sense of logic as well as mathematical knowledge to break through algebraic, geometric, and sometimes, trigonometric barriers. A team of four along with two other individuals is chosen to represent Clinton Junior High School in math tournaments at the district, state, and national level. If you wish to be in Mathcounts, the first step is to take the entrance exam that will be given in the spring. Decisions will be made based on that exam and the recommendations of pervious math teachers. If you have any questions, please call CJHS.
Orchestra (Grades 7-8)		Audition, at least one year of experience, & pass the Level Assessment Audition	Classes are taught by a professional musician, a member of the Mississippi Symphony Orchestra, and are held daily. Students must provide the proper size instrument in good working condition and extra accessories (strings, bow, bow hair, shoulder rest) to keep the instrument in good condition for the entire year.
Physical Education (Grades 7-8)			<p>Physical education classes help students to improve health and physical fitness. Students will increase their knowledge and appreciation for team and individual sports.</p> <p>Each student is required to dress in proper attire and perform conditioning exercises. Students are expected to observe teacher demonstrations, attend to instructions on team and individual play, and learn the fundamentals of sports and games taught.</p> <p>Students will participate in intramural sports as part of the PE classes. Sports include basketball, soccer, softball, and track. 7th grade boys taking this PE class WILL NOT PLAY FOOTBALL.</p>

PE Football (Grade 7)			7 th grade boys wanting to play football should sign up for the PE (Football) class. Students taking this class work out with junior high and high school football coaches and try out different offensive and defensive positions, learn about plays. Students taking this class will also play basketball, soccer, softball & track. Students taking PE Football should be preparing to try out for the 8 th grade and possibly the high school football team.
Varsity (Grade 8)		Tryouts (please see the Arrow Athletics website for information about tryouts for specific sports).	Boys' varsity deals strictly with team sports. Major emphasis is placed on learning proper techniques and strategies while preparing for team competition. Football, basketball, and track are emphasized during the year. Girls' varsity deals strictly with team sports. Major emphasis is placed on learning proper techniques and strategies while preparing for team competition. Sports offered include basketball and track. Students are expected to dress in proper attire, and perform conditioning exercises each day. Students will also be expected to observe teacher demonstrations and follow instructions in team play.
Study Hall (Grades 7-8)			Study hall is an elective where the student is encouraged to develop and use good study techniques.
Spanish I (Grade 8)	1 credit	90 or higher in 7 th grade English	Spanish I is a full-year, high school level course designed to introduce the student to the language and culture of Spanish-speaking countries. Emphasis is placed on using vocabulary in conversational Spanish while focusing on listening and writing activities. You will experience the Spanish language through conversation, cultural activities, and language-centered projects. If you are motivated and serious about learning a new language, VAMOS! Students should be advised that the workload of the course is also of a high school level.

Career Complex Classes

Course Name	Credit	Prerequisite	Course Description
Automotive Service I (Grades 10-11)	2	70 or higher in the previous year in English & Math.	Automotive Service I includes instruction in the foundation skills related to safety, tools, and equipment usage, measurement, basic automotive service, brakes and electrical systems. Students learn these concepts through hands-on activities in the automotive shop setting. This two-hour block course is designed to help develop basic skills in automotive repair. Students may be required to submit an application if numbers are excessive.
Automotive Service II (Grades 11-12)	2	Successful completion of Automotive Service I & teacher approval	Automotive Service II prepares students for entry-level employment positions in automotive repair and service industry or for entry into postsecondary automotive programs. Automotive Service II provides students with foundation skills relation to engine performance and steering & suspension systems.
Digital Media Technology I (Grades 10-11)	2	70 or higher in the previous year in English.	Digital Media Technology I encompasses the foundation skills necessary in the digital media industry. Content such as safety, ethical issues and production, photography, graphic design, and print production will be offered to students. The audio production and media rich content portion of the course emphasizes real-world, hands-on practice. Students may be required to submit an application if numbers are excessive.
Digital Media Technology II (Grades 11-12)	2	Successful completion of Digital Media II and instructor approval	Digital Media Technology II focuses on the process of video production and editing as well as career opportunities in audio and visual technology. Another component of the course is motion graphics.
Teacher Academy I (Grades 10-11)	2	70 or higher in the previous year in English, discipline review (no more than 3 referrals from the previous year; severity of infractions to be determined according to Mississippi Discipline codes); 90% attendance rate	The Teacher Academy program is designed to attract students to the field of education. Students will be exposed to technology in the classroom, career opportunities in the teaching arena and history & trends in American education. Human growth & development of children is included in the curriculum as well as effective teaching and learning environments and the appreciation of diverse learners. Students will receive hands-on field experiences in CPSD elementary classrooms. Students may be required to submit an application if numbers are excessive.

Teacher Academy II (Grades 11-12)	2	Successful completion of Teacher Academy I & teacher approval	Teacher Academy II provides students with the opportunity to gain advanced skills needed for enhancement as learners, teachers & communicators. Students will learn to implement strategies and framework components into lesson planning, to address the needs of all learners and use and analyze assessments. Students will receive advanced hands-on field experiences in CPSD elementary classrooms.
Construction (Grades 10-11)	2	70 or higher in previous year English & Math	Construction is designed to introduce students to fundamentals of construction safety, tools, math, blueprint reading, basic carpentry, electrical, masonry, and plumbing skills. Upon the completion of this course, students will have knowledge to complete the Contren Core Certification. Students may be required to submit an application if numbers are excessive.
Carpentry (Grades 11-12)	2	Successful completion of Construction & teacher approval	Carpentry consists of the study of foundations, wall and ceiling framing, room framing, window and doors, and stair layout. Students may obtain National Center for Construction Education & Research (NCCER) certification with 70% or above mastery of all modules.
Law & Public Safety I (Grade 10-12)	2	70 or higher in previous English	This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Students will follow the process of crime investigation from beginning to end. Additionally, students will learn the importance of personal health and safety. Students will also be introduced to the emergency services found in local communities. Finally, students will focus on corrections in the state of Mississippi, studying specifically how jails & prisons function. Students may be required to submit an application if enrollment numbers are excessive.
PLTW— Introduction to Engineering Design (Grades 10-12)	1	80 or higher in last science & math, including Algebra I	This is a one-semester class and is the first engineering class in a series of two. Students dig deep into the engineering design process, applying math, science and engineering standards to hands-on projects. They work both individually and in teams designing solutions to a variety of problems using 3-D modeling software and other equipment. Students are highly encouraged to enroll in Principles of Engineering following the completion of Introduction to Engineering Design. The class is an approved science credit in the College Preparatory Curriculum required for freshman admission into Mississippi Public Universities. Students may be required to submit an application if enrollment numbers are excessive.
PLTW— Principles of Engineering (Grades 10-12)	1	Successful completion of Introduction to Engineering Design & teacher approval	This is a one-semester class and is the second engineering class in the series of two. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research and design while learning strategies for design process documentation, collaboration, and presentation. This class is an approved science credit in the College

			Preparatory Curriculum required for freshman admission into Mississippi Public Universities. Due to the intense nature of the math/science principles that will be covered, this course will be weighted as an honors course at 1.05.
Health Science Core (Grades 10-11)	2	Prerequisite or corequisite of Human A&P or Honors Chemistry plus a 70 or higher in the previous year in English & Math and an 80 or higher in previous science.	Health Science Core provides an introduction to health care systems, legal and ethical issues, medical terminology, basic healthcare skills, and body structure and function. This class will be accepted in lieu of contemporary health to meet the graduation requirement for 0.5 Carnegie unit in Health. Students may be required to submit an application if enrollment numbers are excessive.
Healthcare and Clinical Services (Grades 11-12)	2	Successful completion of Health Science Core & teacher approval. Parents & students must attend a mandatory informational meeting at the end of the Health Science Core course.	The Healthcare and Clinical Services course helps the student establish insight in the healthcare field through classroom assignments, laboratory skills, professional guest speakers from the healthcare field, and visits to various healthcare facilities. Topics covered include human growth and development, nursing, medical, therapeutic, mental health and pharmacology. This class is an approved science credit or advanced elective credit in the College Preparatory Curriculum required for freshman admission into Mississippi Public Universities. Two science credits can be earned for graduation requirements by completing the 2-course sequence.
Information Technology I (Grades 10-11)	2	70 average in math and English the previous year.	Students will receive the skills necessary to prepare for the CompTia IT Fundamentals Certification through Certiport testing. First year students are introduced to basic PC hardware and operating systems in the first semester and software, general troubleshooting, maintenance and basic networking skills in the second semester. Students will also have an option to learn programming in the second semester after completion of certification exam. Students may be required to submit an application if enrollment numbers are excessive.
Information Technology II (Grades 11-12)	2	Successful completion of Information Technology I and teacher approval	Students will receive the skills necessary to prepare for the Microsoft Technology Associate Certification through Certiport testing which emphasizes the student's networking skills. Students continue learning about basic network hardware and software and are introduced to the OSI Model for networking protocols. Students will gain an understanding of how data travels through various methods and hardware. Students work together in the shop to set up miniature local area networks and practice sharing resources among those computers.

Culinary Arts I (Grades 10-11)	2	70 or higher in previous math, including Algebra I	Culinary Arts Technology I emphasizes real-world, hands-on practice of food preparation and professionalism in the workforce. Food preparation techniques included in this course are fruits, vegetables, stocks, sauces, soups, potatoes, and grains. This course also focuses on customer service, professionalism & management techniques. Students may be required to submit an application if enrollment numbers are excessive.
Culinary Arts II (Grades 11-12)	2	Successful Completion of Culinary I and teacher approval	Culinary Arts Technology II emphasizes real-world, hands-on practice of food preparation and professionalism in the workforce. Food preparation techniques in this course are desserts and baked goods; meat, poultry, and seafood; breakfast foods, dairy, salads, garnishes and sandwiches Additional emphasis through the program is placed on marketing, menu development, and cost control.
Career Pathway Experience (Grades 11-12)	2	Application and interview	The goal of the Career Pathway Experience is to provide occupation-specific training for secondary students in high school who have a clearly defined career objective. The program provides work-site learning related to the students' occupational program of study. Enrollment priority in the program is given to students who have completed a 2-year occupational program. Students will work in an approved worksite for 540 hours per school year as well as complete a business-based curriculum including human relations, oral and written business communication, banking and finance, business etiquette, taxation, employability skills, college and career exploration. Students must be 16 years old and have their own transportation.

English Classes

Course Name	Credit	Prerequisite	Course Description
English I (Grade 9)	1	One English class per year; must pass previous year to advance	These classes will work towards mastery of Mississippi Department of Education standards. Each year in their writings, students are expected to demonstrate increasing sophistication in all aspects of language use, from vocabulary & syntax to the development & organization of ideas, as well as increasingly demanding content & sources. Students advancing through the grades are expected to meet each year's grade-specific standards & retain or further develop skills and understandings mastered in preceding grades. *The English II course also prepares students to take the English II Subject Area test that will count for 25% of the student's grade in the class beginning in the 16-17 school year.
English II* (Grade 10)	1		
English III (Grade 11)	1		
English IV (Grade 12)	1		

Honors English I (Grade 9)	1	Advanced or upper 50% of proficient on the language & reading section of MCT3	Students participating in the honors track of English will have mastered certain basic skills that will allow them to engage in more in-depth study of additional skills. These courses contain the same core skills covered in the English classes listed above, but some skills are introduced earlier and mastery is attained earlier. Most students taking the Honors English classes are working toward taking Advanced Placement English III, Advanced Placement English IV and/or Dual Credit English Comp classes. *The English II course also prepares students to take the English II Subject Area test that will count for 25% of the student's grade in the class beginning in the 16-17 school year.
Honors English II (Grade 10)	1	90 or higher in prior year Honors English	
Honors English III (Grade 11)	1	Advanced or upper 50% of proficient on Eng. section of MCT3	
Advanced Placement English III Language & Composition (Grade 11)	1	Honors English II or approval by English Department Chairperson	The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students who successfully complete the course and exam may receive credit, advanced placement or both for a semester introductory college English course.
Dual Credit English Comp I (Grade 12)	1 credit (CHS) & 3 college hours (Hinds CC) for each course	Students must take both classes, have a 17 or higher English subscore on the ACT, a 90 or higher in prior English class & teacher recommendation	Students will be held to college level standards as they learn the basic principles of composition. Special attention will be given to the writing of expository papers. Students must take both English Comp I and English Comp II.
Dual Credit English Comp II (Grade 12)			
Advanced Placement English IV Literature & Composition (Grade 12)	1	Honors or AP English III or approval by English Department Chairperson	The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students who successfully complete the course and exam may receive credit, advanced placement or both for an introductory college English course.

Mathematics Classes

Course Name	Credit	Prerequisite	Course Description
Math 8 (Grade 8)	1	None	In Math Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.
Compacted Math 8 with Algebra I (Grade 8)	1	90 or above in previous Math & Advanced on the MCT3	In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. In Algebra I, 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.
Algebra I (Grade 9-11)	1	Math 8	Required. Algebra I formalizes and extends mathematics learned in the middle grades. This is a more ambitious version of Algebra I than has generally been offered. Instruction will focus on analyzing and explaining the process of solving equations and inequalities; learning function notation and developing the concepts of domain and range; using regression techniques; creating quadratic and exponential expressions; and selecting from among these functions to model phenomena. This course also prepares students to take the Algebra I Subject Area test that will count for 25% of the student's grade in the class beginning in the 16-17 school year.

Honors Geometry (Grade 9)	1	Compacted Math 8 (with Algebra I)	Required. Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry should prepare students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
Geometry (Grades 10-12)	1	Algebra I	Geometry will focus on a thorough understanding of translations, reflections, and rotations; developing the understanding of similarity and several theorems; extension of formulas for 2-dimensional and 3-dimensional objects; extension of 8th grade geometric concepts of lines; proving basic theorems about circles; and working with experimental and theoretical probability.
Honors Algebra II (Grade 10)	1	Honors Geometry	Required. In Algebra II, 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 four critical areas of this course include working extensively with polynomial operations; building connections between geometry and trigonometric ratios; understanding of a variety of function families; and exploring statistical data.
Algebra II (Grades 11-12)	1	Geometry	
Honors Algebra III (Grade 11)	1	Honors Algebra II	Algebra III, covers skills and objectives that are 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.
SREB Math Ready (Grade 12)	1	Algebra II	The Southern Region Education Board (SREB) Math Ready Course is designed for high school seniors 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. The SREB Math Ready Course focuses on algebraic expressions, equations, measurement and proportional reasoning, linear functions, linear systems of equations, quadratic functions, exponential functions, and summarizing and interpreting statistical data. The course addresses standards throughout high school, including CCR Algebra I, CCR Geometry, and CCR Algebra II that are essential for college and career success.

Advanced Placement Statistics (Grades 11-12)	1	Algebra III	AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, describing patterns and departures from patterns; sampling and experimentation—planning and conducting a study; anticipating patterns—exploring random phenomena using probability and simulation; statistical inference—estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.
Advanced Placement Calculus AB (Grade 12)	1	Algebra III with an 80 or higher	AP Calculus is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. This class prepares students for the AP test in Calculus AB. Colleges may award credit based upon a student's score on the AP Calculus AB exam.
Dual Credit Calculus (Grade 12)	1 credit (CHS) & 3 college hours (MC)	20 or higher on the Math subsection of the ACT & Instructor Approval	Students passing Dual Credit Calculus will receive one high school credit through CHS and 3 hours of college credit through Mississippi College for MAT 121 (Calculus with Analytic Geometry I). This class is one semester long and is taught by on the campus of CHS by a teacher who is also certified through Mississippi College.
Dual Credit College Algebra (Grade 12)	1 credit (CHS) & 3 college hours (Hinds CC)	20 or higher on the Math subsection of the ACT & teacher approval	Students passing Dual Credit College Algebra will receive one high school credit through CHS and 3 hours of college credit through Hinds Community College. This class is one semester long and is taught by on the campus of CHS by a teacher who is also certified through Hinds CC.

Science Classes

Course Name	Credit	Prerequisite	Course Description
Introduction to Biology (Grade 9)	1	None	Introduction to Biology 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, lab safety, 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
Honors Biology I (Grade 9)	1	Enrolled in Algebra I or Honors Geometry, reading at or above grade level and have scored Advanced or upper half of proficient on the MCT3 Language Arts	<p>Required. Biology I is a laboratory-based course designed to study living organisms and their physical environment. Students should apply scientific methods of inquiry and research in examining the following topics: biochemistry, cell structure, function and reproduction, cell energy, molecular basis of genetics, natural selection and diversity, and ecology.</p> <p>This course also prepares students to take the Biology I Subject Area test that will count for 25% of the student's grade in the class beginning in the 16-17 school year.</p>
Biology I (Grades 9-12)	1	None	
Biology II (Grades 10-12)	1	Biology I (Students who are enrolled in or have completed AP Biology may not take this course)	Biology II is a laboratory-based course that continues the study of life. The units studied include biochemical life processes, molecular basis of heredity, natural selection, behavior patterns, and advanced classification and organism studies. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.
Physical Science (Grades 10-12)	1	Biology I (Students who have completed or are currently enrolled in chemistry and/or physics may not take this course)	Physical Science provides opportunities for students to develop and communicate an understanding of physics and chemistry through lab-based activities. This course will investigate the structure of matter, chemical and physical properties and changes, kinematics, dynamics, energy, electricity, and magnetism.
Honors Human A&P (Grades 10-12)	1	Honors Biology I or Honors Chemistry	Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered include the basic organization of the body, biochemical composition, and

Human A&P (Grades 10-12)	1	Biology I	major body systems along with the impact of diseases on certain systems. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.
Honors Chemistry (Grade 10)	1	Biology (Must be taking Honors Algebra II)	Chemistry provides opportunities for students to develop and communicate an understanding of structure, physical and chemical properties, and chemical change. Concepts covered in this course include properties of matter, International System of Measurement, atomic theory, bonding, periodicity, stoichiometry of aqueous solutions, thermodynamics, kinetics, oxidation-reduction and electron chemistry, nuclear chemistry, and organic chemistry.
Chemistry (Grades 10-12)	1	Biology I, Geometry & Algebra II* * can be taken as a co-requisite*	
Honors Physics (Grades 11-12)	1	Algebra III* * can be taken as a co-requisite*	Physics provides opportunities for students to develop and communicate an understanding of matter and energy through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include, dynamics, energy, mechanical and electromagnetic waves, and electricity.
AP Biology (Grades 11-12)	1	Chemistry (recommended grade of 80 or higher)	AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.
AP Chemistry (Grades 11-12)	1	Chemistry & Algebra II (recommended A or B in both classes)	The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.
AP Physics 1	1	Algebra III	AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.
Biomedical Research & Medical Laboratory (Grade 12)	2	AP Biology, AP Chemistry, or AP Physics. *Another AP science, AP Calculus or Dual Credit Calculus can be taken as a co-requisite or prerequisite*	Biomedical Research is an inquiry-based, technology-oriented, and laboratory-intensive elective course that prepares students to participate in professional biomedical research activities at the university level. Major areas of study include electronic access to international biomedical literature data bases, use of the Internet to communicate with biomedical researchers and other students at remote sites, contemporary ethical considerations in the conduct and publication of research, fundamentals of molecular biology and genetics, classification and nomenclature for

		An application process is required. Class size will be limited to 10-12 students.	organic chemical reactions, and elements of cellular and human physiology. Laboratory exercises concentrate upon the fundamental principles of chromatographic separation, the theory and use of a spectrophotometer, quantitative analysis of protein concentration, preparation of DNA, and quantitative preparation of organic compounds.
Genetics (Grades 11-12)	0.5	70 or higher in Chemistry	Genetics is a laboratory-based course that will explore the principles of classical and molecular genetics including the relationship between traits and patterns of inheritance within organisms. Population genetics, genetic variations among individuals, and applications of modern advances in genetics will be investigated. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.
Microbiology (Grades 11-12)	0.5	70 or higher in Chemistry	Microbiology is a laboratory-based course that involves investigating microorganisms and the various roles they play in the living world. Topics explored in this class include identifying common microbes, culturing and staining microorganisms, exploring host-microbe relationships and disease processes, and researching microbiology used in industry. Laboratory work involving microscopic investigations and aseptic techniques are emphasized in this course as well as critical thinking, problem solving, and research.
Astronomy (Grades 10-12)	0.5	None	The Astronomy course will provide opportunities for students to develop and communicate an understanding of astronomy through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include history of astronomy, technology and instruments, Kepler's and Newton's Laws, celestial bodies, and other components of the universe. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.
Environmental Science (Grades 10-12)	0.5	None	Environmental Science is a lab-based or field-based course that explores ways in which the environment shapes communities. Interactions of organisms with their environment are emphasized along with the impact of human activities on the physical & biological systems of the Earth. Laboratory activities, research, the use of

History Classes

Course Name	Credit	Prerequisite	Course Description
Mississippi Studies (Grade 9)	0.5	None	Required. Mississippi Studies is designed to foster appreciation for the state, its history and its culture and will include the geographic, historic, economic, political, and social events that have contributed to the state's development.

Introduction to World Geography (Grades 9)	0.5	None	Required. Introduction to World Geography focuses on the systems and processes that produce the features and patterns that lie on Earth's surface and appear on maps and globes. Students passing the 8th grade version of this will earn ½ of a Carnegie unit towards graduation requirements.
Honors World History (Grade 10)	1	Honors English II as a co-requisite	Required. World History begins with the Age of Enlightenment and continues through to the present. This class focuses on the development, connections, and global influences of the "Western World", including Europe and the United States historic global activity and how that activity has characterized the development of the rest of the world.
World History (Grade 10)	1	None	
US History (Grade 11)	1	None	Required. The United States History from Post-Reconstruction to Present framework requires students to examine the major turning points in American history from the period following Reconstruction throughout the Twentieth Century and entering into the new millennium. This course also prepares students to take the US History Subject Area test that will count for 25% of the student's grade in the class beginning in the 16-17 school year.
AP US History (Grade 11)	1	Instructor Approval	AP United States History focuses on developing students' abilities to think conceptually about US history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance – identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture – provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change and make comparisons among various historical developments in different times and places. Students who successfully complete the course and exam may receive credit, advanced placement or both for a semester introductory college history course.
US Government (Grade 12)	0.5	None	Government and Civic Engagement should provide students with an understanding of civic life, politics, and the constitutional process. It should also provide a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation.

AP US Government and Politics (Grade 12)	0.5	Instructor Approval	AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Students who successfully complete the course and exam may receive credit, advanced placement or both for a semester introductory college history course.
Economics (Grade 12)	0.5	None	Required. This course focuses on an awareness of the relationship of world economic systems. The student should trace the American economic system and the impact of that system in a global setting. The student should also develop an understanding of microeconomics and macroeconomics from individual finances to world economic organizations.
AP Macro-economics	0.5	Instructor Approval	AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. Students will study national income and price-level determination, economic performance measures and growth, stabilization policies, & international economics. Students who successfully complete the course and exam may receive credit, advanced placement or both for a semester introductory college history course.
AP Micro-economics	0.5	Instructor Approval	AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operations of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Elective Classes

Course Name	Credit	Prerequisite	Course Description
Accounting Fundamentals (Grades 10-12)	1	None	Students will receive instruction on basic accounting procedures and principles such as posting, use of a balance sheet, income statement, statement of owner's

			equity, maintaining records for sole proprietorship and corporations, analyzing financial data using the basic accounting cycle and many other standard operating procedures for business.
Academic Competition Team (Grades 10-12)	1	Audition	Students taking this class practice academic competition and quiz bowl questions in preparation to represent CHS at local, state, and national level competitions. Students will expand their knowledge in subject area specialties in accordance to their strengths.
ACT Prep (Grades 10-12)	0.5	None	ACT Prep will help students develop effective test taking skills. Preparations materials for the ACT will be utilized and computer-based practice will take place in order to identify areas in which practice may be most beneficial.
Advanced World Geography	1	None	Advanced World Geography focuses 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.
Band	2	Audition required. Must have played in band during the previous school year.	Band is a large ensemble performance course is designed to include brass, wind, and percussion instruments. Students who elect to play in high school band during successive years are expected to master proficient competencies, and then pursue advanced competencies.
Jazz Band	0.5		Jazz Band will rehearse and perform a variety of instrumental styles including swing, big band, standards, Latin, pop, rock, etc. and will take place during the spring semester.
Choral Music (Grade 9)	1	Audition	The ninth grade advanced choral music is a select group of singers requiring prior training in choral music. The choral literature studied is difficult and varied covering many periods and styles of music. This choir competes with other choirs across the state in District and State Choral Festival. They also travel out of state for performances. All students in the Ambassadors Show Choir are required to take choral music. Students are required to purchase an outfit and there is a music rental fee.
Choral Music Arrow Singers Concert Choir (Grades 10-12)	1	Audition	The choirs perform in their Fall and Spring concerts, sing at civic events, and compete in District and State Choral Festivals. The Choral Department prepares the student to further their musical knowledge and appreciation both at the high school and college level.
Choral Music Attaché Showchoir (Grades 9-12)	2	Audition	Attaché, the show choir at Clinton High School, is a select group of singer/dancers, instrumentalists, and tech crew members. Attaché performs in their Fall and Spring Revues and at civic events. Attaché competes nationally in major show choir competitions.
Compensatory	0.5	None	This course is designed to give intensive, specialized

Reading (Grade 9)			reading instruction to the student who scores minimal on the MCT3 and/or below reading level on the STAR reading assessment.
Contemporary Health (Grades 9-12)	0.5	None	This one-semester course is a comprehensive study of health, which includes classroom instruction in personal health, community and environmental health, nutrition and consumer health, disease, family life, drug abuse, first aid and safety, and mental health.
Computer Applications (Grades 10-12)	0.5	None	The purpose of the course is to provide each student with essential skills and knowledge necessary to use computer hardware and software in daily life and occupational tasks. Emphasis is placed on common applications including operating systems, word processing, data management, and spreadsheet. This course is not available for those who passed Technology Foundations in 8 th Grade.
Creative Writing (Grades 10-12)	0.5	70 average or higher in English the previous year is recommended.	Students will study the techniques of the short story, the poem, the one-act play, and the personal essay. They will read the works of noted authors and identify the elements that contribute to their success; then they will create short stories, poems, and personal essays of their own. Much of the time in the course will be devoted to revision, with the emphasis on quality not quantity.
Debate (Grades 10-12)	1	Instructor approval required and an 80 average or higher in English the prior year. Auditions may occur.	Debate offers an individual a formalized system for handling controversy that cannot be resolved through discussion. This full-year course emphasizes the development of persuasive speaking skills, the techniques of competitive debate, and the fundamentals of dramatic oration. Students will study Public Forum debate, Lincoln-Douglas debate, Policy debate, and Parliamentary debate, as well as other extemporaneous speaking techniques, which incorporate logical reasoning and delivery skills. Students who enroll in this class should enjoy research, read widely, work to build independent thinking skills, and be self-motivated. Students who enroll in the class should also be prepared to compete at a minimum of one tournament each semester to receive credit for the course.
Drawing I	0.5	Visual Arts I	Drawing I involves a broad range of drawing media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design. Work will encompass two-dimensional art forms rendered in wet and dry drawing media with an emphasis on working in black and white and an introduction to color techniques.
Drawing II	0.5	Drawing I	Drawing II involves a broad range of drawing media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design. Work will encompass two-dimensional art forms rendered and wet and dry drawing media with an emphasis on working in color with a continuation of skill development in black and white processes.

Driver Education (Grades 10-12)	0.5	Students must have their learners permit to take this class.	Students enrolling in drivers education must complete 30 hours of classroom work, 12 hours of simulator training and 3 hours behind-the-wheel training OR 30 hours of classroom work and 6 hours of behind-the-wheel training before receiving credit for the course. In the event of an accident during the driver training period, both parents and students are protected by insurance on the training car. A student must have a notarized application, a social security card, a certified birth certificate, and a notarized school attendance form before he can be issued a learner's permit.
Dual Credit Western Civilization I (Grade 12)	1 credit (CHS) & 3 college hours (Hinds CC)	Students must take both of these classes, have an 17 Reading subscore on the ACT, & teacher recommendation	Students passing Dual Credit Western Civilization I and II will receive one high school credit through CHS and 3 hours of college credit through Mississippi College for MAT 121 (Calculus with Analytic Geometry I). This class is one semester long and is taught by on the campus of CHS by a teacher who is also certified through Hinds Community College.
Dual Credit Western Civilization II (Grade 12)	1 credit (CHS) & 3 college hours (Hinds CC)		
Entrepreneurship (Grades 10-12)	0.5	None	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. Students are involved with activities such as developing market plans and applying global economic concepts. Students will analyze supply and demand and understand how it affects price and profit. Finally, students will be exposed to ethical problems related to the work place and discuss solutions for some of these problems.
French I (Grades 9-12)	1	80 or above in English the previous year is recommended	French I is an elementary introduction to the French language with an emphasis on speaking and listening. A study of grammar helps develop communication skills. Some study of French-speaking countries is included. In French II the students further their study of culture and grammar while improving their conversational skills. There is some translation at this level. French III promotes the further development of grammar and conversational skills as well as recognition of the contemporary culture of French-speaking countries. French IV emphasizes the development of communication skills through more extensive study of French literature and culture.
French II (Grades 10-12)	1	80 or above in French I is required	
Honors French III (Grades 11-12)	1	Instructor Approval	
Honors French IV (Grade 12)	1	Instructor Approval	

Freshman Seminar (Grade 9)	0.5	None	Freshman Seminar is an introduction to career pathways and career decision-making. The course was developed particularly to meet the needs of those schools participating in career academies. This introductory course includes content in self-development, career clusters, career pathways, college planning, financial planning, and presentation and research skills. At the conclusion of the course, students develop a six-year plan that will guide them in making decisions about high school courses, college courses, and future careers.
Foundations of Journalism (Grade 9)	1	70 or higher in English prior year recommended, application & sponsor approval	Ninth graders enrolled in this course will work on the school paper and annual. This is a basic course to enhance the students' skills as communicators and as informed users of the media. In this course students will perform specific duties with leadership functions to be outlined, assigned, and evaluated by the advisor/teacher according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based. Tenth-twelfth grade classes will last one semester.
Foundations of Journalism (Grade 10-12)	0.5		
General Music (Grades 10-12)	1	None	This course teaches the basic fundamentals of music utilizing a variety of methods. No audition is required.
Global Studies	0.5	None	Global Studies is designed to study issues that challenge and concern citizens today, affect the lives of persons in other parts of the world, and focus on issues surrounding politics, population and development, culture, economics, and the environment. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, & other social studies tools.
History of the Ancient Middle East (Grades 10-12)	1	None	History of the Ancient Middle East is a survey of historical development of the Middle East. The course will provide frame of reference for understanding the political, cultural, geographic, and economic influences that shaped the region.
Journalism Newspaper (Grades 10-12)	1	70 or higher in prior English & instructor approval	This is a basic course to enhance the students' skills as communicators and as informed users of the media. In this course students will perform specific duties with leadership functions to be outlined, assigned, and evaluated by the advisor/teacher according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based.
Journalism Yearbook (Grades 10-12)	1	70 or higher in prior English & instructor approval	
Keyboarding (Grades 10-12)	0.5	None	Keyboarding is designed to develop touch-keyboarding skills. Keyboarding is recognized as a communication skill and tool of literacy for all. The course emphasizes correct finger reaches, proper stroking and efficient use of the various machine mechanisms. Applications are confined to problems of tables, letter format and manuscripts. This course is not available to those who pass Technology Foundations in 8 th grade.

Law-Related Education (Grades 10-12)	0.5	None	This course gives students an understanding of the legal process and the legal system and focuses on issues that can be illustrated through students' experiences. The course emphasizes these topics: the crime problem and the justice system, the role of the police, the role of the courts, the role of the penal system, and Mississippi Law as it pertains to young people.
Latin I (Grades 9-12)	1	80 or above in English the prior year is recommended	Latin I is an introduction to this classical language with emphasis on grammar, English derivatives, and our heritage from the Romans. Latin II continues the study of Latin grammar, translations, and culture. Emphasis in translation is placed on mythology, Caesar, and history. Latin III is the translation of Roman literature including Cicero, Vergil, and Livy.
Latin II (Grades 10-12)	1	80 or above in Latin I required	
Honors Latin III (Grades 11-12))	1	Instructor Approval	
Marketing Essentials (Grades 10-12)	1	None	Students will explore the importance and function of marketing in a global economy. The following concepts will be taught: customer, client and business behavior, business ethics as it relates to pricing, advertising, public relations and selling techniques, functions that impact selling and legal considerations in marketing.
Mississippi Writers (Grades 9-12)	0.5	70 average or above in prior English recommended	The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The one semester elective course identifies major sources and themes of twentieth century and contemporary Mississippi writing as it emerges from and contributes to the state's history, politics, and culture. The student will recognize the contribution of Mississippi writers to twentieth century American literature and recognize that Mississippi Writing is an expression of a particular place that achieves universality.
Music Theory and Harmony Literature (Grades 10-12)	1	Teacher approval. Previous music performing experience required.	This course examines the basic elements of Music Theory and Music Literature. A survey of music literature will broaden student knowledge of music as an art form, and will aid understanding of the connection between music theory and music literature.
Oral Communication (Grades 9-12)	0.5	None	Oral Communication introduces and acquaints the student to systemic public speaking development. It teaches the basics of interpersonal communication, listening, self-concept, voice and diction, as well as the different types of public speeches.
Painting I (Grades 10-12)	0.5	Drawing I	Painting focuses on creation and study of painting and continues the development of a body of work for inclusion in a portfolio. It involves a broad range of painting media, techniques, and processes. Students will work at a more advanced level applying their knowledge of production, critical analysis, history and culture, aesthetics, and connections among the visual arts, other content areas, and everyday life.

Painting II (Grades 10-12)	0.5	Painting I	Painting II focuses on advanced creation and study of painting and continues the development of a body of work for inclusion in a portfolio. It involves a broad range of painting media, techniques, and processes. Students will work at a more advanced level applying their knowledge of production, critical analysis, history and culture, aesthetics, and connections among the visual arts, other content areas, and everyday life.
Personal Finance (Grades 10-12)	0.5	None	Personal finance allows students to explore financial decision-making and utilize skills in money management, record keeping, and banking through basic concepts of economics, insurance, credit and other related topics.
Physical Education (Grades 9-12)	0.5	None	This course will cover basic physical fitness activities that will include, but not limited to exercises that will focus on life-long fitness activities (tennis, walking/jogging, stretching, etc), sports appreciation, games, and other activities designed to enhance coordination, strength endurance, speed and flexibility. PE may be taken for one semester for 0.5 credit or for one year for 1 credit.
	1		
Psychology (Grades 10-12)	0.5	None	Psychology focuses on the history, advances in technology, and both internal and external influences that affect human mental development. The student should learn the various elements of human behavioral development that emphasize concepts such as self-esteem and self-responsibility
Sociology (Grades 10-12)	0.5	None	Sociology engages in the study of people and their lives in groups. Students will examine how people behave in groups and how interaction shapes both individual and group behaviors. The analysis of the rules, organizations, and value systems that enable people to live together will also be studied.
Spanish I (Grades 8-12)	1	Grade 8–90 or above in 7 th grade English Grades 9-12–80 or above in English prior year recommended	Spanish I is a full-year course designed to introduce the student to the language and culture of Spanish-speaking countries. Emphasis is placed on vocabulary, simple conversational skills, and basic grammar structures. Students need strong English skills. Spanish II is a continuation of the study begun in first year. Emphasis is placed on understanding more detailed grammatical structures, increasing vocabulary, and translating. Spanish III places emphasis on increasing vocabulary and conversational fluency, and introduces Spanish literature and authors through translation. Spanish IV places increased emphasis on conversational fluency and literature.
Spanish II (Grades 9-12)	1	80 or above in Spanish I required	
Honors Spanish III (Grade 10-12)	1	Instructor Approval	
Honors Spanish IV (Grade 11-12)	1	Instructor Approval	

Dual Credit Spanish	1 credit at CHS and 3 hours at Hinds CC	Instructor approval	Students passing Spanish will receive one high school credit through CHS and 3 hours of college credit through Hinds CC for Spanish. This class is one semester long and is taught by on the campus of CHS by a teacher who is also certified through Hinds Community College.
Survey of African American Writing (Grades 10-12)	0.5	None	The African-American Writing course is a survey course that draws upon a compilation of 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 the writing.
Theatre I (Grades 10-12)	1	None	Theatre I will explore all aspects of theatre including history, production, performance, and technical elements. This is a survey course. As students progress in the Clinton High School Theatre Department, more opportunities will be provided to perform in class. The goal of this course is to improve student knowledge of theatre and student self-confidence.
Theatre II (Grades 11-12)	1	Theatre I & Director Approval	Theatre II offers a deeper study of performance, production, and career theatre. All students will learn advanced acting skills as well as the following: understanding and use of acting methods by renowned actors and directors; directing; and playwriting. Students will also study dialect, voice and diction. Students will prepare for college and professional auditions. Students will take part in a classroom production. Students will read a variety of scripts and become familiar with a wide list of plays and playwrights.
Theatre: Arrow Players (Grades 11-12)	1	Theatre I or a member of Thespians, cold-read audition & Director Approval	Arrow Players is for the serious student of Theatre only. Students will continue to perfect and delve into the crafts of acting; directing; and playwriting. Students will prepare college and professional auditions. Students will be expected to read at least one play script per nine weeks, and will analyze and interpret the works. Students will perform at least one classroom scene per nine weeks. Students will create a monologue and scene notebook to be kept throughout the year. Students will select at least three pieces to work on all year. Students will also create a professional resume and portfolio. Students will research college theater programs. This class will take part in a public performance each semester. Students will perform in the children's show, in a showcase, and in acting competitions.
Varsity PE (Grades 9-12)	0.5-2 based on time met	Must be on team roster. See Arrow Athletics webpage for more information	The following sports will receive 2 credits: Baseball, Basketball, Football & Soccer. The following sports will receive 1 credit: Cheerleading, Cross Country, Fast Pitch Softball, Slow Pitch Softball, Tennis, Track. The Following sports will receive 0.5 credit: Bowling, Golf, Powerlifting, Swimming, & Volleyball. If a student only participates in a sport for only one semester, credit will be awarded for the semester in which the student participated. For example, if a student wants to leave school early after the sports season ends, the student would be changed into a study hall/senior release rather

			than earning that portion of credit for the sport.
Visual Art I (Grades 9-12)	1	None	Visual Art I involves a broad range of media, techniques, and processes. Students will develop skills in the creation and study of works of art and design. Work will encompass both two and three-dimensional art forms.
World Literature (Grades 10-12)	0.5	None	Students taking World Literature will study the stories of people around the world, stories that seek to answer life's essential questions. Students will explore connections between the stories of various cultures and historical periods & examine how cultures are similar and different in the answers they offer to life's essential questions.

Non-Credit Courses

Course Name	Credits
Office Helper (Grades 9-12)	0
Counselor Helper (Grades 9-12)	0
Media Helper (Grades 9-12)	0
CPE (Grades 9-12)	0
Senior Release (Grade 12)	0
SLD Resource (Grades 9-12)	0
MOD Classes (Grades 9-12)	0
Study Hall (Grades 9-12)	0

Post-Secondary Planning: College & Careers

The choices you make now about high school and going on to further your education will affect your income and career opportunities for the rest of your life. Here are some numbers about income level, contrasted with unemployment rates for the same education levels.

Education Attained	Median Weekly Earnings	Unemployment Rate in 2013
High School Dropout	\$472	11.0%
High School Diploma	\$651	7.5%
Some College, No Degree	\$727	7.0%
Associate's Degree	\$777	5.4%
Bachelor's Degree	\$1,108	4.0%
Master's Degree	\$1,329	3.4%
Professional Degree	\$1,714	2.3%
Doctoral Degree	\$1,623	2.2%

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey. U.S. Department of Labor, U.S. Bureau of Labor Statistics

Not to say that going on to a college or university for an associate's or bachelor's degree is the right path for everyone. It is not; however, it *is* true that you will have more success and satisfaction in whatever career you choose if you pursue more training and education in that field after high school. Having good options after high school depends on the good choices you make *during* high school. Make sure you do your best work and keep your options open. Whatever you choose, planning will make the difference in how many options you have, and how easy it is to explore them when the time comes.

Things to Consider: A Planning Calendar

Freshman Year

- Challenge yourself to take the hardest classes in which you can be successful. Consider Honors & Pre-AP classes and take note of requirements needed to enter Advanced Placement & Dual Credit courses later in high school.
- Pay attention when activities concerning your iCAP are happening. Complete your plan and discuss it with your family, teachers & friends.
- Research career possibilities & requirements.
- Study, work hard & earn the best grades you can.
- Get involved in extracurricular activities & service in your school and community. Start a portfolio of your best work and a record of your achievement.

Junior Year

- Challenge yourself to take the hardest classes in which you can be successful. Consider Advanced Placement & Dual Credit courses.
- Prepare for the ACT. You will take it in the spring.
- Attend college fairs & request information from colleges that interest you. Consider visiting colleges with your family during school breaks.
- Look for scholarship opportunities open to juniors.
- Try out the FAFSA4caster—a tool that allows you to get an early estimate of your financial aid eligibility (www.FederalStudentAid.gov).
- Register for and take college-admissions exams. Many students take these exams multiple times to increase their score & become eligible for additional scholarship money!
- Stay involved in extracurriculars. Seek leadership roles & add those to your achievement list.
- Begin the application process for a military academy appointment, if interested. In the fall, request a recommendation from your United States Senator or Representative.
- Use your summer wisely. Work, volunteer or take a community college course.
- Continue adding to your college savings.
- Write some of those college application essays during the summer before your senior year. Collect writing samples & assemble portfolios or make audition tapes.
- Meet with your counselor to discuss your iCAP, review your status toward graduation & to discuss your plans for postsecondary education or training after high school.

Sophomore Year

- When registering classes, take the most challenging classes in which you can be successful. Consider taking Advanced Placement & Dual Credit courses this year and in the future.
- Participate in career-interest related activities with your counselor and advisors. Discuss your results with your family, teachers & friends.
- Use programs available through your iCAP to investigate careers.
- Take the ACT Plan to prepare for college-admissions exams & identify your academic strengths and weaknesses.
- Attend college fairs and plan campus visits to colleges & technical schools.

Senior Year

- Don't let up! Maintain an academically rigorous course of study, such as Advanced Placement & Dual Credit courses. Colleges look at your senior schedule during the application process & may take back an offer of admission if your grades slip second semester.
- Stay involved in extracurricular activities & pursue leadership opportunities.
- Attend college fairs as you narrow your choices & familiarize yourself with financial aid information. During the summer before your senior year, make contacts with your top-choice schools to show your level of interest.
- Know the difference between early action, early decision, and other admissions programs with early fall deadlines. If you feel particularly strongly about a particular school, talk to your counselor & consider whether one of these admissions programs is right for you.
- For regular admission, select colleges or post-secondary schools and apply for admission in the fall. Some honors programs require separate applications or earlier deadlines. Meet all deadlines to ensure that your applications will be considered.
- Use the record of achievement you have been updating to help you with college applications. Teachers, counselors, & coaches may find this helpful as they write recommendations for you.
- Request letters of recommendation & transcripts well in advance of deadlines. Provide stamped, self-addressed envelopes for those writing letters on your behalf.
- Complete the FAFSA as soon as possible after January 1. Be aware of financial aid deadlines.

College Planning Worksheet

My career interests are...

My academic strengths and interests are...

Majors to consider are...

My College Profile: Things to think about in my college search...

School and location: Public or private? Four-year or two-year? Research? Technical/trade? Pre-professional programs? Size? Distance from home? In-state or out-of-state? Urban, small city, suburban, or rural? Co-ed or single gender? Student demographics? Affiliations?

Academics: Policy for accepting AP/Dual Credit? Majors and minors that interest me? Reputation in my major? National ranking? Student-to-faculty ratio? Percentage of classes with fewer than 20 students? Percentage of large lectures (50+students)? Percentage of classes taught by professors? Percentage of students graduating on time? Opportunities for internships, special programs of study? Study abroad? Percentage of graduates in jobs or graduate schools within six months?

Cost and financial aid: Tuition and fees? Room and board? Average financial aid package? Percentage of freshmen receiving aid? Participant in federal student aid program? Which aid applications are required/accepted? Deadlines?

Scholastic strength of admitted students and application/admission process: Average high school GPA? Average SAT/ACT scores? Average class rank (top 10%, top 25%, etc.)? Entrance requirements (credits, etc.)? What's required for application (type of application, transcript, essay, recommendations)? Cost for application? Common Application or school application? Online application option? Early action/early decision policy and deadlines? Deadlines for regular admission? Acceptance rate? Notification date?

Housing and other issues: Housing options? Guaranteed freshman housing? Safety and security? Athletics (NCAA to intramurals) and other extracurriculars? Services for students with disabilities? Greek system?

After considering the questions above and developing a profile of what is important to you in a college, start assembling a list of schools to consider. Talk to your counselor, your advisor, and your parents to decide which schools offer you a good chance of admission, are a good fit academically, and are possible with your family finances/financial aid options. Narrow your list to a handful of schools you could definitely get into, schools that you would probably get into, and schools you would like to get into. Decide how many schools from each category you will apply to and develop a plan, noting deadlines, required materials, and applications. *Good luck!*



Division I Academic Requirements

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

Core-Course Requirement

Complete 16 core courses in the following areas:

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

Full Qualifier

- Complete 16 core courses:
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school
 - Seven of the 10 core courses must be in English, math, or science
- Earn a core-course GPA of at least 2.300
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page)
- Graduate high school

Academic Redshirt

- Complete 16 core courses
- Earn a core-course GPA of at least 2.000
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page)
- Graduate high school

Full Qualifier: College-bound student-athletes may practice, compete and receive athletics scholarship during their first year of enrollment at an NCAA Division I school.

Academic Redshirt: College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

Nonqualifier: College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.