

# ACADEMIC GUIDE



**School  
Year  
2024-2025**



## Central Office Administration Directory

Superintendent	Mike Daria, Ed.D.
Deputy Superintendent for Teaching and Learning	James Pope, Ed.D.
Chief School Financial Officer	Jay Duke, CPA
Executive Director of Human Resources and Operations	Deron Cameron, Ph.D.
Executive Director of Facilities	Edward Smith
Director of Strategic Initiatives	Andrew Maxey, Ph.D.
Director of Federal Programs	Vertis Giles-Brown
Director of Special Education	Bruce Prescott, Ed.D.
Director of College and Career Readiness/ High School Education	Kelly Norstrom
Director of Technology	Chris Jenks
Director of Public Relations	Lydia Avant
Director of Student Literacy	Terri North-Byrts, Ed.D.

## Board of Education Members

Eric Wilson, Chair  
Marvin Lucas, Vice Chair

Erskine Simmons	Lesley Powell
Kendra Williams	Patrick Hamner
Dr. Karen Thompson-Jackson	Erica Grant

**Board Meetings:** The Tuscaloosa City Board of Education meets regularly on the first and third Tuesdays of each month at 6:00 p.m. at the Tuscaloosa Career & Technology Academy located at 2800 Martin Luther King, Jr. Boulevard, Tuscaloosa, Alabama 35401.

*It is the policy of the Tuscaloosa City Board of Education that no person in the school system shall, on the basis of race, color, creed, religion, sex, age, national origin, or disability be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity as identified and defined by Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) and The Americans with Disabilities Act of 1990. For more information, contact:*

Dr. Jessica Constant, 504 Coordinator (205) 759-3503  
Dr. Deron Cameron, Sexual Harassment, Officer (205) 759-3523  
Maurice Heard, Title IX Coordinator, Gender Equity (205) 759-3677



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# THE TCS GRADUATE



By defining what abilities impact student success, Tuscaloosa City Schools is preparing students to compete in a global economy. From PreK to high school and beyond, the vision is supported every step of the way.

The TCS Graduate Profile was developed with the idea that there are six key competencies that every student needs before graduating high school.

- **Communicator** — Communication requires the creation of a common understanding of ideas, desires and observations through reading, writing and speaking effectively
- **Global Citizen** — Identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices
- **Innovator** — Identifies issues that are unique and then seeks to find the best possible way to a solution
- **Leader** — Willingly collaborates and embraces new ideas and technologies, leads by example, motivates others
- **Technologically-Advanced** — Has the knowledge to effectively use technology in multiple areas, understands when additional information is needed and effectively uses technology to research
- **Work-Ready** — Has the aptitude and skill set to persist and achieve academic and career goals



# ELEMENTARY SCHOOL



The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Alabama State Department of Education (ALSDE) standards of learning for each content area. Please take time to become acquainted with the helpful information in this guide.

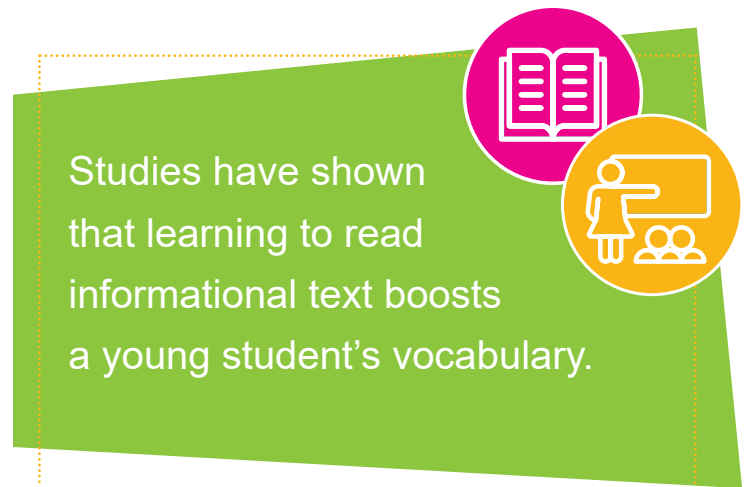
In order to be promoted to the next grade, students in grades 1-5 must demonstrate attainment of grade-level standards in the following core subjects: English Language Arts, Math, Science and Social Studies.

## LANGUAGE ARTS

Alabama language arts standards are organized into strands. Although presented as separate strands, the strands are interrelated and dependent on each other and must all be mastered in order for students to become college and career ready.

**Reading Foundations:** Established during the first six years of school and include a wide range of processes from early recognition that letters and combinations of letters represent sounds to more complex knowledge of roots and affixes, use of context clues and fluent reading with accuracy and expression.

**Reading Literature:** Standards range from the ability to retell stories with key details including describing characters and settings, and later in senior high grades, the ability to support analysis of how a theme develops over the course of a text.



**Reading Informational Text:** An essential skill for life, this standard focuses on the ability to read for information rather than narrative text.

**Writing:** Demanding even in early grades, writing standards present clear and specific expectations for opinion pieces, informative or explanatory text, and narrative text.

**Speaking and Listening:** Requires students to collaborate for both comprehension and presentation. Preparation for discussion is emphasized across the grades. Students learn to adapt speech to a variety of contexts and tasks, applicable in all subject areas and life endeavors.

**Language:** Standards require early understanding and application of the conventions of Standard English, with

## Language Arts Strands

Reading  
Foundations

Reading  
Literature

Reading  
Informational  
Text

Writing

Speaking and  
Listening

Language

## MATH

The standards for mathematics are a balanced combination of procedure and understanding. Students grow in mathematical understanding from year to year as they use the Student Mathematical Practices and attain the content standards.

Students in K-2 actively explore and investigate the meaning and relationships of numbers through Foundations of Counting; Operations with Numbers: Base Ten; Operations and Algebraic Thinking; Data Analysis; Measurement and Geometry, which are identified as Alabama Content Areas. The K-2 standards establish the groundwork for future mathematical success.

Students in grades 3-5 will extend their learning through Operations with Numbers: Base Ten; Fractions; Operations and Algebraic Thinking; Data Analysis; Measurement and Geometry. Student Mathematical Practices are integrated

with instruction to foster habits of mind as students engage in critical areas for each grade level.

The Eight Student Mathematical Practices indicate ways in which developing student practitioners of the discipline of mathematics increasingly must engage with the subject matter as they grow in mathematical maturity and expertise and include:

1. Establish mathematics goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse
5. Pose purposeful questions
6. Build procedural fluency from conceptual understanding
7. Support productive struggle in learning mathematics
8. Elicit and use evidence of student thinking

## Overview of Alabama Mathematics Content Areas

NAEP Content	Kindergarten	1	2	3	4	5	6	7	8	High School
Number Properties and Operations	Foundations of Counting									
	Operations with Numbers Base Ten						Proportional Reasoning		Numbers	
				Operations w/ Numbers: Fractions		Number Systems & Operations				
Algebra	Operations & Algebraic Thinking						Algebra & Functions			
Data Analysis, Statistics, & Probability	Data Analysis						Data Analysis, Statistics, & Probability			
Measurement	Measurement						Geometry & Measurement			
Geometry	Geometry									

## SCIENCE

The goal of Alabama's K-12 science standards is the achievement of scientific and engineering literacy by all students. The science domains are Earth and Space Sciences, Physical Sciences and Life Sciences. The core ideas for the domains of Engineering, Technology and Applications of Science (ETS) are integrated within the content standards of the three scientific domains. Each domain continues from kindergarten through high school with concepts increasing in depth and rigor as students focus on deeper understanding and application of content.

The science standards ensure that Alabama students, having completed the K-12 science study, are informed science citizens and prepared college and career-ready graduates. Having met the goal of attaining scientific and engineering literacy, students will be able to achieve success in the global society of the twenty-first century and make meaningful contributions to a dynamic world.

## SOCIAL STUDIES

Social Studies content standards describe the required knowledge and skills of Economics, Geography, History, and Civics and Government that students are expected to know and be able to do at a particular grade level. In kindergarten and the primary grades, specific content in each strand is clear and sequenced, serving as an important foundation for the new and increasingly rigorous content at each successive grade level. All strands are included in every grade; however, one strand may be given more emphasis at one or more grade levels.

In the primary grades, students begin their formal study of digital literacy and computer science skills.



The science domains are Earth and Space Sciences, Physical Sciences and Life Sciences.



## ARTS EDUCATION

The Art disciplines include Dance, Media, Music, Theatre and Visual Arts. Arts education is imperative as a fundamental component of a well-rounded education for every TCS student. Through participation in a high-quality, comprehensive arts education program, students engage in a variety of activities that address diverse learning styles, cultivate multiple intelligences, develop higher-order thinking skills, and build confidence to pursue lifelong learning.

## DIGITAL LITERACY AND COMPUTER SCIENCE

In the grades K-2, students begin their formal study of digital literacy and computer science skills. As they are introduced to the digital world, students explore concepts by integrating basic digital literacy skills with simple ideas about computational thinking. At this level, the focus is on learning with digital tools, enhancing the process and student outcomes. Students begin to choose the best tool to meet a need or solve a problem. They discover ways to think and to use digital tools to complete tasks more easily, collaboratively, and efficiently.

In grades 3-5, students explore diverse computing devices and digital tools while developing their problem-solving and computational thinking skills. These skills are necessary across the curriculum. Third, fourth and fifth grade students are able to engage in learning in ways that are methodical and imaginative. Students' capabilities as problem solvers, innovators, and creators build on their K-2 experiences.



## HEALTH EDUCATION

Health education in K-2 includes using the literacy, numerical, and critical-thinking skills that enable students to gather, analyze, and apply health information. Instruction in grades 3-5 emphasizes self-directed learning, decision-making skills, and strategies for recognizing and responding to potentially harmful situations in healthy ways.

### Character Education

The character education program focuses upon the development of courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. These character education traits complement the goals of the Alabama Course of Study: Health Education (Code of Alabama, 1975, §16-6B-2(h); Alabama State Board of Education Resolution, May 25, 1995, meeting).

### Drug Abuse Prevention Education

Drug abuse prevention education is provided to all students as part of a comprehensive drug abuse education program. Funding is used from federal, state, local, or private resources. The program is age-appropriate and contains resistance skills and information pertaining to all aspects of illicit drug use, including legal, social, and health consequences. Students may be exempt without penalty from the drug education program if a parent or legal guardian presents to the school principal a signed



Drug abuse prevention education for elementary students is age-appropriate and part of a comprehensive drug abuse prevention program.

statement indicating that the teaching of disease, its symptoms, its development and treatment, and the use of instructional aids and materials conflict with the religious preferences of the family (Code of Alabama, 1975, §16-41).

## PHYSICAL EDUCATION

A quality physical education program follows an appropriate, sequential curriculum that delivers learning experiences to all students. A quality physical education curriculum is the framework that provides guidance for teaching methods, provides physical activity instruction, and is based on the Alabama Course of Study: Physical Education, which describes what a physically educated student should know and be able to do. The effectiveness of school physical education is enhanced when it is implemented as an integral part of the academic climate of the school.

## RECESS

Recess is a necessary break from the rigorous academic challenges in the classroom. Safe and well-supervised recess offers cognitive, social, emotional, and physical benefits which are vital to for promoting the optimal development of the whole child. It is considered best practice for all students to receive a minimum of 20 minutes of daily, unstructured activity time.

Safe and well-supervised recess offers cognitive, social, emotional and physical benefits.



## Guidelines and Suggestions for Local Time Requirements and Homework

### Total Instructional Time

The total instructional time of each school day in all schools at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes. (Code of Alabama, 1975, §16-1-1).

### Suggested Time Allotments for Grades 1-5

The allocations below are based on considerations of a balanced educational program for grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

### Kindergarten

In accordance with Alabama Administrative Code r 290-5-.01 (5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

Subject Area	Grades 1-3	Grades 4-5
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily	30 minutes daily
Character Education	10 minutes daily**	10 minutes daily ** Health
Health	150 minutes daily	60 minutes daily
Technology Education (Computer Application)	60 minutes daily	60 minutes daily
Arts Education	30-40 minutes weekly (1 semester)	40 minutes Art weekly 40 minutes Music weekly

\* Established by the Alabama State Department of Education in accordance with Code of Alabama, 1975, § 16-40-1

\*\* Established by the Alabama State Department of Education in accordance with Code of Alabama, 1975, § 16-6B-2(h)



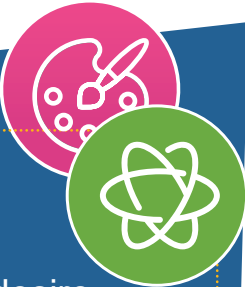
# MIDDLE SCHOOL

## Transition to Middle School

Welcome to the middle school years in Tuscaloosa City Schools! Your child is transitioning into a young adolescent. As he/she enters middle school, there will be various changes emotionally, physically, socially, and within the traditional educational framework to which he/she may be accustomed. As parents of middle school students, you will also encounter various changes from the absence of weekly folders, the challenge of adapting to several teachers, five to seven classes each day, lockers for some students, and additional extracurricular activities that your child may participate in as he/she progresses. Middle school is an exciting time for students, but it can also be challenging with all of the transitions.

As the Tuscaloosa City Schools' faculty and staff prepare to educate your middle school child, it is critical that we provide a safe learning environment as well as focus on key components of effective learning in relation to middle school years. The Association for Middle Level Education, outlines 16 research-based characteristics of effective middle grades in successful schools. Tuscaloosa City Schools affirms these characteristics - as outlined in *This We Believe: Keys to Educating Young Adolescents* (2010) - and is dedicated to developing every middle school to a place of learning that reflects these ideals.

1. Educators value young adolescents and are prepared to teach them.
2. Students and teachers are engaged in active, purposeful learning.
3. Curriculum is challenging, exploratory, integrative, and relevant.
4. Educators use multiple learning and teaching approaches.
5. Varied and ongoing assessments advance learning as well as measure it.
6. A shared vision developed by all stakeholders guides every decision.
7. Leaders are committed to and knowledgeable about this age group, educational research, and best practices.
8. Leaders demonstrate courage and collaboration.
9. Ongoing professional development reflects best educational practices.
10. Organizational structures foster purposeful learning and meaningful relationships.



It is the belief of the  
Tuscaloosa City School  
System that all students desire  
and deserve to become productive,  
successful participants in the world  
of the 21st century.

11. The school environment is inviting, safe, inclusive, and supportive of all.
12. Every student's academic and personal development is guided by an adult advocate.
13. Comprehensive guidance and support services meet the needs of young adolescents.
14. Health and wellness are supported in curricula, school-wide programs, and related policies.
15. The school actively involves families in the education of their children.
16. The school includes community and business partners.

### General Information

It is the belief of the Tuscaloosa City School System that all students desire and deserve to become productive, successful participants in the world of the 21st century. Because each student is valuable and important to our future, the educational success of each student is the focus of every effort of the Tuscaloosa City School System.

Curriculum offerings in the Tuscaloosa City School System are designed to meet standards and guidelines established by the Alabama State Department of Education. Curriculum planning and student placement decisions reflect policies adopted by the Tuscaloosa City Board of Education. Parents are encouraged to consult the current Student/Parent Information Guide, school counselors, administrators, and teachers for additional information. The courses offered by the Tuscaloosa City Schools are

aligned with and based upon the Alabama State Courses of Study. Course offerings are designed to allow each student the opportunity to achieve his or her individual academic and career/technical goals. The availability of courses will depend on a sufficient number of students enrolling in accordance with state guidelines. The course catalog is designed to comply fully with the requirements of Title IX of the Educational Amendments of 1972 and local board of education policy. Local board policy states, in part, that “It is the policy of the Tuscaloosa City Board of Education that no student shall be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity, on the basis of sex, race, age, marital status, religion, belief, national origin, disability, immigrant status, non-English ability, homeless status, migrant status or ethnic group.”

If complaints and charges of discrimination cannot be resolved through the normal channels of the student grievance procedure, one may file such complaints, in writing, with the Coordinator of Title IX, Title VI, or Section 504 activities at the Central Office of the Tuscaloosa City Schools, P.O. Box 038991, Tuscaloosa, Alabama 35403 (phone 759-3700). A copy of the grievance procedure is available at the Central Office.

## **Courses/Schedule Changes/Fees**

### **Course Selection Process**

Counselors and/or teachers meet with students to advise them about course offerings, prerequisites, and placement. Once school personnel advise students based on assessment scores and career interests, a draft selection

form will be sent home to parents for review. Parents will be provided with a place to sign the form agreeing to suggested courses, “opt out” of a course and provide a rationale, and/or request a conference with the local school in regards to suggested courses. When students and/or parents do not return the form signed, school personnel will attempt to contact the parents and then finalize forms for scheduling courses. Based on Alabama State Department Guidelines, all eighth grade students will complete an aptitude assessment online through the YouScience program and create a 4-year plan prior to scheduling for ninth grade. All schedules for rising 9th grade students will be based on the 4-year plan developed in eighth grade.

### **Schedule Changes**

No fees will be charged for any schedule change. Schedule changes are not encouraged after the fifth class day of a semester. Schedule changes will only be permitted for reasons that improve the student’s opportunity to learn and must be approved by school administration. Students will not be allowed to request schedule changes for minor issues (teacher preference, etc.).

### **Fees**


No fees shall be charged for any courses. Schools may request donations for courses, particularly those requiring laboratory or shop materials and equipment. In no case will payment of donations be used as a prerequisite for participating in the class or specific activities in the class.

## **Student Placement**

Teacher recommendations and student performance standards determine student placement in the core content areas and electives as indicated in the course catalog. Parents or students having questions about the placement process or placement recommendations are encouraged to contact the building principal or counselor for clarification.

## **Prerequisites**

Prerequisites are listed as indicators of the recommended foundation of learning, grade level, and/or achievement standard needed to be successful in a particular course. Prerequisites provide guidance for teachers, parents, counselors, and students. They also provide additional information to help plan students’ successful progress through the variety of middle and high school programs offered by the Tuscaloosa City Schools.



The availability of courses will depend on a sufficient number of students enrolling in accordance with state guidelines.

## Promotion/Grade Classification

In order to be promoted to the next grade, middle school students must demonstrate mastery of grade-level standards in the following core subjects: English Language Arts, Math, Science, and Social Studies. Students must also meet satisfactory standards in elective courses. Students who demonstrate insufficient mastery of grade level standards will receive formal academic supports through the Response to Intervention process during the current school year and at the start of the subsequent school year.

For students who do not demonstrate mastery of grade-level standards, a decision regarding promotion to the next grade or retention in the current will be made by a school-level committee and will be communicated to parents/guardians in writing. All such students will be provided a formal, written plan for academic supports at the start of the subsequent school year regardless of the decision.

A summer program will be provided to allow students the opportunity to master the standards that were not mastered during the school year. Decisions regarding promotion and retention will not be contingent on successful completion of a summer learning program.

## Grading Procedures

The primary purpose of grades is to communicate what students know and can do in relation to course standards for learning.

- All grades will be used for the purpose of describing and supporting student learning.
- Each teacher will communicate a consistent grading scale to be used to determine the value of individual grades on tests, papers, projects, and other learning exercises.
- Each grade will be connected to at least one learning standard.
- Academic grades will not be used as punishment for misbehavior nor as a reward for good behavior, including academic compliance.
- Each students' cumulative yearly grade will be calculated by averaging each of the four 9-week grades.

## Earning High School Credits in Middle School (REVISED February 1, 2023)

The Tuscaloosa City Schools affirms the importance of providing students access to courses for which they have demonstrated preparedness. When students enrolled in middle school successfully complete courses included in the high school curriculum, students will earn credit in those courses. On the authority of the Alabama State Department of Education the following courses are offered in grade 8 for high school credit and to meet graduation requirements:

1. Geometry with Data Analysis
2. Level I of a Foreign Language

### Student Requirements

For those middle school students taking any of these courses to fulfill high school graduation requirements and to be included in their high school GPA calculation, the same calculations used to determine high school progress report and report card grades must also be used to determine middle school grades as outlined in the high school grading policy. Students must still complete four math credits in grades 9-12.

**Disclaimer:** *Once credits are accepted or waived, credit cannot be changed.*

### Criteria for Awarding High School Credit

*(Revised February 1, 2023)*

1. Students must pass the course with an A, B or C
2. Teachers and students in these courses must adhere to established high school procedures for Comprehensive Exams when administering and taking semester exams.
3. If the student accepts the grade, it will count towards the student's high school grade point average (GPA) and towards graduation requirements as outlined by the Alabama State Department of Education. However, if a student is not satisfied with the grade earned, he or she may retake the course.

Students who do not earn an A, B or C in the course will not receive high school credit and the grade(s) will not count toward the high school grade point averages—the course will not be reported on the high school transcript.



## Additional Requirements

Students who take 1 or 2 math courses in middle school for high school credit and to fulfill graduation requirements are required to take 4 additional math courses in grades 9 – 12 based on their 4-year plans to dual enroll, graduate early, or take other courses as outlined for college and career readiness. Exceptions must be reviewed by the deputy superintendent of curriculum and instruction or his/her designee.

## International Baccalaureate (IB) Magnet School

The International Baccalaureate (IB) Middle Years Programme (MYP) is an educational programme intended for students aged approximately 11 to 16. The subjects are divided into eight subject groups: Language and Literature (English), Language Acquisition (Spanish), Individuals and Societies (History and Social Studies), Sciences, Mathematics, Art (visual and performing), Physical Education, and Design (digital and product). The programme is based around global contexts: identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development. They are not generally taught as separate courses, but rather as themes that are reflected in all subjects. The service learning component requires that students participate in community service in each year of the programme. The goals of the International Baccalaureate Programme are to provide rigorous and broad-based curricula and assessment, to maintain high academic standards common to schools worldwide, to allow students to develop individual talents, to foster critical and compassionate thinkers, to open the window between the classroom and the outside world, to foster a lifelong interest in learning as well as in becoming an informed and responsible citizen, to promote international understanding and a respect for the variety of cultures, and to facilitate university entrance around the world.

Specialized courses included in the IB Magnet program include the following:

- Arts (Performing: Band or Strings; Visual)
- Design (taught in Visual Art class)
- Individuals and Societies (Social Studies)
- Language and Literature (English)
- Language Acquisition (Spanish)
- Mathematics
- Physical Health Education
- Sciences

Tuscaloosa Magnet Schools – Middle is the location of the International Baccalaureate Programme that serves students in grades 6 – 8. Students residing within the attendance zone of any Tuscaloosa City Middle School may apply for admission. Detailed information regarding application procedures can be found on the system website at [www.tuscaloosacityschoools.com](http://www.tuscaloosacityschoools.com).



## The Alberta School of Performing Arts

The Alberta School of Performing Arts (TASPA) offers K - 8 students a curriculum placing the visual and performing arts at the center of student learning. Open to all Tuscaloosa City School students by application and audition, students attending TASPA benefit from in-depth instruction in Art, Dance, Music and Theatre led by highly qualified and certified arts specialists. Middle school students in grades 6 - 8 experience a deep immersion in their fine arts specialties in addition to a rigorous, arts-infused core curriculum.

Specialized courses offered at TASPA include the following:

- Band
- Ceramics
- Digital Design
- Guitar
- Music Theatre
- Strings
- TASPA Singers
- TASPA Dancers
- Theatre
- Piano

Students residing within the attendance zone of any Tuscaloosa City Middle School may apply for admission. Detailed information regarding application procedures can be found at [www.tuscaloosacityschoools.com](http://www.tuscaloosacityschoools.com).

## Gifted Education

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. To make a referral, contact the counselor at your child's school.

## Acceleration Guidelines

Any student enrolled in the district may be referred for consideration for acceleration by a general education teacher, administrator, gifted specialist, guidance counselor, or parent/guardian. The district will follow the written procedures for any student referred. All decisions regarding acceleration will be made by a school-level acceleration committee as defined in the written procedures. Any student accepted by the committee to be considered for grade level acceleration will automatically be evaluated for gifted education if he/she is not already identified as gifted. All procedures and associated forms can be found on the Tuscaloosa City Schools website and will be provided upon request by the local school. All parent referrals should be submitted to the school's principal.

## Special Education Services

Special education is specifically designed instruction including related and supplementary aids and services as appropriate that address the unique needs of students with disabilities. Related services such as special transportation, Occupational Therapy, or Physical Therapy enable a child to benefit from his or her special education

program. Supplementary aids and services are additional accommodations and supports such as behavior intervention plans and assistive technology that enable the child to access the general education curriculum. Contact the Department of Special Education at 205-342-0513 to receive information or receive answers to questions related to special education services.

## Academic Appeals Procedure

Parents wishing to appeal either of the areas below may do so by submitting information in writing to the school principal.

- a. A teacher's decision relative to a final grade for a course/subject.
- b. Placement by the principal in a specific course (i.e. Honors Language Arts).

The notice of appeal and supporting information must be received within five (5) school days after the receipt of the report card or course placement. The following procedures will be followed in responding to all appeals.

- a. The principal will investigate and notify the parents within seven (7) school days of receipt of the appeal, of his/her decision.
- b. If the appeal is not resolved at the school level, the parent may notify the Superintendent within five (5) school days of receiving the principal's decision. The principal will forward all information considered to the Superintendent.
- c. The Superintendent or his/her designee will review all supporting evidence and make a final decision. The parent will have the opportunity to submit their position in writing. The Superintendent or his/her designee may request a conference with the parent and/or student. The decision regarding the appeal will be communicated in writing to the parents and the principal by the Superintendent or his/her designee. The decision of the Superintendent or his/her designee is final and cannot be appealed.

## Course Listings by Subject Area

### ENGLISH LANGUAGE ARTS

#### 01034G0606 English Language Arts 6

##### Semesters: 2

This course is designed to prepare students to use the fundamentals and mechanics of writing and grammar effectively. Building on the College and Career Readiness elementary foundation, reading, writing, listening, and speaking skills are enhanced. A variety of literary fiction and non-fiction texts (such as odes, ballads, epic poetry, and science fiction) are used to develop students' understanding of plot, setting, characterization, and theme and the differentiation of genres. Students compose narrative, argumentative, and informational texts. Short research projects are also conducted in which students broaden their knowledge of inquiry strategies and oral and visual communication skills.

**Prerequisites: None**

#### 01037HPK06 Honors Language Arts 6

##### Semesters: 2

This accelerated course is designed for students who have demonstrated the motivation to succeed in the classroom and outstanding achievement in this content area and on standardized testing. The course requires advanced work with grade-level standards. **Suggested Prerequisites: Universal Screener Results indicating achievement above grade level, and student academic performance, and/or teacher recommendation.**

#### 01035G0707 English Language Arts 7

##### Semesters: 2

This course enhances reading, writing, listening, and speaking skills through composition and literature. The primary units of study establish a firm foundation in grammar in the context of writing narrative, argumentative, and informational texts. The study of literature includes a variety of literary terms and genres, and examples of linguistic and cultural diversity. Short research projects are also conducted through which students continue to broaden their knowledge of research and inquiry strategies and oral and visual communication skills. **Prerequisites: None**

#### 01035H0707 Honors English Language Arts 7

##### Semesters: 2

This accelerated course is designed for students who have demonstrated the motivation to succeed in the classroom and outstanding achievement in this content area and on standardized testing. Substantial independent reading is expected with an emphasis on critical thinking, problem solving, and collaboration. The course requires advanced work with grade-level standards. **Suggested Prerequisites: Universal Screener results indicating achievement above grade level, and student academic performance, and/or teacher recommendation.**

#### 01036G0808 English Language Arts 8

##### Semesters: 2

This course enhances reading, writing, listening, and speaking skills through the study of literary fiction and nonfiction texts. The conventions of Standard English grammar and usage are reinforced through literature and writing. Students compose narrative, argumentative, and informational texts. Substantial independent reading and informational texts. Short research projects are also conducted through which students continue to broaden their knowledge of research and inquiry strategies and oral and visual communication skills. **Prerequisites: None**

#### 01036H0808 Honors English Language Arts 8

##### Semesters: 2

This accelerated course is designed for students who have demonstrated the motivation to succeed in the classroom and outstanding achievement in this content area and on standardized testing. Substantial independent reading is expected with an emphasis on critical thinking, problem-solving, and collaboration. The course requires advanced work with grade-level standards. **Suggested Prerequisites: Universal Screener results indicating achievement above grade level, and student academic performance, and/or teacher recommendation.**

#### 01034X0606 AAS: English Language Arts 6

##### Semesters: 2

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English Language Arts using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

**01035X0707 AAS: English Language Arts 7****Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English Language Arts using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

**01036X0808 AAS: English Language Arts 8****Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English Language Arts using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

**01068GPK06 Reading Intervention, Grade 6****01068G0000 Reading Intervention, Grade 7-8****Semesters: 1 or 2**

Intervention courses are recommended as an additional class for sixth, seventh, or eighth grade students who may be several grade levels below in reading proficiency and/or other reading skills. The course is designed to enhance reading development and reading proficiency. Reading comprehension, oral reading fluency, vocabulary development, and critical thinking skills are essential for future success and will be developed through strategic teaching strategies and intervention processes in conjunction with this course. **Prerequisites: Universal screener indicates 2 or more grade levels below and/or teacher recommendation.**

**01046X0606 AAS: Reading 6****Semesters: 1 or 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English Language Arts using Alternate Achievement Standards (Extended Standards). Teachers must meet highly qualified status for the appropriate course and grade. **Prerequisites: IEP**

**01047X0707 AAS: Reading 7****Semesters: 1 or 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English Language Arts using Alternate Achievement Standards (Extended Standards). Teachers must meet highly qualified status for the appropriate course and grade. **Prerequisites: IEP**

**01048X0808 AAS: Reading 8****Semesters: 1 or 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English Language Arts using Alternate Achievement Standards (Extended Standards). Teachers must meet highly qualified status for the appropriate course and grade. **Prerequisites: IEP**

**MATHEMATICS**

[\(See TCS Math Pathways starting on page 106 for more information\)](#)

**02036G0606 Mathematics, Grade 6****Semesters: 2**

Students will understand ratio concepts and use ratio reasoning to solve problems; apply and extend previous understanding of multiplication and division to divide fractions by fractions; compute fluently with multi-digit numbers and find common factors and multiples; apply and extend previous understanding of numbers to the system of rational numbers; apply and extend previous understanding of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables; solve real-world and mathematical problems involving area, surface area, and volume; develop understanding of statistical variability; and summarize and describe distribution. **Prerequisite: None**

**02037H0707 Accelerated Mathematics Grade 7**

**Semesters: 2** This course includes standards for Grade 7 Math and incorporates standards from Grade 8 Mathematics and Algebra I w/ Probability. **Prerequisites: Placement is based on preparedness for the course. See TCS Math Pathways starting on page 106 for additional information.**



### **02037G0707 Mathematics, Grade 7**

#### **Semesters: 2**

Students will analyze proportional relationships and use them to solve real-world and mathematical problems; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; draw, construct, and describe geometrical figures and describe the relationship between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; and investigate chance processes and develop, use, and evaluate probability models. **Prerequisites: Math 6 or placement based on preparedness for the course. See TCS Math Pathways starting on page 106 for additional information.**

### **02038G0808 Mathematics, Grade 8**

#### **Semesters: 2**

Students will know that there are numbers that are not rational, and approximate them by rational numbers; work with radicals and integer exponents; understand the connections among proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations; define, evaluate, and compare functions; use functions to model relationships between quantities; understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres; and investigate patterns of association in bivariate data. **Prerequisites: Math 7 or Accelerated Math 7 based on preparedness for the course. See TCS Math Pathways starting on page 106 for additional information.**

### **02038H0808 Accelerated Mathematics Grade 8**

#### **Semesters: 2**

This course contains four content areas: Number systems and Operations; Algebra and Functions; Data Analysis, Statistics, and Probability; and Geometry and Measurement. This course is aligned and designed for students who have completed Accelerated Grade 7 Math. **Prerequisites: Placement is based on preparedness for the course. See TCS Math Pathways starting on page 106 for additional information.**

### **02049GPK06 Mathematics Intervention, Grade 6**

### **02996G0000 Mathematics Intervention, Grades 7-8**

#### **Semester: 2**

Mathematics Intervention courses are recommended as an additional class for sixth, seventh, or eighth grade students who may need additional instruction to enhance mathematics understanding. The course is designed to enhance math skills, which are essential for future success. **Prerequisites: Universal screener indicates 2 or more grade levels below, deficit skill areas; and/or teacher recommendation.**

### **02036X0606 AAS: Math 6**

#### **Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in mathematics using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

### **02037X0707 AAS: Math 7**

#### **Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in mathematics using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

### **02038X0808 AAS: Math 8**

#### **Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in mathematics using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

## HISTORY/SOCIAL STUDIES

### **04436G0606 Social Studies 6**

#### **Semesters: 2**

This course is the study of the United States from the late 1800s until the present. It moves through the industrialization of America and continues the development of our modern society through the study of the societal changes, economy, politics, and shifting geography of the twentieth century. Students will study major events, issues, movements, and leaders both chronologically and thematically. Sixth grade instruction provides frequent opportunities for students to explore their emerging opinions and ideas while gaining content specific knowledge. Through varied learning strategies, cooperative learning, group discussion, hands-on activities, document analysis, and technology, students explore their country and its place in the world. **Prerequisites: None**

### **04001G0707 Geography 7**

#### **Semester: 1**

Geography for Grade 7 is a one semester Social Studies course in which students increase their knowledge about the physical nature of the world and about the relationship between people and their environments. Students also study geography in the context of economics, politics, and culture. Content standards focus on the cultural geography of the eastern hemisphere. The course provides numerous opportunities to participate in instruction that incorporates a variety of formats and learning tools, including role-playing, debate, and hands-on- activities such as the use of maps, globes, and graphic organizers to interpret text, charts, and graphs. **Prerequisites: None**

### **04161G0707 Citizenship 7**

#### **Semester: 1**

The Citizenship portion of Grade 7 Social Studies curriculum is a one semester course in which students increase their knowledge through the study of fundamental values and principles of our representative democracy. Content standards focus on history and economics with an emphasis on political science. They address representative democracy, law, personal economics, and civic responsibility. Study of the United States Constitution gives students the knowledge of the structures and workings of the state and federal government. The course provides numerous opportunities to participate in instruction that incorporates a variety of formats and learning tools, including role-playing, debate, hands-on- activities, and the

use of graphic organizers to interpret texts, charts, and graphs. **Prerequisites: None**

### **04051G0808 World History to 1500**

#### **Semesters: 2**

The study of world history in Grade 8 addresses the time period from prehistoric man to the 1500s. Content standards for this grade incorporate the strands of economics, geography, history, and political science, with an emphasis on the history and geography strands. This course covers the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped Europe, Asia, Africa, and the Americas. Unique to this course are the experiences that provide for the study of the ways human beings view themselves over time. Instruction is designed to actively involve students in critical thinking and exchange of ideas, including critical evaluation, interpretation, reasoning, and deduction. **Prerequisite: None**

### **04436X0606 AAS: Social Studies 6**

#### **Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in Social Studies using Alternate Achievement Standards (Extended Standards). **Prerequisite: None**

### **04437X0707 AAS: Social Studies 7**

#### **Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in Social Studies using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**

### **04438X0808 AAS: Social Studies 8**

#### **Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in Social Studies using Alternate Achievement Standards (Extended Standards). **Prerequisites: IEP**



## SCIENCE

### 03010G0606 Science 6

#### Semesters: 2

This course focuses on Earth and Space Science. Content standards challenge students to discover their world, their planet, and Earth's place in the universe. Students are provided opportunities to learn important scientific facts and to build conceptual understanding of scientific principles, laws, and theories. Focus is given to inquiry-based study, allowing students to develop critical-thinking skills and problem-solving abilities needed for future studies in the field of science. The course emphasizes hands-on activities, cooperative learning projects, and the use of technological resources. Through their organized investigations, students will begin to develop Earth Science literacy. **Prerequisites: None**

### 03999HPK06 Honors Science, Grade 6

#### Semesters: 2

This course is designed for students who have an interest in science and/or science-related careers and have demonstrated an advanced aptitude for science. Research is expected on the conceptual understanding of scientific principles, laws, and theories. The course requires advanced work with grade-level standards. **Suggested prerequisites: Reading Universal Screener results indicating achievement above grade level, and student academic performance, and/or teacher recommendation.**

### 03237G0707 Life Science, Grade 7

#### Semesters: 2

This course focuses on Life Science, allowing seventh-grade students to connect the dynamics of the sixth-grade Earth and Space Science with the rules that govern the known universe in the eighth-grade Physical Science Course. Students explore and question new ideas and theories. This course encourages students to develop an appreciation for the importance of diversity of life while simultaneously understanding the impact their roles as individuals play in the community of life. The course emphasizes hands-on activities, cooperative learning projects, and the use of technological resources. **Prerequisites: None**

### 03237H0707 Honors Life Science, Grade 7

#### Semesters: 2

Honors Life Science 7 is designed for students who have an interest in science and/or science-related careers and have demonstrated an advanced aptitude for science. The course emphasizes analysis and project-based learning and requires advanced work with grade-level standards. **Suggested prerequisites: Reading Universal Screener results indicating achievement above grade level, and student academic performance, and/or teacher recommendation.**

### 03011G0808 Physical Science, Grade 8

#### Semesters: 2

Content standards in Physical Science are inquiry-based and include concepts and skills in chemistry and physics that are considered foundational to the high school level courses in those areas of study. The scientific process and application skills are integrated into the teaching of the required science content allowing students to combine reasoning and thinking skills with scientific knowledge. This course provides eighth-grade students with a firm foundation for scientific literacy and for the pursuit of subsequent science courses. The course emphasizes hands-on activities, cooperative learning projects, and the use of technological resources. **Prerequisites: None**

### 03011H0808 Honors Physical Science, Grade 8

#### Semesters: 2

Honors Physical Science 8 is designed for students who have an interest in science and/or science-related careers and have demonstrated an advanced aptitude for science. The course emphasizes analysis and project-based learning and requires advanced work with grade-level standards. **Suggested prerequisites: Reading Universal Screener results indicating achievement above grade level, and student academic performance, and/or teacher recommendation.**

### 03999GPK06 Science Elective, Grade 6

### 01001G1000 Science Elective, Grades 7-8

#### Semesters: 1 or 2

This course is designed to provide specialized science processes: scientific principles and knowledge; skills, application, and experimentation in life, physical and earth sciences. This course may also be used to prepare for robotics competitions. Note: This course may not substitute for the required science standards for this grade. **Prerequisites: None**

**03236X0606 AAS: Science 6****Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in Science using Alternate Achievement Standards (Extended Standards).

**Prerequisites: IEP**

**03237X0707 AAS: Science 7****Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in Science using Alternate Achievement Standards (Extended Standards).

**Prerequisites: IEP**

**03238X0808 AAS: Science 8****Semesters: 2**

This course is designed for students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in Science using Alternate Achievement Standards (Extended Standards).

**Prerequisites: IEP**

**PHYSICAL EDUCATION****08036G0606 Physical Education 6****08037G0708 Physical Education, Grades 7-8****Semesters: 2**

Middle school physical education courses are designed to expose students to a wide variety of experiences emphasizing the improvement of the students' cardiovascular system and upper shoulder-girdle strength through games, sports, and modified activities. The program offers spinal screening, gender respect classes, and opportunities for the refinement of basic manipulative skills. **Prerequisites: None**

**ELECTIVES****05186G0606 Visual Arts 6****\$10 Donation Recommended****Semesters: 1 or 2**

This course in visual arts explores many media and art history. Students analyze, compare, and identify works

of art from many cultures and time periods. The course emphasizes aesthetics and the awareness of art in the environment and culture. **Prerequisites: None**

**05187G0707 Visual Arts, Grade 7****\$10 Donation Recommended****Semesters 1 or 2**

This course in visual arts explores many media and art history. Students will explore techniques, styles, media, methods and procedures for creating works of visual arts. This course emphasizes independent work and investigation through projects of personal interests.

**Prerequisites: Visual Arts, Grade 6**

**05188G0808 Visual Arts, Grade 8****\$10 Donation Recommended**

This course in visual arts explores many media and art history. Independent work and investigation allows students to demonstrate original works that communicate complex interpretations. Students will explore techniques, styles, media, methods and procedures for creating works of visual arts. **Prerequisites: Visual Arts, Grade 7**

**05136G0606 Music Grade 6****\$10 Donation Recommended****Semesters: 2**

This basic instrumental/choral music course is designed for students who are in the first year of instrumental/choral music study. The course is taken for two semesters. The course presents music fundamentals, instrumental and/or vocal techniques, and musical skill development. Students/parents must provide an approved instrument and supplies. **Prerequisites: None**

**0513G0707 Music Grade 7****\$10 Donation Recommended****Semesters: 2**

This course is for middle school students who have developed music performance skills beyond the intermediate level. The course emphasizes tone production, advanced techniques, music reading, and music fundamentals. This course involves students in the performance of a variety of musical styles including sacred and secular music. Students/parents must provide an approved instrument and supplies for band or strings.

**Prerequisites: Music Grade 6 or instructor's approval**

**05138G0808 Music Grade 8**  
**\$10 donation recommended**

**Semesters: 2**

This course is for middle school students who have developed music performance skills beyond the intermediate level. The course emphasizes tone production, advanced techniques, music reading, and music fundamentals. This course involves students in the performance of a variety of musical styles including sacred and secular music. Students/parents must provide an approved instrument and supplies for band or strings.

**Prerequisites: Music Grade 7 or instructor's approval**

**24050G0606 Spanish Exploratory Grade 6**

**24050G0707 Spanish Exploratory Grade 7**

**24050G0808 Spanish Exploratory Grade 8**

**Semesters: 1 or 2**

This course offers beginning communication skills in a foreign language. Students begin to communicate using foreign language skills and participate in activities to expand their global awareness. **Prerequisites: None**

**24961GPK06 Foreign Language Survey, Grade 6**

**Semesters: 2**

This course is designed to provide an opportunity to explore languages other than English through listening, speaking, understanding and responding. **Prerequisites: None**

**24102G1000 French 1**

**24252G1000 German 1**

**24052G1000 Spanish 1**

**Semesters: 2**

In each first year world language course, students are introduced to the basic grammatical structures and to the vocabulary and expressions relevant to real-life situations while developing proficiency in listening, reading, speaking, and writing. Throughout the course, explorations of the geography of world language-speaking countries, the people, and the customs serve to broaden students' views of the world and their places in it. **Prerequisites: Grade 8 status. This course bears high school credit when taken in middle school; the grade earned will be calculated in the high school Grade Point Average (GPA), however, students have the option not to accept the grade and credit for high school credit**

**01104G0808 Creative Writing**

**Semesters: 1 or 2**

In this course, emerging writers are offered a framework through which they can develop their literary talents. The course will guide the student through an exploration of different literary genres and offer a plethora of activities that will result in the practice of the craft of writing through the creation of both fiction and non-fiction writing samples. Writing assignments are age appropriate for middle school students. This course does NOT replace English Language Arts 8. **Prerequisites: Grade 8 status**

**21007G0708 Design & Modeling, PLTW**

**\$10 donation recommended**

**Semester: 1**

This course is one of two foundational courses for other Project Lead the Way courses. In this course, students will use solid modeling as part of the design process. Students learn sketching techniques; use descriptive geometry as a component of design, measurement, and computer modeling; and develop ideas, create models, test and evaluate design ideas, and communicate solutions.

**Prerequisites: Grade 7 or 8 status**

**21009G0708 Automation & Robotics, PLTW**

**\$10 donation recommended**

**Semester: 1**

This course is one of two foundational courses for other Project Lead the Way courses. In this course, students will have opportunities to trace the history, development, and influence of automation and robotics. Emphasis is placed on mechanical systems, energy transfer, machine automation, and computer control systems. **Prerequisites: Grade 7 or 8 status**

**10099G1002 Computer Science for Innovators and Makers - PLTW**

**\$10 donation recommended**

**Semester: 1**

In this course, students discover the principles of the computer science field by focusing on creativity and an iterative design process as they create their own basic apps using MIT App Inventor. **Prerequisites: Grade 8 status**

### 22051X1000 Student Aide

**Semester: 1**

This course is designed for supervised student assistance such as teacher aide, office aide, guidance office aide, library aide, front office aide, etc. **Prerequisites:**

**Application Required**

### 22994X1002 Club/Activity

**Semesters: 1 or 2**

This course provides school-sponsored sessions, e.g., Honor Society, SGA, Beta Club, Academic Team, Book Club, or others. **Note:** This opportunity can also be provided during the daily advisory/bonus period if the student's schedule does not permit this as a separate course **Prerequisites: Survey of interest to indicate preferences**

Arts, Music,  
Foreign Language,  
Computer Science and  
Club Activities are some of  
the electives offered to middle  
school students.



Electives allow  
students to explore  
opportunities of interest.



### 23992X1000 Enrichment

**Semesters: 1 or 2**

This course consists of any enhanced learning activities to prepare students for academic or other subject area content. Other enrichment activities may include robotics, extension of labs, advisory period activities, mentoring, character education, and others. **Note:** This opportunity can also be provided during the daily advisory/bonus period if the student's schedule does not permit this as a separate course. **Prerequisites: None**

### 11104X1000 School Publications

**Semesters: 1 or 2**

In this course, students will assist in production/maintenance of school publications, e.g., yearbook, newspaper, E-papers, website maintenance, newsletter, and other noted school publications. **Note:** This opportunity can also be provided during the daily advisory/bonus period if the student's schedule does not permit this as a separate course. **Prerequisites: Survey or interest inventory to indicate preferences**

### 23993X0608 Survey Elective Grade 6-8

**Semesters: 2**

This elective course provides students with the opportunity to explore the areas of arts education, career and technical education, and/or languages other than English in middle school through 9-week rotations ("Elective Wheel"). Rotations may also include computer essential and keyboarding skills, study skills, robotics, PLTW introduction, fine arts appreciation, and other specialty areas. This course is recommended for 6th grade. **Prerequisites: None**



# HIGH SCHOOL

## Information for Parents and Students

It is the belief of the Tuscaloosa City School System that all students desire and deserve to become productive, successful participants in the world of the 21st century. Because each student is valuable and important to our future, the educational success of each student is the focus of every effort of the Tuscaloosa City School System.

Curriculum offerings in the Tuscaloosa City School System are designed to meet standards and guidelines established by the Alabama State Department of Education.

Curriculum planning and student placement decisions reflect policies adopted by the Tuscaloosa City Board of Education. Parents are encouraged to consult the current Student/Parent Information Guide, school counselors, administrators, and teachers for additional information.

The courses offered by the Tuscaloosa City Schools are aligned with and based upon the Alabama State Courses of Study. Course offerings are designed to allow each student the opportunity to achieve his or her individual academic and career/technical goals. The availability of courses will depend on a sufficient number of students enrolling in accordance with guidelines. The course catalog is designed to fully comply with the requirements of Title IX of the Educational Amendments of 1972 and local board of education policy. Local board policy states, in part, that "It is the policy of the Tuscaloosa City Board of Education that no student shall be excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity, on the basis of sex, race, age religion, belief, national origin, disability, or ethnic group."

If complaints and charges of discrimination cannot be resolved through the normal channels of the student grievance procedure, one may file such complaints, in writing, with the Coordinator of Title IX, Title VI, or Section 504 activities at the Central Office of the Tuscaloosa City Schools, P.O. Box 038991, Tuscaloosa, Alabama 35403 (Phone: (205) 759-3700). A copy of the grievance procedure is available at the Central Office.

## Schedules/Selections/Changes/Fees

### Class Schedules

High school class schedules are based on a four-period day with an additional regular scheduled 47- minute period for enrichment or intervention opportunities. The period

may be used for regularly scheduled courses. Counselors and Advisory Teachers will provide guidance for course selections based on the number of required core credits that have already been obtained to fulfill graduation requirements. Schedules should be based on a student's 4-year plan/Graduation Plan. All students will work with counselors or other local school personnel to select courses to earn the required number of Carnegie units (credits) for the chosen diploma and/or endorsement.

### Course Selection Process

Counselors or Advisory Teachers will meet with students to advise about course offerings, prerequisites, and placement based on assessment scores and career interests. An individualized graduation plan will be developed and/or revised through the advisement process and sent home. This plan will be used to advise the student for the current and upcoming school year courses in conjunction with the course selection form. Parents will be provided with a copy of their student's graduation plan as well as a draft template of classes their student has pre-registered for, both of which will require signatures.

### Schedule Changes (REVISED February 1, 2023)

No fees will be charged for any schedule change. Schedule changes will not be made after the fifth (5th) class day of the term. Schedule changes will only be permitted for graduation requirements or diploma options (if applicable) and must be approved by the school administration. Students will not be allowed to request schedule changes for minor issues (teacher preference, etc.). In the event of a schedule request made after the 5th day and does not pertain to a diploma or graduation requirement, the school administration and/or parent must request in writing to the Deputy Superintendent with a rationale. This schedule change policy does not apply to dual enrollment/dual credit courses. Students must be registered for dual enrollment/ dual credit courses by the first day of the TCS fall and/or spring semester.

### Fees

No fees shall be charged for any course. Schools may request donations for courses, particularly those requiring laboratory or shop materials and equipment. In no case can payment of donations be used as a prerequisite for participating in the class or specific activities in the class.



## General Grade Scale

Grades for academic course work will be awarded according to the following scale:

Letter Grade	Numerical Grade (100 pt. scale)	Regular Grade Point Average Points (100 pt. scale)	Honors Grade Point Average Points	AP/IB Grade Point Average Points
A	90 – 100	4.00	4.50	5.00
B	80 – 89	3.00	3.50	4.00
C	70 – 79	2.00	2.50	3.00
D	60 – 69	1.00	1.50	2.00
F	Below 60	0.00	0.00	0.00

## Promotion/Grade Classification

Students must earn the minimum number of Carnegie units (credits) necessary for grade placement as indicated below:

10th Grade - 6                      12th Grade - 18  
 11th Grade - 12                    Graduation - 24

Credits to fulfill graduation requirements must be earned in grades 9-12 (with the current exception of Algebra I with Probability, Geometry with Data Analysis, and Career Preparedness: Part A, and Foreign Language (Level I) in seventh and eighth grade). Colleges, universities, and post-secondary training schools have varying entrance requirements. Students will receive individual and group advisement on course selection based on various criteria and assessments.

Additionally, students are encouraged to consult local school personnel and post-secondary institutions to determine best selections. Logical and sequential progression through courses is recommended to provide students with the best opportunities for academic success. Students are encouraged to enroll in courses that will challenge them at the highest level. Through the 4-year planning process, students who have Performance Series scores that indicate they have the skills needed to take Honors and/or AP courses will be placed in those courses and will require a parent/guardian “opt out” request and /or rationale to change the students’ placement.

## Online Experience and “Career Preparedness” Course Requirement

Beginning with the ninth-grade class of 2009-2010, the Alabama State Board of Education has mandated implementation of an “online experience,” as a requirement for the high school diploma. The online experience is defined as “a structured-learning environment that utilizes technology-consistently and regularly-with Intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.”

The student may obtain online credit by:

1. Taking an online course,
2. Participating in a teacher-lead online learning experience led/managed through a virtual environment of blended instruction which balances traditional teacher instruction and appropriately designed online experiences as outlined in the “High School Distance Learning: Online/Technology Enhanced Course or Experience Guidance,” or
3. Participating in online experiences incorporated into required courses for the Alabama High School Diploma.

Beginning with all 2013-2014 freshman, all incoming high school students are required to take the Career Preparedness course, which will incorporate three components: career development and academic planning, computer skills application, and financial literacy knowledge. This course is designed to help prepare all students for college and career readiness and is also designed to meet the required 20-hour online experience. In this course, students will complete career assessments through Xello that will be utilized in assisting with identifying and creating their individualized career paths.

The Career Preparedness course is mandatory and helps students prepare for college and career.

## Core Course Selection Offerings

Grade	English/Language Arts		Math		Science		Social Studies		Required/Recommended Elective Courses
	Regular Pathway	Honors Pathway	Pathway		Regular Pathway	Honors Pathway	Regular Pathway	Honors Pathway	
9th	English 9	Honors English 9	Geometry with Data Analysis		Biology	Honors Biology	World History	Honors World History	Beginning Kinesiology  Career Prep
			Algebra 2 w/ Statistics *Math Elective						
	English 10	Honors English 10	Algebraic Connections (last year offered 2020-21)		Physical Science	Honors Chemistry	US History - 1877	**Honors US History - 1877	
10th			Algebra 1 w/ Probability		Chemistry				
			Algebra 2 w/ Statistics *Math Elective						
	English 11	Honors English 11	Algebra 2 w/ Statistics		Anatomy/Physiology	Honors Anatomy/Physiology	US History 1877 - Present	**Honors US History 1877 - Present	
11th		AP English Language	*Math Elective		Environmental Science	Physics		**AP US History	
			*Math Elective		Forensic and Criminal Investigation	**AP Biology			
					Earth & Space Science	**AP Chemistry			
						**AP Physics			
12th	English 12	Honors English 12	Pre-Calculus		Anatomy/Physiology	Honors Anatomy/Physiology	Government and Economics	**Honors Government and Economics	
		AP English Literature	Analytical (last year offered 2020-21)		Environmental Science	Physics		**AP Government	
		AP English Language	AP Calculus		Forensic and Criminal Investigation	**AP Biology		**AP Microeconomics	
			AP Statistics		Earth & Space Science	**AP Chemistry			
			*Math Elective			**AP Physics			

\* Possible Math Electives: Mathematical Modeling, Applications of Finite Mathematics, Precalculus, AP Calculus, AP Statistics, AP Computer Science, Dual Enrollment, IB, Credit-eligible CTE\*

\*\* See Dual Credit Academic Crosswalk Chart for alternate courses

## Diploma Options

### ALABAMA HIGH SCHOOL DIPLOMA

*Applies to students entering 9th grade in 2017 or thereafter*

Subject	Credits Earned	Subject	Credits Earned
<b>English Language Arts</b>	<b>4</b>	<b>Health Education</b>	<b>.5</b>
English 9 (or approved Honors/AP/IB equivalent)	1	<b>Physical Education</b>	<b>1</b>
English 10 (or approved Honors/AP/IB equivalent)	1	Beginning Kinesiology	
English 11 (or approved Honors/AP/IB equivalent)	1	<b>Subject</b>	<b>Credits Earned</b>
English 12 (or approved Honors/AP/IB equivalent)	1		
<b>Mathematics</b>	<b>4</b>	<b>CTE and /or Foreign Language and/or Fine Arts Education</b>	<b>3</b>
Geometry with Data Analysis	1	<i>Students are encouraged to complete two courses in sequence.</i>	
Algebra I with Probability	1		
Algebra II with Statistics	1	<b>Electives</b>	<b>2.5</b>
Math Elective	1	<b>Minimum Credits Required</b>	<b>24**</b>
<i>The additional course to complete the four credits in mathematics must be chosen from the Alabama Course of Study: Mathematics or CTE/AP/IB postsecondary equivalent courses.</i>		<i>*Students must complete the state-required online experience.</i>	
<b>Social Science</b>	<b>4</b>	<i>**Students must pass all assessments as directed by the Alabama State Department of Education.</i>	
World History (or approved Honors/AP/IB equivalent)	1	<i>When selecting classes, consideration should be given to the student's future goals and the specific requirements for universities, the military, NCAA, etc. Students and parents must check the requirements of any programs they plan to pursue in the future.</i>	
US History I (or approved Honors/AP/IB equivalent)	1		
US History II (or approved Honors/AP/IB equivalent)	1		
Government (or approved Honors/AP/IB equivalent)	.5		
Economics (or approved Honors/AP/IB equivalent)	.5		
<b>Science</b>	<b>4</b>		
Biology (or approved Honors/AP/IB equivalent)	1		
Physical Science or Chemistry (or approved Honors/AP/IB equivalent)	1		
Additional Sciences	2		
<i>The third and fourth science credits must be used to meet both the science and CTE course requirements and must be chosen from the Alabama Course of Study: Science or CTE/AP/IB/postsecondary equivalent courses.</i>			
<b>Career Preparedness*</b>	<b>1</b>		

# ALABAMA HIGH SCHOOL DIPLOMA

## *With Tuscaloosa City Schools Academic Distinction Endorsement*

Subject	Credits Earned
<b>English Language Arts</b>	<b>4</b>
English 9 (or approved Honors/AP/IB equivalent)	1
English 10 (or approved Honors/AP/IB equivalent)	1
English 11 (or approved Honors/AP/IB equivalent)	1
English 12 (or approved Honors/AP/IB equivalent)	1
<b>***Foreign Language</b>	<b>2</b>
(two units in any one foreign language)	
<b>Mathematics</b>	<b>4</b>
Geometry with Data Analysis	1
Algebra I with Probability	1
Algebra II with Statistics	1
Math Elective	1

*The additional course to complete the four credits in mathematics must be chosen from the Alabama Course of Study: Mathematics or CTE/AP/IB postsecondary equivalent courses.*

<b>Social Science</b>	<b>4</b>
World History (or approved Honors/AP/IB equivalent)	1
US History I (or approved Honors/AP/IB equivalent)	1
US History II (or approved Honors/AP/IB equivalent)	1
Government (or approved Honors/AP/IB equivalent)	.5
Economics (or approved Honors/AP/IB equivalent)	.5

There are two types diploma options: an Alabama High School diploma and an Alabama High School diploma with TCS Academic Distinction.

A TCS Academic Distinction Endorsement diploma means the student has successfully completed a more rigorous course of study.

<b>Science</b>	<b>4</b>
Biology (or approved Honors/AP/IB equivalent)	1
Physical Science or Chemistry (or approved Honors/AP/IB equivalent)	1
Physics	1
Additional Science	1

*The fourth science credit may be used to meet both the science and CTE course requirements and must be chosen from the Alabama Course of Study: Science or CTE/AP/IB/ postsecondary equivalent courses.*

<b>Career Preparedness*</b>	<b>1</b>
<b>Health Education</b>	<b>.5</b>
<b>Physical Education</b>	<b>1</b>
Beginning Kinesiology	
<b>CTE and /or Arts Education and/or Additional Foreign Language</b>	<b>3</b>
<b>Electives</b>	<b>2.5</b>
<i>Students must successfully complete a minimum of 2 AP/IB or postsecondary (dual enrollment/dual credit) equivalent options.</i>	
<b>Minimum Credits Required</b>	<b>24**</b>

\* Students must complete the state-required online experience.

\*\* Students must pass all assessments as directed by the Alabama State Department of Education.

\*\*\* Students who earn credits in the area of **Foreign Language** can count alone for Foreign Language or count towards credits in the CTE/ Arts/Foreign Language area but credits cannot be duplicated for the same course.



## Diploma Endorsements (REVISED February 1, 2023)

Tuscaloosa City Schools recognizes that success is measured in a variety of ways. While everyone is required to take certain important core classes, endorsements are the truly personal part of your high school experience. These are called 'majors' in college; the subjects you are most interested in and good at that will give you specialized knowledge and skills to prepare you for the future. All students must select at least one, but no more than 2 endorsement areas based on their career interests and goals to complete the required areas of graduation in the following areas:

Fine Arts & Humanities	Business Industry	Multidisciplinary Studies	STEM
<p><b>OPTION 1</b>  <b>Five Credits in Social Science Disciplines</b></p> <p>Successfully complete 5 Social Science credits that meets graduation requirements in addition to one Social Science elective.</p>	<p><b>OPTION 1</b>  <b>Career &amp; Technical Education (CTE)</b></p> <p>Successfully complete 3 or more credits in CTE that consists of at least 2 courses in the same CTE pathway:</p> <ul style="list-style-type: none"> <li>• Transportation, Distribution &amp; Logistics</li> <li>• STEM (Science, Technology, Engineering &amp; Math)</li> <li>• Marketing</li> <li>• Manufacturing</li> <li>• Law, Public Safety, Corrections, &amp; Security</li> <li>• Information Technology</li> <li>• Human Services</li> <li>• Hospitality &amp; Tourism</li> <li>• Health Science</li> <li>• Government &amp; Public Administration</li> <li>• Agricultural, Food &amp; Natural Resources</li> <li>• Education &amp; Training</li> <li>• Finance</li> <li>• Business Management &amp; Administration</li> <li>• Arts, A/V Technology &amp; Communication</li> <li>• Architecture &amp; Construction</li> </ul>	<p><b>OPTION 1</b>  <b>AP, IB or Dual Enrollment</b></p> <p>Successfully complete 4 credits in Advanced Placement, International Baccalaureate, or Dual Enrollment/Dual Credit selected from the following:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Math</li> <li>• Science</li> <li>• Social Science</li> <li>• Foreign Language</li> <li>• Fine Arts</li> </ul>	<p><b>OPTION 1</b>  <b>Science</b></p> <p>Successfully complete 5 credits in Science by completing Biology, Chemistry, Physics, and 2 additional Science courses selected from the following:</p> <ul style="list-style-type: none"> <li>• Aquatic Science</li> <li>• Earth and Space Science</li> <li>• Environmental Science</li> <li>• AP Biology</li> <li>• AP Chemistry</li> <li>• AP Physics</li> <li>• IB Biology</li> <li>• IB Chemistry</li> <li>• IB Physics</li> <li>• Anatomy &amp; Physiology</li> <li>• Honors Anatomy &amp; Physiology</li> <li>• Human Body Structures and Functions</li> </ul>

Fine Arts & Humanities	Business Industry	Multidisciplinary Studies	STEM
<p><b>OPTION 2</b> <b>Foreign Language</b></p> <p><b>Single Foreign Language</b> Successfully complete 4 credits of the same language in a language other than English.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Double Foreign Language</b> Successfully complete 2 credits of the same language in a language other than English and 2 credits of a different language in a language other than English.</p>			<p><b>OPTION 2</b> <b>STEM</b></p> <p>Successfully complete 5 credits in either Technology and/or Engineering in the following CTE areas:</p> <ul style="list-style-type: none"> <li>• Information Technology (Computer Science)</li> <li>• Engineering</li> </ul>
<p><b>OPTION 3</b> <b>Fine Arts</b></p> <p>Successfully complete a consistent sequence of 4 credits of courses in Fine Arts:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Dance</li> <li>• Music</li> <li>• Choir</li> <li>• Band</li> <li>• Theatre</li> <li>• Digital Art</li> </ul>			<p><b>OPTION 3</b> <b>Math</b></p> <p>Successfully complete 5 credits in Math by completing Geometry with Data Analysis, Algebra I with Probability, Algebra 2 with Statistics and 2 additional Math courses for which Algebra 2 with Statistics is a prerequisite, selected from the following:</p> <ul style="list-style-type: none"> <li>• Applications of Finite Mathematics</li> <li>• Mathematical Modeling</li> <li>• Pre-Calculus</li> <li>• AP Statistics</li> <li>• AP Calculus AB and/or BC</li> <li>• AP Computer Science</li> <li>• IB Mathematical Studies, SL</li> </ul>



## Credit Improvement

Credit improvement allows students who may need or want additional credit an opportunity to do so. Students may attempt credit improvement through advancing credit, obtaining credit, recovering credit and/or repeating credit.

### Advancing Credit

This program allows students who already know most of the standards taught in a particular course and who are not currently enrolled in the course to prove mastery of course content by successfully completing a pretest and posttest in that subject. Students may attempt credit advancement in any course.

The tests used for credit advancement are locally approved computer-based or paper-pencil exams. Students interested in attempting credit advancement should contact their high school's academic advisor to schedule an appointment. All computer-based credit advancement exams will be given on an electronic device at the high school. Both computer-based and paper-pencil exams will be proctored by the principal's designee at the high school. There is no fee to participate in credit advancement. Parent permission is required to participate in credit advancement. The permission form may be obtained from each high school. This form must be signed by the parent or guardian, the student, the high school counselor, and high school principal.

Credit advancement exams can be taken within the first five days of each semester, the last ten days of each semester, and during the month of June. Students attempting credit advancement will take a pretest for the course. If the student earns at least an 80 on the pretest, then he/she will take a comprehensive posttest. The student will need to schedule an appointment to take the posttest. The posttest must be taken within one week of the results of the pretest being released to the student. Students are permitted to take the posttest on the same day as the pretest if an appointment to do so is available. If the student makes at least an 80 on the posttest, the he/she will receive credit for the course. The final grade earned on the pretest and the posttest will be averaged. The numeric average will serve as the final grade and will be posted directly to the transcript in a separate column indicating that the credit was earned through credit advancement. Credit advancement courses are not weighted. If the student earns below an 80 on the pretest, then he/she is not eligible to take the post-test or to receive credit for the course. If a student or parent/guardian does not want to accept the student's mastery score of 80 or above, the student may

enroll in the course and will take the end-of-course assessment as required at the end of the course.

There is a limit on the number of credits that a student can earn through credit advancement; however, students will be permitted to attempt credit advancement only one time per course. All rising ninth grade through twelfth grade Tuscaloosa City School System students are eligible to attempt credit advancement.

***Any credit obtained for a course through this program is not approved by NCAA.***

### Obtaining Credit Via Virtual Learning Platform

(REVISED February 1, 2023)

Students who may need or want to take a course for additional credit may participate in this program. Students can attempt credit obtainment in math, English, science, social studies and elective classes. Unlike credit advancement, students will take the course in its entirety; therefore, a pretest will not be administered. Credit obtainment is an alternative to the traditional approach to course completion. Using this program, students must take the entire course and the course is not weighted.

There is not a limit on the number of credits that a student can earn through this program.

***Whether or not a credit obtained for a course through this program is approved by NCAA depends on how the instruction is provided. For example, a course taken through ACCESS Virtual Learning is approved by NCAA, but a course taken through the Edgenuity Learning System is currently not approved by NCAA.***

### Credit Recovery

Credit Recovery is a course-specific, standards-based extended learning opportunity for students who have been unsuccessful in mastering content or skills required to receive course credit or earn promotion. Credit Recovery study is based on deficiencies rather than a repeat of the entire course. Students who have not achieved a baseline score of 40 or above (on a 100- point scale) must repeat the entire course.

### Student Eligibility Admission and Removal

- Must be in high school
- Must have consent from a parent or guardian
- Must be recommended by principal/counselor/ Tuscaloosa City Schools curriculum team representative or local school advisory committee representative
- Must be working toward one of the approved diploma options
- Must have earned a minimum numerical score of 40 in the course enrolled

## Grades

- Under the Credit Recovery Program adopted by the Tuscaloosa City Schools, a maximum grade of “C” (70) will be earned after successful completion of the Credit Recovery course(s).
- A minimum grade of 80% on all course work completed in the program, as well as the computer-generated end-of-course assessment on skill specific goals, is required for credit recovery.
- The final credit recovery grade, as well as the original failing grade, will be included when computing the students’ overall GPA. The original failing grade must remain on the transcript.

## Credits

Credit recovery courses in which students have completed will be included in calculating the total credits for the school year.

Transfer students from non-AdvancED accredited or home schools who fail the validation tests with a score of 40-59 for any core courses are also eligible for Credit Recovery.

**Any credit obtained for a course through this program is not approved by NCAA.**

## Repeating Credit

This program is primarily for those students who made less than a 40 in the class they failed. Using this program, students must retake the entire course. Instruction may be provided traditionally or non-traditionally. Also, students who are eligible for Credit Recovery, but want to try and achieve higher than a 70 on their transcript for a course they failed may choose this option because students will be expected to complete all objectives from the course they failed.

***Whether or not a credit obtained for a course through this program is approved by NCAA depends on how the instruction is provided. For example, a course taken through ACCESS Virtual Learning is approved by NCAA, but a course taken through the Edgenuity Learning System is currently not approved by NCAA. (REVISED February 1, 2023)***

## Non-Compliant Attendance and Loss of Credit

Students enrolled in grades 9 through 12 who are absent from any one-credit course for fifteen consecutive days for unexcused reasons or twenty days total for unexcused reasons during the year may be denied credit for the course(s) in which the unexcused absences have occurred. If credit is denied, then the student will receive a Non-compliant Attendance (NCA) on all records. In addition, the students will receive zero quality points for an NCA and the zero will be averaged in to the overall GPA.

Students enrolled in grades 9 through 12 who are absent for any one-half credit courses of eight consecutive days for unexcused reasons or ten days total for unexcused reasons during a semester may be denied credit for all the course(s) in which the unexcused absences have occurred. If credit is denied, then the students will receive a Non-compliant Attendance (NCA) on all records. In addition, the student will receive zero quality point for a NCA and the zero will be averaged in the overall GPA.

An appeal may be made in writing to the local school principal within three days from the date of notification of the loss of credit. The decision of the local school principal may be appealed to the Superintendent or his or her designee in writing within three days after the hearing at the local school.

## Graduation

### Valedictorian, Salutatorian and Honor Graduates (REVISED February 1, 2023)

There will be one valedictorian and one salutatorian for each high school. To be eligible for consideration as valedictorian or salutatorian, a student must have been enrolled in the Tuscaloosa City Schools for one calendar year prior to graduation. To be eligible for valedictorian or salutatorian a student must be a candidate for the Academic Distinction or IB diplomas. Grade point average calculations will be determined by credits posted to the high school transcript, including the second term of the senior year. Calculations will be carried to the fourth decimal place to determine the highest-grade point average (valedictorian) and second highest grade-point average (salutatorian). All students with a grade point average of 4.0 and higher who are pursuing Academic Distinction or IB diploma will be recognized as honor graduates.

## **GPA and Class Ranking (REVISED February 1, 2023)**

GPA will be calculated by using the ALSDE graduation requirements which includes dual credit coursework that is specific to the dual enrollment chart. -

## **Graduation Ceremony**

Diplomas will be awarded to students who fulfill all of the local and state graduation requirements as required by the diploma option chosen. All requirements must be met for participation in the graduation ceremony. Requirements are specified in this document and the Tuscaloosa City School System Student/Parent Information Guide.

## **Early Graduation (REVISED February 1, 2023)**

Every child between the ages of six and seventeen years is required to be enrolled in school and to attend for the entire length of each scholastic year. Therefore, only at the end of the first term of the senior year, but no earlier than the student's seventeenth (17th) birthday, may a student elect to exit high school early if the following criteria are met:

### **Part I:**

1. The High School Early Graduation Application must be complete and on file at the school. The student must complete Part I of the form by the end of the junior year and return it to the school counselor. Application forms are available at each high school. The student must meet all graduation requirements as well as attain a College and Career Readiness Indicator prior to applying for Early Graduation.
2. The student must have completed all coursework through one or a combination of the following four methods:
  - Dual enrollment/Dual Credit or Embedded Credit; or
  - Credit Recovery/Accelerated Credit; or
  - Traditional courses completed on the high school campus during the regular school day; or,
  - Online or ACCESS Distance Learning Courses.

### **Part II:**

3. The student must provide to the counselor one of the following documents before exiting high school:
  - Letter of acceptance to a post-secondary institution for the spring; or,
  - Letter of acceptance to the military; or,
  - Letter from employer verifying employment in the workplace.

The following should be considered by students and parents choosing the High School Early Graduation opportunity:

1. Early graduates may continue to participate in school activities and social events with prior approval from the school principal. Early graduates may attend and participate in their school's graduation ceremony.
2. Early graduates will be included in class ranking, honors, and award determinations for the student's cohort; however, early grads are not eligible for valedictorian or salutatorian.
3. Early graduates must comply with district school board rules and policies regarding visitors' access to the school facilities and grounds during normal operating hours.
4. Any student who is participating in an accelerated high school graduation option may continue that option. All statutory program requirements of the accelerated high school option shall remain applicable to the student as long as the student continues participation.

## **Home School or Non-Accredited School Graduation Policy (Revised February 1, 2023)**

Any school/school setting not accredited by an accrediting agency recognized by the State Board of Education shall be considered a non-accredited school for the purpose of transfer of class/grade credit. Core courses shall be defined as English, mathematics, science, and social studies.

1. The transfer of credits and/or appropriate placement shall be as follows:
  - a. Credit for elective courses shall be transferred without validation.
  - b. Non-contested credit for core courses shall be transferred as follows:
    - i. Using all official records and nationally standardized tests, the principal or his/her designee shall determine placement and notify the student and the parent(s)/guardian(s).
    - ii. If the parent(s)/guardian(s) agree with the placement decision, the student shall be placed.
    - iii. Following placement, for any initial core course successfully completed, transfer of previous credit earned at a non-accredited school(s) in that subject area shall be accepted without further validation.

c. Contested credit for core courses shall be transferred as follows:

2. If the parent(s)/guardian(s) disagree with the placement decision, the principal or his/her designee shall supervise the administration of the school's most recent semester test for each prerequisite core course in which the parent/guardian is requesting enrollment. For each test the student passes as determined by the school grading scale, the student shall be placed in the next level core course and credit shall be transferred for prerequisite courses.
3. For any test failed, placement shall be made as originally recommended by school officials and no credit shall be transferred for the prerequisite course(s) in that subject.
4. In the event of controversial records/transcripts or the absence of records, the student shall take placement tests consisting of the school's previous semester tests for core courses.

## Guidelines for Students Transferring Credits to Tuscaloosa City Schools

(Added July 16, 2024)

Students who transfer to a Tuscaloosa City high school from another school must meet the Alabama graduation requirements to receive a diploma from the State of Alabama.

1. Transfer students coming in with Honors, AP/IB, or Dual Credit courses:
  - Students receive the weight indicated on the transcript for Honors/AP/IB courses. The transcript is not changed. Quality points awarded cannot exceed 1.0 for AP/IB and .5 for Honors.
  - Dual Credit courses will receive additional quality points as indicated on the TCS Academic Dual Credit Crosswalk
  - An additional 1.0 quality point will be given for AP/IB courses even if former school did not award additional quality point.
  - An additional .5 quality point will be given for Honors courses even if former school did not award additional quality points.
2. Middle school transfer credits from an accredited transfer school will be accepted as they appear on the official transcript and will count towards GPA and graduation credit.

## Dual Enrollment

(REVISED May 10, 2022) (REVISED February 1, 2023)

Dual Enrollment allows eligible high school students to enroll in college classes concurrently with high school classes, either at the college or at the high school. Tuscaloosa City Schools offers dual enrollment opportunities through The University of Alabama Early College, Shelton State Community College, Auburn First and Stillman College. Some dual enrollment courses, known as dual credit courses, allow students to simultaneously earn college credit and high school credit. TCS recognizes dual credit courses found on the Dual Credit Crosswalk on p. 38.

### Eligibility

To be eligible for Academic and/or Career and Technical Education Dual Enrollment, students must:

- Meet entrance requirements of the college including high school GPA.
- Be in grade 10, 11, or 12 (An exception may be granted upon the recommendation of the student's principal and superintendent and in accordance with the Alabama Administrative Code 290-8-9.17 regarding gifted and talented students).
- Earn a C or better in all attempted college courses.

### High School GPA Requirements by Colleges

- The University of Alabama Early College requires a minimum cumulative high school GPA of 3.00 on a 4.00 scale.
- Shelton State Community College requires a minimum cumulative high school GPA of 2.50 on a 4.00 scale.
- Stillman College requires a minimum cumulative high school GPA of 2.0 on a 4.00 scale.
- Auburn First requires a minimum cumulative high school GPA of 3.0 on a 4.00 scale.

### Attendance

- Students will follow the college schedule of classes to include holidays and breaks unless agreements have been made between the college and high schools that dictate otherwise.
- Students are expected to attend each class session, to arrive on time, and to remain for the entire class session.
- In cases of excessive absences, the student should withdraw from the course before the last date to withdraw, as published in the college's academic calendar.

### ELEVATE: Dual Enrollment Scholarships

Students may take fully-funded hours of college credit at either The University of Alabama, Shelton State Community College or Stillman College as part of the ELEVATE Dual Enrollment Scholarship Program.



## Progression

- Students are allowed to take 2 classes per semester during the high school academic year (Fall and Spring semesters).
- During the Summer term, students in the career and technical education programs may take up to 4 classes in their program of study.
- Students in career and technical education programs who require academic courses to graduate, and whose placement scores are sufficient, may also take academic courses for Dual Enrollment credit.
- Students who receive the Career and Technical Education Dual Enrollment (CTEDE) Scholarship are required to pass each course to continue in the program.

## Additional Information About Dual Enrollment

(REVISED February 1, 2023)

- Only courses completed for dual credit will be added to the students' high school transcripts. TCS dual credit courses are found on the TCS Dual Credit Academic Crosswalk chart on page 38 of the TCS Academic Guide. Duplicate credit cannot be received for any equivalent high school courses successfully completed.
- Three semester hours must be used to substitute one Carnegie unit in high school.
- Prior approval from the counselor and principal is REQUIRED for dual enrollment.
- A student cannot withdraw or drop a dual enrollment course without the approval of their guidance counselor or the post-secondary coordinator.
- If a student withdraws from, drops or fails a dual enrollment course, they will not be allowed to participate in dual enrollment the following semester. The one-semester suspension from the dual enrollment program cannot be served during the Summer semester. (For example: If a student withdraws, fails, or drops a dual enrollment course in the Spring or Summer, they must sit out the following Fall semester but can re-enroll the following Spring semester. If a student withdraws from, fails, or drops a dual enrollment course in the Fall semester, they must sit out the Spring semester but can re-enroll for the Summer semester.)
- All dual enrollment/dual credit classes must be approved by homeschool grade level counselors.

## ELEVATE Frequently Asked Questions

(REVISED February 1, 2023)

### Q: Who is eligible to participate?

A: Students must:

- Attend a TCS high school at least one year prior to taking courses as part of the ELEVATE Dual Enrollment Scholarship program; and
- Live in a Tuscaloosa City Schools' residential attendance zone or be a dependent of a TCS employee; and
- Be in grade 10, 11, or 12; and
- Meet the institution's minimum grade point average requirements

### Q: What is included?

A: Tuition, books and fees for up to nine (9) hours of college-level credit. Elevate will cover one course per semester.

### Q: Which Institutions are participating in the scholarship program?

A: *The University of Alabama, Shelton State Community College and Stillman College*

### Q: How do I apply?

A: *Students begin the process of participating in a dual enrollment course through the standard high school course registration process. Specific guidance and instruction for dual enrollment processes will be provided by school counselors and the TCS Coordinator of Post-Secondary Engagement.*

### Q: Which classes can I take?

A: *All first-time dual enrollment students are required to take orientation courses required by participating institutions. A range of curated, general courses that apply to all/most majors and that are easily transferable to other institutions will be eligible as well. IMPORTANT: See Dual Credit Crosswalk Chart on Page 38.*

### Q: Where should I take my classes?

A: *Each of the participating institutions offer strong dual enrollment programs with unique opportunities for learning. Your decision should be best on what works best for you!*

### Q: What if I don't have transportation?

A: *Although transportation costs are not covered, many courses will be offered on one of our high school campuses or may be taken online.*

**Q: Why doesn't this include all seniors who live in Tuscaloosa?**

A: Mayor Walt Maddox and the City Council designed this scholarship for students enrolled in a Tuscaloosa City schools high school and who live within the city. See above eligibility requirements for details.

**Q: Can this scholarship be used for non-credit-bearing or technical course work?**

A: Yes.

**Q: When can I take courses with this scholarship?**

A: Rising 10th graders who meet eligibility criteria and who opt-in can receive funding beginning with the Summer semester of their 10th grade year

**Q: How will dual enrollment affect my GPA?**

A: *By participating in a dual enrollment course, a student has the ability to positively or negatively impact their GPA, as they do with any secondary course. Some dual enrollment courses, known as dual credit courses, are added to the student's transcript and carry an additional weight which can further impact GPA. Please see the TCS Dual Credit Crosswalk on Page 38 for more information.*

**Q: Is dual enrollment same as dual credit?**

A: *No. Dual enrollment refers to any post-secondary course that a high school student takes for college credit. Dual credit refers to a post-secondary course that is being taken to replace a high school course.*

**Q: Are courses only offered during regular school hours?**

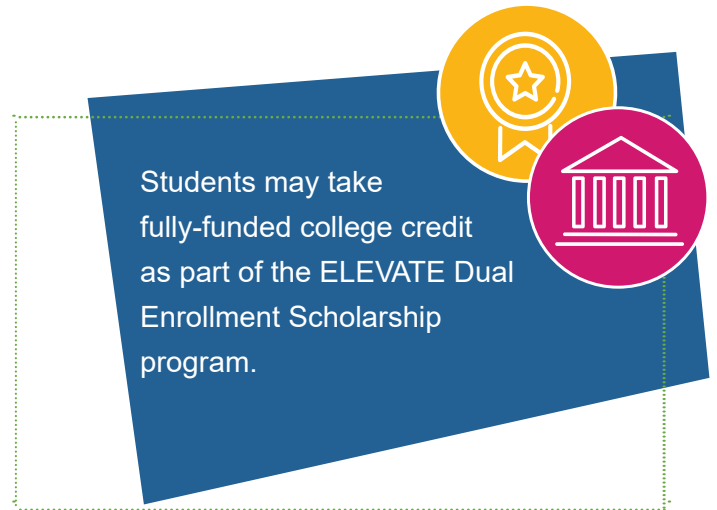
A: *Course hours vary. Some courses will be available online and/or with other flexibility regarding the time the course meets.*

**Q: Does my child have to apply to an Institution before becoming eligible for the Elevate Dual Enrollment Scholarship?**

A: *No. Request to take dual enrollment classes when you sign up for your classes. We will guide you through the process of applying to the Institution you want to attend.*

**Q: Will I be responsible for any fees at all?**

A: *No, all expenses — including books — are covered. Transportation will be your responsibility if you choose to take a course offered on the college campus. Elevate will cover one course per semester.*



Students may take fully-funded college credit as part of the ELEVATE Dual Enrollment Scholarship program.

**Q. Are there any prerequisites for the Dual Enrollment courses offered?**

A. *For a first-time dual enrollment student, there are orientation courses offered by all 3 colleges that are required prior to academic course enrollment. Some dual enrollment courses could have a prerequisite. **Please seek out your high school counselor for further clarification.***

## Exemption Policy

### High School Examination Exemption





(REVISED on January 18, 2022)

To support all students at the high school level, it is our goal to improve academic performance and attendance; students in grades nine through 12 may qualify for exam exemption per semester under the following criteria:


1. Students who earn a grade of 'A' in a course with no unexcused absences or unexcused tardies and no out-of-school suspensions may earn exemption from the qualifying course.
2. Students who earn a grade of 'B' in a course and three or fewer excused absences, three or fewer excused tardies, no unexcused absences or unexcused tardies, and no out-of-school suspensions may earn exemption from the qualifying course.
3. Students in grade 12 may earn exemption for five courses.
4. Students in grade 11 may earn exemption for three courses.
5. Students in grade 10 may earn exemption for two courses.
6. Students in grade 9 may earn exemption for one course.
7. Students taking Advanced Placement (AP) and/or International Baccalaureate (IB) who have met one of the above requirements will be exempt from the final exam in the qualifying course.



## Tuscaloosa City Schools Academic Dual Credit Crosswalk

	High School Equivalent 	UA Early College Course 	Shelton State Community College Course 	Stillman College Course 	Auburn First Course 	Additional Quality Points
English	AP English Language/Literature and Composition	EN 101 ENGLISH COMPOSITION I	ENG 101 ENGLISH COMPOSITION I	ENG 131 ENGLISH COMPOSITION I	ENGL 1100 ENGLISH COMPOSITION I	1.00
	AP English Language/Literature and Composition	EN 102 ENGLISH COMPOSITION II	ENG 102 ENGLISH COMPOSITION II	ENG 132 ENGLISH COMPOSITION II	ENGL 1120 ENGLISH COMPOSITION II	1.00
Social Studies	US History-1877 (10th grade)	HY 103 AMERICAN CIVILIZATION TO 1865	HIS 201 UNITED STATES HISTORY I	HIS 132 FOUNDATIONS OF AMERICAN CIVILIZATION		0.50
	AP Human Geography	GY 105 WORLD REGIONAL GEOGRAPHY	GEO 100 WORLD REGIONAL GEOGRAPHY	GEO 231 WORLD REGIONAL GEOGRAPHY	GEOG 1010 GLOBAL GEOGRAPHY	1.00
	AP European History	HY 101 WESTERN CIVILIZATION TO 1648	HIS 101 WESTERN CIVILIZATION I			1.00
	AP US History (11th grade)	HY 104 AMERICAN CIVILIZATION SINCE 1865	HIS 202 UNITED STATES HISTORY II	HIS 335 RECENT US HISTORY, 1890-PRESENT		1.00
	AP Microeconomics (12th grade)	EC 110 MICROECONOMICS	ECO 232 PRINCIPLES OF MICROECONOMICS	BUS 234 PRINCIPLES OF MICROECONOMICS	ECON 2020 MICROECONOMICS	1.00
	AP Macroeconomics (12th grade)	EC 111 MACROECONOMICS	ECO 231 PRINCIPLES OF MACROECONOMICS		ECON 2030 PRINCIPLES OF MACROECONOMICS	1.00
	AP US Government & Politics (12th grade)	PSC 101 INTRODUCTION TO AMERICAN POLITICS	POL 211 AMERICAN NATIONAL GOVERNMENT	PSC 239 PRINCIPLES OF AMERICAN GOVERNMENT	POLI 1090 AMERICAN GOVERNMENT	1.00
Math	Math 4	MATH 100 INTERMEDIATE ALGEBRA	MTH 100 INTERMEDIATE COLLEGE ALGEBRA MTH 110 FINITE MATHEMATICS			0.50
	Finite Math	MATH 110 FINITE MATHEMATICS				
	Analytical Math (retired COS)/Math 4	MATH 112 PRECALCULUS ALGEBRA	MTH 112 PRECALCULUS ALGEBRA	MAT 131 ALGEBRA	MATH 1120 PRECALCULUS ALGEBRA	0.50
Math	Precalculus	MATH 113 PRECALCULUS TRIGONOMETRY	MTH 113 PRECALCULUS TRIGONOMETRY	MAT 132 TRIGONOMETRY AND ANALYTIC GEOMETRY	MATH 1130 PRECALCULUS TRIGONOMETRY	0.50
		MATH 115 PRECALCULUS ALGEBRA AND TRIGONOMETRY	MTH 115 PRECALCULUS ALGEBRA AND TRIGONOMETRY	MAT 134 PRECALCULUS I	MATH 1150 PRECALCULUS ALGEBRA AND TRIGONOMETRY	
	AP Calculus AB	MATH 125 CALCULUS I	MTH 125 CALCULUS I	MAT 145 CALCULUS I	MATH 1610 CALCULUS	1.00
	AP Calculus BC	MATH 126 CALCULUS II	MTH 126 CALCULUS II			1.00
	AP Statistics	ST 260 STATISTICAL DATA ANALYSIS	MTH 265 ELEMENTARY STATISTICS			1.00
	AP Computer Science Principles	CS 104 COMPUTER SCIENCE PRINCIPLES	CIS 149 INTRODUCTION TO COMPUTERS			1.00
Science	AP Environmental Science	GEO 101 THE DYNAMIC EARTH	GEO 101 PRINCIPLES OF PHYSICAL GEOGRAPHY I		GEOL 1100 DYNAMIC EARTH	1.00
	AP Biology	BSC 108 INTRODUCTION TO BIOLOGY-NON-MAJORS I	BIO 101 INTRODUCTION TO BIOLOGY I	BIO 143 BIOLOGY FOR EDUCATION MAJORS I		1.00
		BSC 114 PRINCIPLES OF BIOLOGY I	BIO 103 PRINCIPLES OF BIOLOGY I	BIO 141 GENERAL BIOLOGY & LAB	BIOL 1020 PRINCIPLES OF BIOLOGY & LAB	1.00
	AP Chemistry	CH 101 GENERAL CHEMISTRY I	CHM 104 INTRODUCTION TO INORGANIC CHEMISTRY I	CHM 141 GENERAL CHEMISTRY I		1.00
		CHM 104 INTRODUCTORY CHEMISTRY	CHM 111 COLLEGE CHEMISTRY I			1.00
	AP Physics	PH 101 GENERAL PHYSICS I	PHY 201 GENERAL PHYSICS I/TRIG-BASED	PHY 243 PHYSICS I		1.00
		PH 105 GENERAL PHYSICS WITH CALCULUS I	PHY 213 GENERAL PHYSICS WITH CALCULUS I			1.00

## Tuscaloosa City Schools CTE/STEM Dual Credit Crosswalk

CTE Program	Shelton State Community College Course Prefix 	Additional Quality Points
Air Conditioning and Refrigeration	ACR	0.0
Automotive Technology	AUM	
Computer Numerical Controls	CNC	
Diesel Mechanics	DEM	
Engineering Graphics and Design Technology	DDT	
Electrical Technology	ELT	
Industrial Maintenance Technology	INT	
Industrial Electronics Technology	ILT	
Logistics and Supply Chain Technology	LGT	
Machine Tool Technology	MTT	
Modern Manufacturing Technology	MMT	
Welding	WDT	
Business Office Management and Technology	OAD	
Computer Information Systems	CIS	
Child Development	CHD	
Health Information Technology	HIT	
Nursing Assistant	NAS	
Respiratory Therapy	RPT	
Salon and Spa Management	BAR COS	
Health Science	BIO 201/202	
Culinary Arts	CUA	

## Advanced Placement and Honors Courses

(REVISED February 1, 2023)

Advanced Placement (AP) and Honors coursework provides students with an opportunity for learning that goes beyond just the facts and figures. The rich course material, classroom discussions and demanding assignments typical of AP and Honors courses will help students develop the skill set and content mastery necessary of college students. Additionally, by participating in AP, students have the opportunity to earn college credit and stand out in the college admissions process.

**Students who successfully pass an AP course will receive an additional 1.0 weighted credit. All students who take an AP course are required to take the AP exam provided by the College Board. Students who successfully pass an Honors course will receive an additional 0.5 quality points. See Weighted Grade Point Average Scale section next column.**

## The International Baccalaureate Programme (IB) (REVISED February 1, 2023)

The IB Programme supports the development of effective and rewarding learning communities through service and professional networks focused on best practices in education. The objectives of the IB Programme are to provide pupils with a balanced education, to facilitate geographic and cultural mobility, and to promote international understanding through a shared academic experience. Students who participate in the full diploma program pursue a specific, intensive, balanced liberal arts course of study which includes a critical thinking class, a minimum of 150 hours of participation in extracurricular activities and community services and a research paper. Students also must pass rigorous examinations in seven curricula areas. **Although students may be admitted to the IB Programme at the beginning of the eleventh grade, the sequence of foreign language courses needed to earn the IB diploma requires participation in foreign language courses in grades 9 and 10.** Students wishing to participate in the IB Programme must fill out an application. Contact the Central High School counseling department for more information.

## Weighted Grade Point Average (GPA Scale)

Students electing to participate in rigorous academic courses such as Honors, Advanced Placement, Dual Credit, and IB Programme are given additional weight. **Only Dual Credit Courses listed on the Dual Credit Crosswalk Chart on page 38 will receive weighted credit. The weighted Grade Point Average (GPA) will be recorded on the students' report card, high school official transcript, and included in the students' overall GPA calculation. Secondary credit grades shall be awarded according to the following scales:**

Regular	Honors	AP, IB
A = 4.0	A = 4.5	A = 5.0
B = 3.0	B = 3.5	B = 4.0
C = 2.0	C = 2.5	C = 3.0
D = 1.0	D = 1.5	D = 2.0
F = 0.0	F = 0.0	F = 0.0

## Foreign Exchange Program

Tuscaloosa City Schools is a school district with 3 traditional high schools. Each high school will have a maximum of five spots for exchange students that will be filled on a first come, first served basis. The district will not hold or reserve spots for any local coordinator or agency under any circumstance. If an accepted student's application is withdrawn (e.g. student or hosted family changed their mind), the agency does not retain the student's spot but must reapply with the new student's application. Please note that once a student has arrived, the student will not be allowed to change to another school within the district and must attend the high school their host family is zoned to attend.

In order to place students in Tuscaloosa City Schools, sponsoring programs and local coordinators must meet the following standards:

- Must be a full member in good standing with The Council on Standards for International Educational Travel (CSIET).
- Must consistently adhere to the Tuscaloosa City Board of Education exchange program procedures/policy.
- Tuscaloosa City Board of Education only accepts students with a J-1 Visa as our schools are not authorized to accept students participating in F-1 programs.
- Sponsoring agencies will provide a master list of local coordinators in Tuscaloosa with complete contact information, including their address, and designate one coordinator as the point of contact for the system.



- If multiple local coordinators for the same program reside in the city, one must be listed as the point of contact between the district and the program. The designee will be the only individual authorized to submit enrollment requests to the district and will be the person who will receive responses from district personnel regarding placements.
- Tuscaloosa City Schools will not approve a placement to a temporary, welcome or arrival host family. Local coordinators are expected to seek out permanent host families who are ready, committed and fully prepared to host the exchange student for the entire year.

### **Guidelines (REVISED February 1, 2023)**

As program coordinators are selecting students for placement, they need to keep the following expectations in mind:

- Students cannot have graduated from or otherwise completed the required educational programming in their home country.
- Students will not be classified as seniors nor will they be eligible to participate in graduation ceremonies. This needs to be plainly communicated to all prospective students by their sponsoring program to avoid any confusion.
- Students must be at least 15 years old and no older than 17 years old on September 2 of the enrollment year.
- While the district understands that there will be some language barriers, the student is expected to be proficient in both written and verbal English so that the student can be successful in all coursework.
- Students will be assigned a full course load including a course in English, history, science, and mathematics. Students are expected to maintain at least a “C” in each course, including electives, throughout their exchange year in order to retain their placement in school.
- Students are expected to abide by the policies and rules of the school, district, and the Alabama State Department of Education, including participation in state assessment program. Exchange students who are noncompliant will not be permitted to continue their program year in Tuscaloosa City Schools.
- Only full year students will be considered for placement in Tuscaloosa City Schools. No single student will be enrolled for a single semester including emergency placements.
- Students must attend the school that their host family is zoned to attend (i.e., If the host family lives in the Tuscaloosa City Schools zone). If a student must

move host families during the exchange year, the new host family must reside within the original school zone and the local coordinator must notify Kelly Norstrom immediately of the change in status at [knorstrom@tusc.k12.al.us](mailto:knorstrom@tusc.k12.al.us).

### **Application Procedures**

The application period is March 1 to July 1 to be considered for enrollment for the following school year. No applications will be considered outside this date range. Sponsoring agencies, local coordinators, and potential host families are not to contact the school’s principal directly during the application process about signing paperwork.

- All applications must be submitted to Kelly Norstrom, [knorstrom@tusc.k12.al.us](mailto:knorstrom@tusc.k12.al.us). No faxed applications will be accepted nor will the district log into a separate system to access application materials.
- Each application should be sent in a separate email. One email should not contain multiple applications.
- The application should be complete and should include at least three references for the student along with their English language proficiency results. The entire application and all supporting documents should be in English.
- The application and all supporting documents will be reviewed at the central office. The application will be forwarded to the school principal for approval only after the districts program coordinator has approved the application. If the principal approves the application, the districts program coordinator will return it to the designated local exchange coordinator. Do not contact the school's principal during this process.
- Please allow three weeks for the application to be reviewed by the district's program coordinator and principal and to be returned to the designated local exchange coordinator.

## **ACT Online Prep and ACT Fee Waivers**

### **ACT Online Prep**

Access to ACT’s online prep program is available to all high school juniors, free of charge, through either fee waivers (see information below) or through the Alabama State Department of Education. This online service provides 11th grade students with practice tests including real ACT test questions, practice essays for the new optional ACT Writing Test (with real-time scoring), comprehensive content review

for each of the ACT's four required tests - English, Math, Reading, and Science, a diagnostic test and a personalized study plan. The website to access this program is [www.actonlineprep.org](http://www.actonlineprep.org). Further information may be obtained from your school.

### **ACT Fee Waivers (REVISED February 1, 2023)**

Students testing on a national test date and who cannot afford the registration fee for the ACT or ACT with writing, may be eligible for an ACT Fee Waiver.

Students must meet all of the following requirements:

1. Currently enrolled in high school in the 11th or 12th grade.
2. Either a United States citizen or testing in the US, US territories or Puerto Rico.
3. Meet one or more indicators of economic need listed on the ACT Fee Waiver form.

Eligible students may use a maximum of four separate fee waivers total. The waiver is used once students register, even if they do not test on the requested test date.

***To take full advantage of the waiver, students must follow through and test on their registered test date.***

Fee waivers cover **only** the basic registration fee for the student's test option on a national test date, including up to four college choices (if valid codes are provided by the student when he/she registers). Waivers do not cover the late registration fee, test date or test center changes, standby fee, additional score reports, or any other services.

Students **cannot** request a fee waiver from ACT. Fee waivers may be requested from the high school. Note: If students register online and register during the late period or request any additional services, credit card must be used to pay those fees before submitting the registration.

## **Virtual Learning**

### **Virtual Learning Program (REVISED February 1, 2023)**

Through the TCS Virtual Learning Program, the Tuscaloosa City School System provides students in grades 9-12 the option to complete courses by way of an online platform. The virtual courses, which align with the Alabama College and Career Ready Standards, offer students the benefits of time, flexibility and program customization. Students who utilize the virtual program also assume increased responsibility in personal time management, organization, self-direction, and personal discipline to complete course and school requirements. Further information may be obtained from your school

guidance department.

### **(ACCESS) Virtual Learning (REVISED February 1, 2023)**

The Tuscaloosa City Schools offers distance learning courses to all qualifying students in grades 9-12. Courses under this program along with the state's Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS Distance Learning) provide the opportunity for students with difficult schedules to take courses that would otherwise be unavailable. All courses currently approved for the Secondary Academic Guide may be optionally offered to qualifying students pending the availability of trained online facilitators and the appropriate distance education equipment. Class size regulations are the same as for courses not taught through distance learning.

## **Leave to Learn**

Secondary students participating in any of the Tuscaloosa City Board of Education "Leave to Learn" programs (e.g., Co-Op, internships and apprenticeships, dual enrollment, early college, or TCTA) will be permitted to travel from school grounds via private vehicle, operated by Student with parental/guardian permission. Qualified seniors, participating in online dual enrollment, are eligible to leave campus for dual enrollment opportunities (as opposed to reporting to a facilitated lab on campus) for a maximum of two periods a day, specifically during 4th and 5th periods, each semester. Students must be enrolled in a dual enrollment course, be in good standing with their high school and post-secondary institution, and have earned a CCRI prior to approval as specified in the application. Students are only allowed to leave for one period per dual enrollment course for a maximum of two periods. An application must be submitted to the senior counselor for administrator approval by the fifth day of school at the beginning of each semester. An application does not guarantee approval. All Students must also complete the Leave to Learn Liability Release form found in the TCS Code of Conduct. Failure to follow TCS guidelines, including TCS policies and procedures, will result in the loss of the senior leave to learn privilege and students will be scheduled for an on-campus class at their high school.

## **Academics & Athletics**

The Tuscaloosa City Board of Education recognizes the value of athletics and other extracurricular activities as they relate to the total education of students. The Tuscaloosa City Board of Education also recognizes and supports high

academic standards and the necessity of developing a framework to annually assess each athletic and extracurricular student's progress toward graduating from high school on schedule with his/her class.

For purposes of definition, athletic events are defined as those recognized and sanctioned by the Alabama High School Athletic Association. Extracurricular activities are defined as those in which a student represents his/her school.

**The Tuscaloosa City Board of Education prescribes the following regulations for eligibility by students in this school system to participate in athletics and/or extracurricular activities:**

- Each student entering grades 10-12 must, for the immediate preceding school year, have a total numerical average of 70, (including any four (4) core courses) and earn the appropriate number of credits in each of six (6) subjects that total six (6) Carnegie units of credit.
- Physical education may count as only one (1) unit per year.
- Eligibility shall be determined on the first day of school year and shall remain in effect for one (1) complete school year. Students deemed ineligible at the beginning of the school year by virtue of having failed to meet the requirements outlined in parts 1-2 above, may regain their eligibility at the end of the first term by meeting the requirements for eligibility in the two most recently completed term, including summer school. Eligibility restoration must be determined no later than five (5) school days after the beginning of the succeeding term. An ineligible student may not become eligible after the fifth school day of each term. Bona fide transfers will comply according to the rules of the Alabama High School Athletic Association for sports and policies developed by the Board of Education as it pertains to extracurricular activities.
- Each eligible student must meet the definition of a regular student as defined by the Alabama High School Athletic Association.
- All students entering grades 8 and 9 must pass five (5) subjects with a total composite numerical average of 70 for those five (5) subjects during their preceding two terms of attendance. (Core courses are not required.)

**Sources**

[http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf)

The initial-eligibility standards for NCAA Division I college-bound student-athletes are changing. College-bound student-athletes first entering a Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

**Key Terms**

**Full Qualifier:** A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

**Academic Redshirt:** A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (term or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

**Non-qualifier:** A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

**New Requirements**

**Full Qualifier**

- Complete 16 core courses (same distribution as in the past)
- Ten of the 16 core courses must be completed before the seventh term (senior year) of high school
- Seven of the 10 core courses must be English, math or science
- Have a minimum core-course GPA of 2.300; Note: Grades earned in the 10 required courses required before the senior year are "locked in" for purposes of GPA calculation
- A repeat of one of the "locked in" courses will not be used to improve the GPA if taken after the seventh term begins
- Meet the competition sliding scale requirements of GPA and ACT/SAT (this is a new scale with increased GPA/test score requirements); and
- Graduate from high school

**Academic Redshirt Must:**

- Complete 16 core courses; and (same distribution as in the past)
- Have a minimum core-course GPA of 2.00
- Meet the academic redshirt sliding scale requirements of GPA and ACT/SAT score; and
- Graduate from high school.



**Non-qualifier is a college-bound student-athlete who fails to meet the standards for a qualifier for an academic redshirt. Examples:**

**Q: A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and 820 SAT score (critical reading and math). What is the college-bound student-athletes NCAA initial-eligibility status?**  
*A: The college-bound student-athlete is a non-qualifier because only 15 core courses were completed, not the required 16 core courses.*

**Q: A college-bound student-athlete completes 16 core courses in the required framework with a 2.500 core-course GPA and a 68 sum ACT. What is the college-bound student-athlete's initial-eligibility status?**

*A: The college-bound student-athlete is an academic redshirt. Under the new competition scale, a 68 sum ACT score requires a 2.950 core-course GPA.*

## Core Courses

- NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses. Division II will require 16 core courses for students enrolling on or after August 1, 2013.
- NCAA Division I will require 10 core courses to be completed prior to the seventh term (seven of the 10 requirements below). These 10 courses become “locked in” at the seventh term and cannot be retaken for grade improvement.
- Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

## Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown at the end of this section.
- Division II requires a minimum SAT score of 820 or an ACT score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

## Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year only.

The Tuscaloosa City Schools recognizes the importance of providing parents, students, and educational professionals timely information regarding courses in all grades. In light of the fact that the Alabama State Department of Education provides updates to the approved course list multiple times each year, this academic guide should be understood to reflect accurate and detailed information at the time of its publication. Amendments and updates to this information will be communicated widely through both districts and school media and made available to the public on the system website. Such addendums will not be subject to additional board review and are hereby approved by the Tuscaloosa City Board of Education in advance.

TCS students also have the opportunity to take CTE coursework within the Tuscaloosa County School System. If interested, please reach out to your High School Counselor for course offerings.

## Special Education

Special Education is specifically designed instruction including related and supplementary aids and services as appropriate that address the unique needs of students with disabilities. Related services such as special transportation, Occupational Therapy, or Physical Therapy enable a child to benefit from his or her special education program. Supplementary aids and services are additional accommodations and supports such as behavior intervention plans and assistive technology that enable the child to access the general education curriculum. Contact the Department of Special Education at (205)342-0513 to receive information or receive answers to questions related to special education services.

## Earning High School Credits in Middle School (REVISED February 1, 2023)

The Alabama State Department of Education allows systems the option to offer the following courses in grade 8 for high school credit and to meet graduation requirements:

1. Geometry with Data Analysis
2. Level I of a Foreign Language

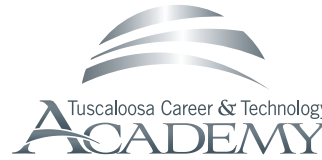
For those middle school students taking any of these courses to fulfill high school graduation requirements and to be included in their high school GPA calculation, the same calculations used to determine high school progress report and report card grades must also be used to determine middle school grades as outlined in the high school grading policy. Students must still complete four math credits in grades 9-12.

### Criteria for Awarding High School Credit

1. Students must pass the course with an A, B, or C.
2. Teachers and students in these courses must adhere to established high school procedures for Comprehensive Exams when administering and taking semester exams.
3. If the student accepts the grade, it will count towards the student's high school grade point average (GPA) and towards graduation requirements as outlined by the Alabama State Department of Education. However, if the student is not satisfied with the grade earned, he or she may retake the course.

## Career and Technical Education Programs

### Tuscaloosa Career & Technology Academy (TCTA)



The Tuscaloosa Career & Technology Academy (TCTA) is a specialized facility that provides college and career readiness with a focus on the development of workplace

skills for local high school students. TCTA students choose one of the 16 Career Pathways offered based on interest and assessments. As they progress through a program by taking related courses, participating in career tech student organizations, earning industry-recognized credentials and certifications, and gaining real-world experience, students develop invaluable skills to guide them to their chosen career paths.

Students also participate in a Simulated Workplace environment. This initiative introduces students to various business processes to better prepare them for the realities of the workplace. Integrating authentic business practices gives students access to the necessary skill sets, certifications and academics needed to be successful citizens.

It is recommended, but not required, that a student obtain concentrator status which is two courses within a CTE program.

There are  
16 pathway options  
available to Tuscaloosa  
Career & Technology  
Academy students.



## TCTA Career Pathway Options Career & Technology Education Course Substitutions

The Alabama State Department of Education has identified two CTE courses that may be used to fulfill either the fourth math requirement OR be used to fulfill one of the three credit requirements in CTE/Foreign Language/Arts Education category. The CTE substitutes for math may not be used to fulfill both a CTE course and a core course.

Students may choose one of the following to serve as their fourth credit in math:

- Career Mathematics
- Computer Science Principles, AP

The Alabama State Department of Education has identified nine CTE courses that may be used to fulfill either the third and/or fourth credit in Science OR be used to fulfill one or more of the three credit requirements in CTE/Foreign Language/Arts Education category.

The CTE substitutes for Science may not be used to fulfill both a core course and a CTE course.

Students may choose up to two of the following courses to serve as their third and/or fourth credit in Science:

- Forensic and Criminal Investigations
- Plant Biotechnology
- Aquaculture Science
- Environmental Management
- Introduction to Biotechnology
- PLTW Human Body Structures
- PLTW Principles of Engineering
- Human Body Structures and Functions
- Chemistry of Food

***See Page 39 in regard to Career and Technical  
Education Dual Credit Options***

### Agriculture/AgriScience (General Pathway)

Courses	Post-Secondary Courses
Course 1: Fundamentals of Agri Science ( <b>Foundation Course</b> ) Course 2: Intermediate Agri Science Course 3: Career Pathway Project in Agriculture, Food & Natural Resources	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
Future Farmers of America	NCCER Core

### Animal Science

Courses	Post-Secondary Courses
Course 1: Fundamentals of Agri Science ( <b>Foundation Course</b> ) Course 2: Intro to Veterinary Science Course 3: Veterinary Science Course 4: Intro to Animal & Dairy Science Course 5: Career Pathway Project in Agriculture, Food & Natural Resources	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
Future Farmers of America	NCCER Core Adult Beef Quality Assurance

## Animation

Courses	Post-Secondary Courses
Course 1: Intro to Animation and Visual Communication <b>(Foundation Course)</b> Course 2: Animation Character Development & Design Course 3: Storyboarding Course 4: Character Animation Course 5: Animation Filmmaking Course 6: Advanced Animation Portfolio Course 7: Career Pathway Project in Arts, AV, Technology & Communication	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	Adobe PremierePro

## Barbering

Courses	Post-Secondary Courses
Course 1: Barbering Fundamentals <b>(Foundation Course)</b> Course 1: Cosmetology Fundamentals <b>(Foundation Course)</b> Course 2: Hair Coloring Course 3: Chemical Services Course 4: Salon Practices & Management Course 5: State Board Practicum Course 6: Career Pathway Project in Cosmetology and Barbering	BAR 108 Intro to Barbering BAR 111 Intro to Barbering Lab BAR 120 Properties of Chemistry BAR 121 Chemical Hair Processing BAR 122 Hair Coloring Chemistry BAR 124 Hair Coloring Methodology
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	Alabama Certified Worker (Ready to Work) Barbering Licensure Natural Hairstyling Licensure

## Building Construction

Courses	Post-Secondary Courses
Course 1: Architecture and Construction Foundations <b>(Foundation Course)</b> Course 2: Residential Building Course 3: Construction Finishing Course 4: CTE Lab Architecture and Construction Course 5: Construction Building Systems Course 6: Career Pathway Project in Architecture & Construction	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	NCCER Core NCCER Construction Technology Level I



## Cosmetology

Courses	Post-Secondary Courses
Course 1: Cosmetology Fundamentals (Foundation Course) Course 1: Barbering Fundamentals (Foundation Course) Course 2: Hair Coloring Course 3: Chemical Services Course 4: Salon Practices & Management Course 5: Natural Hairstyling Course 6: Career Pathway Project in Cosmetology & Barbering	COS 111 Intro to Cosmetology COS 112 Intro to Cosmetology Lab COS 115 Hair Coloring Theory COS 116 Hair Coloring Lab COS 113 Theory of Chemical Services COS 114 Chemical Services Lab COS 123 Cosmetology Salon Practices COS 167C State Board Review – Cosmetology
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	Alabama Certified Worker (Ready to Work) Cosmetology Licensure Natural Hairstyling Licensure

## Educators In Training

Courses	Post-Secondary Courses
Course 1: Foundations in Education (Foundation Course) Course 2: Methods in Education Course 3: Practices in Education Course 4: Education and Training Internship Course 5: Career Pathway Project in Education & Training	
Clubs/Activities/CTSO	Credentials Offered (CCRI)

## Electrical

Courses	Post-Secondary Courses
Course 1: Architecture and Construction Foundations (Foundation Course) Course 2: Electrical Fundamentals Course 3: Electrical Installation Course 4: Electrical Technologies Course 5: CTE Lab in Architecture and Construction Course 6: Career Pathway Project in Education & Training	ELT 100 Applied Electronic Computation ILT 100 Applied Electronic Computations ELT 112 Concepts of Alternating Current ELT 111 Concepts of Direct Current WKO 110 NCCER Core
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	NCCER Core NCCER Electrical Level I



## Emergency & Fire Management Services

Courses	Post-Secondary Courses
Course 1: Intro to Public Safety (Foundation Course) Course 2: Fire Science I Course 3: Fire Science II Course 4: Emergency Services and Management Course 5: Career Pathway Project in Law, Public Safety, Corrections and Security	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA HOSA	Emergency Medical Responder (EMR) APCO Public Safety Communicator

## Food & Beverage Services

Courses	Post-Secondary Courses
Course 1: Hospitality and Tourism (Foundation Course) Course 2: Culinary Arts I Course 3: Culinary Arts II Course 4: Baking & Pastry Arts (Prerequisite: Culinary Arts I) Course 5: Event Planning & Management Course 6: Career Pathway Project in Hospitality and Tourism	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	Certified Guest Service Professional

## Health Science

Courses	Post-Secondary Courses
Course 1: Foundations of Health Science (Foundation Course) Course 2: Emergency Services & Management Course 3: Medical Terminology Course 4: Therapeutic Services Course 5: Health Science Internship (Application Process) Course 6: Patient Care Tech (Taken concurrently with HIS) Course 7: Human Body Structures and Functions Course 8: Career Pathway Project in Health Science	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
HOSA	Certified Patient Care Technician BLS Instructor with Healthcare Provider

## HVAC-R (Heating, Ventilation, Air Conditioning and Refrigeration)

Courses	Post-Secondary Courses
Course 1: Architecture and Construction Foundation ( <b>Foundation Course</b> ) Course 2: HVAC Fundamentals Course 3: HVAC Installation and Operations Course 4: HVAC Refrigerator Systems Course 5: CTE Lab in Architecture and Construction Course 6: Career Pathway Project in Architecture and Construction	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	NCCER Core Alabama Certified Worker (Ready to Work)

## Lodging

Courses	Post-Secondary Courses
Course 1: Intro to Hospitality & Tourism ( <b>Foundation Course</b> ) Course 2: Event Planning & Management Course 3: Hotel, Resort, and Lodging Management I Course 4: Hotel, Resort, and Lodging Management II Course 5: CTE Lab in Hospitality & Tourism (Take concurrently with Hotel, Resort, and Lodging Management II) Course 6: Career Pathway Project in Hospitality & Tourism	CUA 101 Orientation to the Hospitality Profession CUA 114 Meal Management CUA 111 Foundations in Nutrition CUA 125 Food Preparation CUA 204 Foundations of Baking CUA 122 Fundamentals of Quantity Cooking CUA 116 Sanitation and Safety
Clubs/Activities/CTSO	Credentials Offered (CCRI)
FCCLA	Certified Guest Service Professional

## Modern Manufacturing

Courses	Post-Secondary Courses
Course 1: Workforce Readiness ( <b>Foundation Course</b> ) Course 2: Manufacturing I Course 3: Manufacturing II Course 4: Manufacturing III Course 5: Manufacturing IV Course 6: Career Pathway Project in Manufacturing	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	NCCER Core Alabama Certified Worker (Ready to Work)

## Plumbing

Courses	Post-Secondary Courses
Course 1: Architecture and Construction Foundation ( <b>Foundation Course</b> ) Course 2: Plumbing Systems Course 3: Plumbing and Pipefitting Course 4: Safety and Health Regulations Course 5: Career Pathway Project in Architecture and Construction	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	NCCER Core NCCER Plumbing Level I

## Sports Medicine

Courses	Post-Secondary Courses
Course 1: Foundations of Health Science ( <b>Foundation Course</b> ) Course 2: Sports Medicine Fundamentals Course 3: Sports Medicine Intermediate Course 4: Sports Medicine Advanced (11 <sup>th</sup> or 12 <sup>th</sup> Grade) Course 5: Career Pathway Project in Health Science	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
HOSA	

## STEM-PLTW Engineering

Courses	Post-Secondary Courses
Course 1: Intro to Engineering Design -PLTW ( <b>Foundation Course</b> ) Course 2: Principles of Engineering -PLTW Course 3: Civil Engineering & Architecture Course 4: Engineering Design & Development Course 5: Robotics Systems Course 6: Career Pathway Project in STEM	
Clubs/Activities/CTSO	Credentials Offered (CCRI)



## TV Productions

Courses	Post-Secondary Courses
Course 1: Intro to TV Productions (Foundation Course) Course 2: TV Prod – Writing, Producing and Performing Course 3: TV Prod – Studio Operations Course 4: TV Prod – Photography and Editing Course 5: Advanced TV Production Course 6: Career Pathway Project in Foundations of Arts, A/V Technology and Communication	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA Journalism	Adobe Premiere Pro

## Welding

Courses	Post-Secondary Courses
Course 1: Architecture and Construction Foundation (Foundation Course) Course 2: Welding: SMAW I Course 3: Welding: GMAW and FCAW Course 4: Welding: SMAW II Course 5: Career Pathway Project in Architecture & Construction	WDT 102 SMAW Fillet/OFC WDT 110 Industrial Blueprint Reading WDT 126 Gas Metal Arc/Flux Cored Arc Welding WDT 104 SMAW Fillet/PAC/CAC
Clubs/Activities/CTSO	Credentials Offered (CCRI)
SkillsUSA	NCCER Core NCCER Welding Level I

## Finance Management School-Based

Courses	Post-Secondary Courses
Course 1: Career Preparedness (Foundation Course) Course 1: Business Communications (Foundation Course) Course 1: Personal Finance (Foundation Course) Course 1: Business Software Application I (Foundation Course) Course 2: Business Finance Course 3: Entrepreneurship Course 4: Fundamentals of Financial Management Course 5: Career Pathway Project in Finance	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	Certified Guest Service Professional Microsoft Office Specialist – Associate 2019/0365 (MOS) (Two of the following areas REQUIRED) <ul style="list-style-type: none"> <li>• Excel Associate</li> <li>• Outlook Associate</li> <li>• PowerPoint Associate</li> </ul>

## Computer Science (School-Based)

Courses	Post-Secondary Courses
Course 1: Exploring Computer Science (Foundation Course) Course 1: Intro to Computer Science – TEALS (Foundation Course) Course 1: Information Technology Fundamentals (Foundation Course) Course 3: AP Computer Science Principles Course 4: AP Computer Science Principles A Course 5: Robotic Systems Course 6: Career Pathway Project in Information Technology	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	Certiport Information Technology Specialist (ITS) Credentials: <ul style="list-style-type: none"> <li>• HTML5 Application Development</li> <li>• Databases</li> <li>• Software Development</li> <li>• HTML &amp; CSS</li> <li>• JavaScript</li> <li>• Java</li> <li>• Python</li> </ul> Oracle Certified Associate (OCA) – Java Programmer

## Business Information Management (School-Based)

Courses	Post-Secondary Courses
Course 1: Career Preparedness (Foundation Course) Course 1: Business Software Application 1 (Foundation Course) Course 1: Business Essentials (Foundation Course) Course 2: Business Software Application II Course 3: Exploring Computer Science Course 4: AP Computer Science A Course 5: AP Computer Science Principles Course 6: Career Pathway Project in Business Management & Administration	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	Oracle Certified Associate (OCA) – Java Programmer Microsoft Office Specialist- Associate 2019/O365 (MOS) (Two of the following areas REQUIRED) <ul style="list-style-type: none"> <li>• Excel Associate</li> <li>• Outlook Associate</li> <li>• PowerPoint Associate</li> <li>• Word Associate</li> </ul> Certiport Information Technology Specialist (ITS) Credentials: <ul style="list-style-type: none"> <li>• HTML5 Application Development</li> <li>• Databases</li> <li>• Software Development</li> <li>• HTML &amp; CSS</li> <li>• JavaScript</li> <li>• Java</li> <li>• Python</li> </ul>



## Food, Wellness and Dietetics (School-Based)

Courses	Post-Secondary Courses
Course 1: Family & Consumer Science (Foundation Course) Course 2: Chemistry of Food Course 3: Food and Nutrition Course 4: Event Planning and Management Course 5: Sports Nutrition Course 6: Dietetics Course 7: Food Innovations & Media Course 8: Career Pathway Project in Human Services	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	Certified Guest Service Professional

## Marketing (School-Based)

Courses	Post-Secondary Courses
Course 1: Business Software Application I (Foundation Course) Course 1: Business Communications (Foundation Course) Course 1: Career Preparedness (Foundation Course) Course 1: Foundations of Business Leadership (Foundation Course) Course 2: Marketing Principles Course 3: Entrepreneurship Course 4: Sports and Entertainment Marketing Course 5: Digital Marketing Course 6: Career Pathway Project in Marketing	
Clubs/Activities/CTSO	Credentials Offered (CCRI)
	Adobe Certified Associate: <ul style="list-style-type: none"> <li>• Photoshop</li> <li>• Dreamweaver</li> <li>• InDesign</li> <li>• PremierPro</li> <li>• Illustrator</li> </ul>



# Tuscaloosa Fine Arts Academy

## TUSCALOOSA FINE ARTS ACADEMY

### Paul W. Bryant High School

The Tuscaloosa Fine Arts Academy, housed at Paul W. Bryant High

School, provides a four-year program of study for students considering college and career pathways in the fine arts. Certified specialists in Dance, Music, Theatre, and Visual Arts provide hands-on guidance for students to achieve excellence and literacy in their chosen craft through performance, production, and presentation. Community artists, arts professionals, and arts organizations reinforce and augment the experiences provided by the certified specialists. Students accepted into the Tuscaloosa Fine Arts Academy will work within a 4-year plan leading to a diploma in a Fine Arts Major with Distinction. These paths of study include offerings in Dance, Theatre, Two and Three - Dimensional Art, Photography and Design, Vocal and Instrumental Music, Commercial Music and Recording Engineering.

## Fine Arts Pathway Options

### Musical Arts

Course Code	Title	Credit	Prerequisite
05119G1000	Music, Elements of Arts Literacy	0.5	None

#### Musical Level I

05102G1001	Band I (year-round)	2	None
05103G1001	Marching Band I (fall only)	1	
05105G1001	Jazz Ensemble I (year-round)	2	Permission of Instructor
05104G1001	Orchestra I (year-round)	2	None
05110G1001	Choir I (year-round)	2	None

#### Music Level II

05102G1002	Band II (year-round)	2	Band I
05103G1002	Marching Band II (fall only)	1	Marching Band I
05105G1002	Jazz Ensemble II (year-round)	2	Jazz Ensemble I
05104G1002	Orchestra II (year-round)	2	Orchestra I
05110G1002	Choir II (year-round)	2	Choir I

#### Music Level III

05102G1003	Band III (year-round)	2	Band II
05103G1003	Marching Band III (fall only)	1	Marching Band II
05105G1003	Jazz Ensemble III (year-round)	2	Jazz Ensemble II
05104G1003	Orchestra III (year-round)	2	Orchestra II
05110G1003	Choir III (year-round)	2	Choir II
05113G1001	Music Theory I	1	Permission of Instructor

#### Music Level IV

05102G1004	Band IV (year-round)	2	Band III
05103G1004	Marching Band IV (fall only)	1	Marching Band III
05105G1004	Jazz Ensemble IV (year-round)	2	Jazz Ensemble III
05104G1004	Orchestra IV (year-round)	2	Orchestra III
05110G1004	Choir IV (year-round)	2	Choir III
05113G1002	Music Theory II	1	Music Theory I
05114E1000	Music Theory AP	1	Permission of Instructor
05115E10SL	Music, SL, IB	1	Permission of Instructor

### Theatre Arts

Course Code	Title	Credit	Prerequisite
05051G1000	Theatre, Elements of Arts Literacy	0.5	None

#### Theatre Level I

05052G1001	Theatre I	1	None
05060G1001	Musical Theatre I	1	Permission of Instructor

**Theatre I**

05056G1001	Technical Theatre	1	Permission of Instructor
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**Theatre Level II**

05052G1002	Theatre II	1	Theatre I
05060G1002	Musical Theatre II	1	Musical Theatre I
05056G10T2	Technical Theatre II	1	Technical Theatre I
05053G1002	Acting	1	Theatre II

**Theatre Level III**

05052G1003	Theatre III	1	Theatre II
05056G10T3	Technical Theatre Production III	1	Technical Theatre II

**Visual Arts**

Course Code	Title	Credit	Prerequisite
05151G1000	Visual Arts, Elements of Arts Literacy 0.5		None

**Visual Arts Level I**

05154G1001	Intro to Visual Arts	1	None
05167G10D1	Intro to Digital Photography	1	Intro to Visual Arts or 3-Design I
05195G1021	2-D Design I	1	Intro to Visual Arts
05195G1031	3-D Design I	1	None

**Visual Arts Level II**

05154G1002	Visual Arts II	1	Intro to Visual Arts
05167G10D2	Digital Photography II	1	Intro to Digital Photography
05195G1032	3-D Design II	1	3-D Design I

**Visual Arts Level III**

05154G1003	Visual Arts III	1	Visual Arts II
05195G1033	3-D Design III	1	3-D Design II

**Visual Arts Level IV**

0508G10G4	Visual Arts IV	1	Visual Arts III
05195G1034	3-D Design IV	1	3-D Design III
05153E1000	Art History AP	1	Permission of Instructor
05172E1000	Studio Art Drawing AP	1	Permission of Instructor
05164E1000	2-D Portfolio AP	1	Permission of Instructor
05175E1000	3-D Portfolio AP	1	Permission of Instructor
05173E10SI	Visual Arts, SL, IB	1	Permission of Instructor

## Course Listings by Subject Area

The Tuscaloosa City Schools recognizes the importance of providing parents, students, and educational professionals timely information regarding courses in all grades. In light of the fact that the Alabama State Department of Education provides updates to the approved course list multiple times each year, this academic guide should be understood to reflect accurate and detailed information at the time of its publication. Amendments and updates to this information will be communicated widely through both districts and school media and made available to the public on the system website. Such addendums will not be subject to

additional board review and are hereby approved by the Tuscaloosa City Board of Education in advance.

TCS students also have the opportunity to take CTE coursework within the Tuscaloosa County School System. If interested, please reach out to your High School Counselor for course offerings.

***Please note that all classes are not offered every semester. See your high school or technical school counselor for any questions regarding class availability***

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### ENGLISH LANGUAGE ARTS

#### **01001G1000 English, Grade 9**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Reading literature, reading informational text, writing, speaking and listening, and language. **Prerequisite: None**

#### **01001H1000 English, Grade 9, Honors**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Advanced work in reading literature, reading informational text, writing, speaking and listening, and language.

**Prerequisite: None**

#### **01002G1000 English, Grade 10**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Advanced work in reading literature, reading informational text, writing, speaking, and listening, and language.

**Prerequisite: English 9**

#### **01002H1000 English, Grade 10 Honors**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Advanced work in reading literature, reading informational text, writing, speaking and listening, and language.

**Prerequisite: English 9**

#### **01003G1000 English, Grade 11**

**NOTE: FULFILLS ENGLISH REQUIREMENT FOR GRADUATION.**

Reading literature, reading informational text, writing, speaking and listening and language. **Prerequisite: English 10**

#### **01003H1000 English Grade 11 Honors**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Advanced work in reading literature, reading informational text, writing, speaking, and listening, and language.

**Prerequisite: English 10**

#### **01005H1000 English, Language and Composition, AP**

**NOTE: FULFILLS 11TH GRADE ENGLISH CREDIT REQUIRED FOR GRADUATION.**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for English; engages students in becoming skilled writers who compose for a variety of purposes; guides students in becoming skilled readers of prose written in a variety of rhetorical contexts; extensive writing of compositions. **Prerequisite: English 10**

#### **01004G1000 English, Grade 12**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Reading literature, reading informational text, writing speaking and listening, and language. **Prerequisite: English 11**

**01004H1000 English, Grade 12, Honors**

**NOTE: FULFILLS ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Advanced work in reading literature, reading.

**Prerequisite: English 11**

**01006H1000 English, Literature and Composition, AP**

**NOTE: FULFILLS 12TH GRADE ENGLISH CREDIT REQUIRED FOR GRADUATION.**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for English; engages students in the careful reading and critical analysis of imaginative literature from several genres and periods from the sixteenth to the twenty-first century; extensive writing compositions.

**Prerequisite: English 11**

**01007H10SL Language A: Literature, HL, IB**

**(Only offered at CHS)**

**NOTE: FULFILLS 11TH GRADE ENGLISH CREDIT REQUIRED FOR GRADUATION.**

Reading literature, reading informational text, writing, speaking and listening, and language.

Program for English; engages students in becoming skilled writers who compose for a variety of purposes; guides students in becoming skilled readers of prose written in a variety of rhetorical contexts; extensive writing of composition. **Prerequisite: Application and Teacher Recommendation**

**01007H10HL Language A: Literature, HL, IB**

**(Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA.**

Emphasis on the analysis of literary texts in a student's native language; skills of literary criticism; strong written and oral skills. Advanced work in reading literature, reading informational text, writing, speaking and listening, and language. **Prerequisite: Application and Teacher Recommendation**

**01062G1000 Contemporary Literature**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Modern authors; thematic patterns; essay writing; reading and critiquing works of the 20th century including Jarrell, Brautigan, Dickey, and Updike. **Prerequisite: Application and Teacher Recommendation**

**01069G1000 Literature, Mythology and Fable**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Study of Greece and Rome; Egypt and Mesopotamia; China, Japan, and India; mythologies and fables. **Prerequisite: Application and Teacher Recommendation**

**01063G1000 Ethnic Literature**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Short stories; essays; short novels on human values. **Prerequisite: Application and Teacher Recommendation**

**01104G1000 Creative Writing (1.0 Credit)**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Composing poetry, short stories, and critical responses. **Prerequisite: None**

**01009G0000 English Intervention, Grades 7-12**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Remedial work below grade level in reading literature, reading informational text, writing, speaking and listening, and language. **Prerequisite: None**

**01151G1011 Speech 1**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Oral reading; children's literature; delivering, selecting, organizing speeches; persuasion; poise and verbal skills. **Prerequisite: None**

**11101G1013 Journalism 1**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Newspaper study; newspaper production; news information gathering; proofreading; journalistic writing. **Prerequisite: None**

**11101G1023 Journalism 2**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Advanced newspaper work; laboratory course; layout, in-depth editing, publishing, finance. **Prerequisite: Journalism I**



**01204G1000 The Essential of College English**

This six-unit literacy and composition course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in various subject areas. The emphasis is on collaborative learning strategies and interactive classroom activities to help students foster independent goal-setting and strong study habits. Reading texts at or above grade level, students discover the connection between comprehending text and expressing their knowledge through writing, ultimately producing authentic and rigorous communication products utilized in college and the workplace.

**Prerequisite: None**

**01068G000 Reading Intervention, Grades 7-12**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION.**

Reading difficulties; skill acquisition; reading techniques remediation; word attack. **Prerequisite: None**

**01037X1001 AAS: English Language Arts, Grade 9**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternative Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

**None**

**01037X1002 AAS: English Language Arts, Grade 10**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: English 9**

**01037X1003 AAS: English Language Arts, Grade 11**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: English 10**

**English 10**

**01037X1004 AAS: English Language Arts, Grade 12**

**Prerequisite: English 11**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards. (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: English 11**

**01001X1001 English Essentials, Grade 9**

This ninth-grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

**01002X1002 English Essentials, Grade 10**

This tenth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: English 9**

**01003X1003 English Essentials, Grade 11**

This eleventh grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: English 10**

**01004X1004 English Essentials, Grade 12**

This twelfth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for Postsecondary education and employment. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: English 11**

### **22005X1000 Content Textual Reading, Grades 6-12**

Reading skills, with an emphasis on reading comprehension, across all subjects, above and beyond instruction provided in required courses. **Prerequisite: None**

## **MATHEMATICS**

(See Math Pathways starting on page 106 for additional information)

### **02110G1000 Precalculus**

**NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION.**

Precalculus is a course designed for students who have successfully completed the Algebra II with Trigonometry course. This course is considered to be a prerequisite for success in calculus and college mathematics. Algebraic, graphical, numerical, and verbal analyses are incorporated during investigations of the Precalculus content standards. Parametric equations, polar relations, vector operations, conic sections, and limits are introduced. Content for this course also includes an expanded study of polynomial and rational functions, trigonometric functions, and logarithmic and exponential functions. Application-based problem solving is an integral part of the course. Instruction should include appropriate use of technology to facilitate continued development of students' high-order thinking skills. **Prerequisite: Algebra II with Statistics**

### **02124E1000 Calculus AB, AP**

**NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION.** College-level advanced math course approved by the College Board Advanced Placement (AP) program for calculus; functions, graphs, and limits, derivatives; integrals; polynomial approximations and series. **Prerequisite: Pre-Calculus or Honors/Pre-AP Pre-Calculus**

### **02125E1000 Calculus BC, AP**

**NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION.**

College-level course approved by the College Board Advanced Placement (AP) Program for calculus; this course is an extension of AP Calculus AB rather than an enhancement; common topics requires a similar depth of understanding. **Prerequisite: Pre-Calculus or Honors/Pre-AP Pre-Calculus**

### **02203E1000 Statistics, AP**

**NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION.**

College-level advanced course approved by the College Board Advanced Placement (AP) Program for statistics; introductory, non-Calculus based course to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data.

**Prerequisite: Pre-Calculus**

### **0213E10SL Mathematical Studies, SL, IB (Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME.**

Emphasis on mathematics that can be applied to contexts related as far as possible to other subjects being studied, to common real-world occurrences, and to topics that relate to home, work, and leisure situations. **Prerequisite: Algebra I w/Probability, Geometry w/ Data Analysis and Algebra II w/ Statistics**

### **02073G1000 Geometry with Data Analysis**

(REVISED February 1, 2023)

Geometry with Data Analysis is the first of three required courses in high school mathematics. In Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. **Prerequisite: Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability. NOTE: This course cannot be taken virtually or through credit recovery. Students who do not pass this class will be scheduled into a face-to-face class the next term.**

### **02052G1000 Algebra I with Probability**

Algebra I with Probability builds upon algebraic concepts studied in Grade 7 and Grade 8 Mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Algebra I with Probability is the second of three courses required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9 or by completing both Grade

7 Accelerated Mathematics and Grade 8 Accelerated Mathematics. Students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.

**Prerequisite: Geometry with Data Analysis**

### **02056G1000 Algebra II with Statistics**

Algebra II with Statistics builds on the students' experiences in previous mathematics in Geometry with Data Analysis and Algebra I with Probability. It is the third of three required courses, and it is to be taken following the successful completion of Geometry with Data Analysis and either Algebra I with Probability or the combination of the Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics course sequence. It is the culmination of the three years of required mathematics content and sets the stage for continued study of topics specific to the student's interests and plans beyond high school. Algebra II with Statistics is the prerequisite for Applications of Finite Mathematics, Mathematical Modeling, Precalculus, and all other approved ALSDE mathematics classes designed for completion of students' fourth mathematics credit.

**Prerequisite: Algebra I with Probability**

### **02136G1000 Applications of Finite Mathematics**

Applications of Finite Mathematics was developed as a fourth-year course that extends beyond the three years of essential content that is required for all high school students. Applications of Finite Mathematics provides students with the opportunity to explore mathematics concepts related to discrete mathematics and their application to computer science and other fields and includes areas of study that are critical to the fast-paced growth of a technologically advancing world. The wide range of topics in Applications of Finite Mathematics includes logic, counting methods, information processing, graph theory, election theory, and fair division, with an emphasis on relevance to real-world problems. Logic includes recognizing and developing logical arguments and using principles of logic to solve problems. Students are encouraged to use a variety of approaches and representations to make sense of advanced counting problems, then develop formulas that can be used to explain patterns. Applications in graph theory allow students to use mathematical structures to represent real world problems and make informed decisions. Election theory and fair division applications also engage students in

democratic decision-making so that they recognize the power of mathematics in shaping society. **Note: Students may not receive credit for both Applications of Finite Mathematics and Discrete Mathematics, as Applications of Finite Mathematics includes mathematics content that also appears in the Discrete Mathematics course. Prerequisite: Algebra II with Statistics**

### **02137G1000 Mathematical Modeling**

Mathematical Modeling is developed to expand on and reinforce the concepts introduced in Geometry with Data Analysis, Algebra I with Probability, and Algebra II with Statistics by applying them in the context of mathematical modeling to represent and analyze data and make predictions regarding real-world phenomena. Mathematical Modeling is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and data-based decision-making skills. This course also provides a solid foundation for students who are entering a range of fields involving quantitative reasoning, whether or not they require calculus. **Note: Students may not receive credit for both Mathematical Modeling and Algebra with Finance, as Mathematical Modeling includes mathematics content that also appears in the Algebra with Finance course.**

**Prerequisite: Algebra II with Statistics**

### **10019E1000 Computer Science Principles, AP**

**NOTE: FULFILLS ONE OF THE FOUR MATH REQUIRED FOR GRADUATION.**

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

**Prerequisite: Algebra II with Statistics**

### **02039X1001 AAS: Mathematics, Grade 9**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

**02039X1002 AAS: Mathematics, Grade 10**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS Mathematics 9**

**02039X1003 AAS: Mathematics, Grade 11**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS Mathematics 10**

**02039X1004 AAS: Mathematics, Grade 12**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in mathematics using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS Mathematics 11**

**02138G1000 The Essentials of College Mathematics**

This algebra, functions, and statistics course emphasizes understanding of math concepts rather than procedural memorization. Students' conceptual understanding of mathematics is strengthened by engaging them in solving real-world applications. The course is built with rigor, innovative instructional strategies, and a concentration on contextual learning which develops critical-thinking skills that students will utilize throughout their high school studies and beyond. The course consists of eight units, culminating in a capstone project. **Prerequisite: None**

**02051X1001 Algebraic Concepts**

For students following the Essentials/Life Skills Pathway, this course provides prerequisite algebra skills identified in the general education math courses. The course includes essential concepts to prepare students for Algebraic Essentials A & B. Teachers must meet highly qualified

teacher status for the appropriate course and grade.

**Prerequisite: None**

**02053X1071 Algebraic Essentials A**

For students following the Essentials/Life Skills Pathway, this course provides foundational skills identified in the first half of the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

**02054X1072 Algebraic Essentials B**

For students following the Essentials/Life Skills Pathway, this course provides foundational skills identified in the second half of the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

**Prerequisite: Algebraic Essentials A**

**02079X1071 Geometry Essentials A**

For students following the Essentials/Life Skills Pathway, this course provides foundational skills identified in the first half of the general education Geometry course. The course includes essential concepts to equip students with the geometry skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade.

**Prerequisite: Algebraic Essentials B**

**02079X1072 Geometry Essentials B**

For students following the Essentials/Life Skills Pathway, this course provides foundational skills identified in the second half of the general education Geometry course. The course includes essential concepts to equip students with the geometry skills necessary for employment and independent living skills. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: Geometry Essentials A**



## **HISTORY, SOCIAL SCIENCE AND GOVERNMENT**

### **04053G1000 World History: 1500 to Present, Grade 9**

#### **NOTE: FULLFILLS REQUIREMENT FOR 9TH GRADE SOCIAL STUDIES**

Chronological history of the world: the emergence of a global age; the Age of Revolutions; the Age of Isms; era of global war, the world from 1500 to present. **Prerequisite: None**

### **04053H1000 World History: 1500 to Present, Honors, Grade 9**

#### **NOTE: FULLFILLS REQUIREMENT FOR 9TH GRADE SOCIAL STUDIES**

Advanced work in chronological history of the world: the emergence of a global age; the Age of Revolutions; the Age of Isms; era of global war, the world from 1500 to present. **Prerequisite: None**

### **04102G1000 US History I: Beginnings to the Industrial Revolution, Grade 10**

#### **NOTE: FULLFILLS REQUIREMENTS FOR 10TH GRADE SOCIAL STUDIES**

Chronological survey of major events and issues: colonization; American Revolution; development of political systems and distinct culture; slavery; reform movements; sectionalism; Civil War; Reconstruction; Alabama's history and geographic changes that have influenced aspects of life during and after events. **Prerequisite: World History**

### **04102H1000 US History I: Beginnings to the Industrial Revolution, Honors, Grade 10**

#### **NOTE: FULLFILLS REQUIREMENTS FOR 10TH GRADE SOCIAL STUDIES**

Advanced work in the chronological survey of major events and issues: colonization; American Revolution; development of political systems and distinct culture; slavery; reform movements; sectionalism; Civil War; Reconstruction; Alabama's history and geographic changes that have influenced aspects of life during and after events. **Prerequisite: World History**

### **04103G1000 US History II: The Industrial Revolution to the Present, Grade 11**

#### **NOTE: FULLFILLS REQUIREMENTS FOR 11TH GRADE SOCIAL STUDIES**

Chronological survey of major events and issues: industrialization' Progressivism; foreign policy; World War I; the Great Depression: World War II; post-war United States; contemporary United States; Alabama's history and geographic changes that have influenced aspects of life during and after events. **Prerequisite: US History I**

### **04103H100 US History II: The Industrial Revolution to the Present, Honors, Grade 11**

#### **NOTE: FULLFILLS REQUIREMENTS FOR 11TH GRADE SOCIAL STUDIES**

Advanced work in the chronological survey of major events and issues: industrialization' Progressivism; foreign policy; World War I; the Great Depression: World War II; post-war United States; contemporary United States; Alabama's history and geographic changes that have influenced aspects of life during and after events. **Prerequisite: US History I**

### **04104E1000 US History, AP**

(REVISED February 1, 2023)

#### **NOTE: FULLFILLS REQUIREMENTS FOR 11TH GRADE HISTORY II**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for United States history. **Prerequisite: US History I**

### **04056E1000 European History, AP**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for European history. **Prerequisite: None**

### **04054E10SL History, SL, IB (Only offered at CHS)**

#### **NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME.**

Emphasis on an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; enables students to think critically in their reflection of the past.



**04054E10HL History, HL, IB (Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME.**

Emphasis on an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; enables students to think critically in their reflection of the past.

**04151G0500 US Government (Semester Course)**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE SOCIAL STUDIES**

Origins, functions, and branches of U.S. government; representative democracy; federalism; political/civic life; analysis of Constitution, Bill of Rights, and other relevant documents; foreign policy. **Prerequisite: US History II**

**04151H0500 US Government, Honors (Semester Course)**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE SOCIAL STUDIES**

Advanced work in the government's origins, functions, and branches of U.S. government; representative democracy; federalism; political/civic life; analysis of Constitution, Bill of Rights, and other relevant documents; foreign policy.

**Prerequisite: US History II**

**04157E1000 US Government and Politics**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE SOCIAL STUDIES**

AP College-level advanced course following the curriculum established by the College Board Advanced Placement

(AP) Program for U. S. government and politics.

**Prerequisite: US History II**

**04201G0500 Economics (Semester Course)**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE**

Basic elements of economics; comparative economic systems and economic theories; role of the consumer; business and labor issues; functions of government; structure of U.S. banking systems; role of Federal Reserve Bank. **Prerequisite: US History II**

**04201H0500 Economics, Honors (Semester Course)**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE**

Basic elements of economics; comparative economic systems and economic theories; role of the consumer business and labor issues; functions of government;

structure of U.S. banking systems; role of Federal Reserve Bank. **Prerequisite: US History II**

**04202E1000 Macroeconomics, AP**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for macroeconomics; basic economic concepts; measurement of economic performance; national income and price determination; financial sector; inflation, unemployment, and stabilization policies; economic growth and productivity; open economy; international trade and finance. **Prerequisite: US History II**

**04203E1000 Microeconomics, AP**

**NOTE: FULFILLS REQUIREMENTS FOR 12TH GRADE SOCIAL STUDIES**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for microeconomics; basic economic concepts; the nature and functions of product markets; factor markets; market failure and the role of the government. **Prerequisite: US History II**

**04004E1000 Human Geography, AP**

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. **Prerequisite: None; However, students who have had experience with world geography, world history or earth science may more easily address the objectives of this course. Experience with reading and interpreting data in various forms (i.e. graphs and maps) would also be beneficial. Students may have been effectively introduced to geographic terminology and concepts as early as the elementary school level.**

**04254G1000 Psychology**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS FOR GRADUATION.**

History of psychological inquiry, methods of scientific research; human development; sensation and perception; motivation and emotion; states of consciousness; social psychology, cognition; intelligence and assessment;

personality theories; stress; mental disorders and treatments. **Prerequisite: None**

**04256E1000 Psychology, AP**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS FOR GRADUATION. Recommended for Grades 10-12.**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for psychology. **Prerequisite: None**

**04257E10SL Psychology, SL, IB (Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME.**

Emphasis on the content psychology including students' development of a critical appreciation of human experience and behavior; the varieties of physical, economic, and social environments that people inhabit; and the history of social and cultural institutions.

**04258G1000 Sociology**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION.**

Culture and society; social inequalities; social institutions; social change. **Prerequisite: None**

**22110E1000 AP Seminar**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED AP CAPSTONE PROGRAM.**

College-level foundational course following the curriculum established by the College Board Advanced Placement (AP) Program; provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media; facilitates the exploration of real-world issues through cross-curricular lens; considers multiple points of view to develop a deep understanding of complex issues and topics, and connections are made between issues and students' own lives. **Prerequisite: None**

**04304E1000 Theory of Knowledge, IB (only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME. NOTE THAT THERE IS NO STANDARD LEVEL (SL) OR HIGHER LEVEL (HL) DESIGNATION FOR THIS COURSE.** An interdisciplinary IB course requirement that includes philosophical content intended to stimulate critical

and analytical reflection on knowledge across all disciplines and to encourage an appreciation of other cultural perspectives.

**04999G1001 Other Social Studies Electives**

**NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION.**

Courses developed locally; a social studies elective not described in this listing of social studies electives courses. **Prerequisite: None**

**04439X1001 AAS: Social Studies, Grade 9**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

**04439X1002 AAS: Social Studies, Grade 10**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS: Social Studies 9**

**04439X1003 AAS: Social Studies, Grade 11**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS: Social Studies 10**

**04439X1004 AAS: Social Studies, Grade 12**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS: Social Studies 11**

### **04051X1000 Essentials I: World History**

This course is a study of world history from 1500 to the present. Students are able to apply and utilize their knowledge to develop informed opinions about issues such as the quest for peace, human rights, trade, global ecology and the impact each has on everyday life situations.

Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

### **04102X1011 Essentials II: US History to 1877**

This course follows a chronological study of major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and Alabama perspective. Teachers must meet highly qualified teacher status for the appropriate course and grade.

**Prerequisite: Essentials I: World History**

### **04103X1011 Essentials III: US History from 1877**

This course begins with the post-Reconstruction United States and its shift into a more industrialized society and continues through the twentieth century to the present.

Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: Essentials II: US History to 1877**

### **04201X0511 Essentials IV: Economics**

This course is a one-semester course that focuses on the functions and institutions of modern-day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes to improve their lives and their communities. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: Essentials III: World History to 1877**

### **04151X0511 Essentials IV: US Government**

This course is a one-semester course that focuses on the origins, structure, and functions of government at all levels. It also includes a detailed study of the constitution of the United States and its provision. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: Essentials III: World History to 1877**

## **SCIENCES**

### **03051G1000 Biology**

**NOTE: BIOLOGY COURSES 03051G1000, 03051H1000, and 03051E1000 ARE THE ONLY SCIENCE COURSES THAT FULFILL THE “BIOLOGY’ GRADUATION**

**REQUIREMENT. MAY NOT BE DIVIDED INTO BIOLOGY I AND II.**

Inquiry-based course with engineering design integration; focused on patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.

**Prerequisite: None**

### **03051H1000 Biology, Honors**

**NOTE: BIOLOGY COURSES 03051G1000, 03051H1000, and 03051E1000 ARE THE ONLY SCIENCE COURSES THAT FULFILL THE “BIOLOGY’ GRADUATION REQUIREMENT. MAY NOT BE DIVIDED INTO BIOLOGY I AND II.**

Advanced inquiry-based course with engineering design integration; focused on patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity. **Prerequisite: None**

### **03056E1000 Biology, AP**

**NOTE: BIOLOGY COURSES 03051G1000, 03051H1000, and 03051E1000 ARE DEVELOPED FROM THE BIOLOGY CORE. THESE COURSES ARE THE ONLY SCIENCE COURSES THAT FULFILL THE “BIOLOGY” GRADUATION REQUIREMENT.**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for biology; scientific process and application skills; molecules; cells; heredity; evolution; organisms; populations. **Note: It is recommended AP Biology is taken after the completion of a first course in both high school biology and chemistry. Prerequisite: Biology and Chemistry**

### **03057E10SL Biology, SL, IB (Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME. FOR 11TH GRADE. (REVISED February 1, 2023)**

Breadth and depth of knowledge and understanding of the living world at all levels from micro to the macro using the emphasis on a practical approach through experimental work that characterizes the sciences; students design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

**03057E10HL Biology, HL, IB (Only offered at CHS)  
NOTE: THIS COURSE MAY ONLY BE OFFERED  
THROUGH AN APPROVED INTERNATIONAL  
BACCALAUREATE (IB) DIPLOMA PROGRAMME. FOR  
12TH GRADE.**

Emphasis on biology content including an application of scientific methods by which students develop an ability to analyze, evaluate, and synthesize scientific information.

**03053G1000 Human Anatomy and Physiology NOTE:  
DOES NOT FULFILL THE GRADUATION REQUIREMENT  
FOR BIOLOGY OR A PHYSICAL SCIENCE.**

Study of structure and function of human body systems from the cellular level to the organism level; interactions within and between systems that maintain homeostasis in an organism; how personal choices, environmental factors, and genetic factors affect the human body. **Prerequisite: None**

**03053H1000 Human Anatomy and Physiology, Honors  
NOTE: DOES NOT FULFILL THE GRADUATION  
REQUIREMENT FOR BIOLOGY OR A PHYSICAL  
SCIENCE.**

Advanced study of structure and function of human body systems from the cellular level to the organism level; interactions within and between systems that maintain homeostasis in an organism; how personal choices, environmental factors, and genetic factors affect the human body. **Prerequisite: None**

**03003G1000 Environmental Science  
NOTE: DOES NOT FULFILL THE GRADUATION  
REQUIREMENT FOR BIOLOGY OR PHYSICAL  
SCIENCE.**

Study of natural resources, natural hazards, human impacts on Earth systems and global climate change; design engineering solutions to solve various problems affecting Earth and its environment. It is designed to focus on the study of ecological principles and their application to field studies and human interaction. Project based learning will give students the experience of investigating local and global environmental issues and creating possible solutions. **Prerequisite: Physical Science and Biology**

**03207E1000 Environmental Science, AP  
NOTE: FULFILLS REQUIREMENTS FOR 3RD  
OR 4TH SCIENCE**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the

relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.

Note About Prerequisites: The AP Environmental Science course is an excellent option for any interested student who has completed two years of high school laboratory science - one year of life science and one year of physical science (for example, a year of biology and a year of chemistry). Due to the quantitative analysis that are required in the course, students should also have taken at least one year of Algebra I with Probability, or any course that satisfies the Algebra I requirement. Also, desirable (but not necessary) is a course in earth science. Because of the prerequisites, AP Environmental Science will usually be taken in either the junior or senior year. **Prerequisites: Biology, a Physical Science (Chemistry is recommended) and Algebra I w/Probability**

**03158G1000 Life Science Elective, Grades 9-12 NOTE:  
DOES NOT FULFILL THE GRADUATION REQUIREMENT  
FOR BIOLOGY OR A PHYSICAL SCIENCE, OR THE TWO  
ADDITIONAL SCIENCE REQUIREMENTS.**

Specialized topics, processes, skills, applications, principles, and experimentation in life science. **Prerequisite: None**

**03159G1000 Physical Science  
NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION  
REQUIREMENT.**

Conceptual inquiry-based course with engineering design integration providing investigation of the basic concepts of chemistry and physics including matter and its interactions, motion and stability, energy, and waves and information technologies. **Prerequisite: None**

**03999G1001 Physical Science Elective, Grade 9-12 NOTE:  
DOES NOT FULFILL THE GRADUATION REQUIREMENT  
FOR BIOLOGY OR A PHYSICAL SCIENCE, OR THE TWO  
ADDITIONAL SCIENCE REQUIREMENTS.** Specialized science topics, processes, skills, application, principles, and experimentation. **Prerequisite: None**

**03165E1000 AP Physics I: Algebra-Based  
NOTE: FULFILLS REQUIREMENTS FOR 3RD  
OR 4TH SCIENCE**

College-level, algebra-based, introductory physics course following the curriculum established by the College Board Advanced Placement (AP) Program; provides a foundation for future course work in physics; explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; introductory, simple circuits; facilitates inquiry-based learning designed to develop scientific critical thinking and reasoning skills. **Prerequisites: Algebra II with Statistics or Honors/**



**Pre-AP Algebra II with Statistics and Honors/Pre-AP Chemistry (Recommended) or Advanced Chemistry**

**03166E1000 AP Physics 2: Algebra-Based**

**NOTE: FULFILLS REQUIREMENTS FOR 3RD OR 4TH SCIENCE**

College-level, algebra-based, introductory physics course following the curriculum established by the College Board Advanced Placement (AP) Program; provides a foundation for future course work in physics; explores topics such as fluid statics and dynamics; thermodynamics and kinetic theory, PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; quantum, atomic and nuclear physics; facilitates inquiry-based learning designed to develop scientific critical thinking and reasoning skills. **Prerequisite: AP Physics 1: Algebra-Based**

**03101G1000 Chemistry**

**NOTE: FULFILLS THE “PHYSICAL SCIENCE” GRADUATION REQUIREMENT.**

Investigation of empirical concepts central to biology, earth science, environmental science, and physiology; in-depth investigations on the properties and interactions of matter including matter and its interactions, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life. **Prerequisite: Algebra I with Probability or Equivalent**

**03101H1000 Chemistry, Honors**

**NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT.**

Advanced investigation of empirical concepts central to biology, earth science, environmental science, and physiology; in-depth investigations on the properties and interactions of matter including matter and its interactions, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life. **Prerequisite: Advanced or Honors/Pre-AP Biology and Algebra I w/ Probability (grade of 80 or higher strongly recommended). Completion of Advanced or Honors/Pre-AP Geometry recommended.**

**03106E1000 Chemistry, AP**

**NOTE: FULFILLS REQUIREMENTS FOR 3RD OR 4TH SCIENCE**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP Program for chemistry; atomic theory and structure; chemical bonding; nuclear chemistry; gases; liquids and solids; solutions; reaction types; stoichiometry; equilibrium; kinetics; the thermodynamics. **Prerequisite: Advanced or Honors Chemistry and Algebra II with Statistics or Honors Algebra II with Statistics**

**NOTE: The College Board recommends AP Chemistry to be taken after the successful completion of a first course in high school chemistry and a second-year algebra course.**

**03107E10HL Chemistry, HL, IB (Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME. (REVISED February 1, 2023)**

Experimental science that combines theory with practical and investigational skills studying chemical principles of the physical environment and all biological systems, while increasing facility in the use of mathematics, developing interpersonal and information technology skills in a practical approach.

**03107E10SL Chemistry, SL, IB (Only offered at CHS)**

**NOTE: THIS COURSE MAY ONLY BE OFFERED THROUGH AN APPROVED INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAMME.**

Emphasis on chemistry content including an application of scientific methods by which students develop an ability to analyze, evaluate, and synthesize scientific information.

**03151H1000 Physics, Honors**

**NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT.**

Detailed exploration of properties of physical matter, physical quantities, motion and stability, energy, and waves and their applications for information transfer through authentic investigations and engineering design processes. **Prerequisites: Algebra II with Statistics or Honors Algebra II with Statistics and Honors Chemistry (Recommended) or Advanced Chemistry.**



### **03008G1000 Earth and Space Science**

**NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY OR PHYSICAL SCIENCE.**

Comprehensive application of all science disciplines with focus on concepts of the universe and its Stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the role of water in Earth's surface processes, weather and climate, and bio-geology; includes integration of engineering, technology and application of science core ideas. **Prerequisite: Physical Science and Biology**

**03996G0000 Science Intervention, Grades 7-12 NOTE: DOES NOT FULFILL ANY OF THE FOUR REQUIRED SCIENCE CREDITS FOR GRADUATION.** Remediation in the disciplinary core ideas of life, physical, and earth sciences including integration of science and engineering practices and crosscutting concepts.

### **14299G1002 Human Body Systems - PLTW**

**NOTE: EQUIVALENT TO HUMAN ANATOMY AND PHYSIOLOGY**

During this course, students will study the processes, structures, and interactions of the human body systems. The focus of this class will be basic human physiology that shows how the body systems work together to keep the amazing human machine functioning. Thus, the central theme is how the body systems work together to maintain homeostasis and good health. **Prerequisites: Principles of Biomedical Sciences and instructor approval. Completion of or enrollment in Pre-AP Chemistry is recommended.**

### **03239X1001 AAS: Science, Grade 9**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

### **03239X1002 AAS: Science, Grade 10**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS: Science 9**

### **03239X1003 AAS: Science, Grade 11**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS: Science 10**

### **03239X1004 AAS: Science, Grade 12**

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in science using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: AAS: Science 11**

### **19258X1001 AAS: Life Skills - Career**

**Preparedness, Grade 9 (REVISED February 1, 2023)**

This code applies to students with significant cognitive disabilities who are enrolled in a life skills course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards). Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

### **03159X1000 Essentials I: Physical Science**

This course is designed to provide students with practical knowledge of Physical Science including scientific process and application skills; periodic table; solutions; bonding; chemical formulas; physical and chemical change; gravitational, electromagnetic, and nuclear forces; motion; energy; energy transformation; electricity and magnetism; nuclear science; metric units. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

### **03051X1000 Essentials: Biology**

This course is designed to provide students with practical knowledge of Biology including process and application skills; cell processes; cell theory; photosynthesis and cellular respiration; genetics; classification; plants; animal's ecology; biogeochemical cycles. Teachers must meet highly qualified teacher status for the appropriate course and grade.

**Prerequisite: None**

### **03008X1000 Essentials: Earth and Space Science**

This course is designed to provide students with practical knowledge of Earth and Space Science including scientific process and application skills; energy in the Earth system; weather; seasons; theories for origin and age of the universe; stars, pulsars, quasars, black holes, and galaxies; Earth and space scientists; space exploration. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

### **03003X1000 Essentials: Environmental Science**

This course is designed to provide students with practical knowledge of Environmental Sciences including scientific process and application skills; natural and human impacts; carrying capacity; renewable and nonrenewable energy resources; properties and importance of water; land use practices; composition and erosion of soil. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

### **03053X1000 Essentials: Human Anatomy and Physiology**

This course is designed to provide students with practical knowledge of Human Anatomy and Physiology

including scientific process and application skills; anatomical terminology; structure and function of cells, tissues, and body systems; biochemistry; system regulation and integration. Teachers must meet highly qualified teacher status for the appropriate course and grade. **Prerequisite: None**

## **CAREER & TECHNOLOGY EDUCATION**

### **BUSINESS MANAGEMENT & ADMINISTRATION**

#### **12053G1000 Entrepreneurship**

A one-credit course designed to provide students with the skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. **Prerequisite: None**

#### **02153G1001 Career Mathematics**

A one-credit course that provides students with the foundational knowledge and processes needed to apply mathematical concepts in a career setting. Emphasis is placed on applied problems in the areas of algebra, geometry, measurement, and probability and statistics. **Prerequisite: Course Fulfilling Geometry Requirement**

#### **22153G1000 Career Preparedness**

##### **NOTE: FULFILLS GRADUATION REQUIREMENT**

A one-credit course that is taught in grades 9-12. The course prepares students with content knowledge and skills in the areas of career development and academic planning, computer skill application, and financial literacy. Also, this course is designed to meet the required 20-hour online experience. **Prerequisite: None**

**(2-years of JROTC may substitute for Career Preparedness credit but this will end after 2024-2025 SY)**

#### **22153G0512 Career Preparedness A**

A one-half credit course that is taught in grades 8-12. The course prepares students with knowledge and skills in the areas of career development and academic planning and computer skill application. This course is a prerequisite to Career Preparedness B. The required 20-hour online experience can be met by successfully completing both Career Preparedness A and Career Preparedness B.

**Prerequisite: None**

### **22153G0522 Career Preparedness B**

A one-half credit course that is taught in grades 9-12. The course prepares students with knowledge and skills in the areas of career development and academic planning and financial literacy. The required 20-hour online experience can be met by successfully completing both Career Preparedness A and Career Preparedness B. **Prerequisite: Career Preparedness A**

### **10005G1001 Business Software Applications I**

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

### **10005G1002 Business Software Applications II**

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

### **11153G1001 Digital Media Design**

A one-credit course designed to provide a creative hands-on environment in which students collaborate to produce a variety of digital media projects. Students use various hardware, peripherals, software, and web-based tools to learn skills involving graphic design, digital photography,

web design, and digital video production. Additionally, the standards are designed for students to engage in critical thinking skills and practice appropriate behavior in the use of technology. Emphasis is placed on exploring and demonstrating business-related skills such as teamwork, interpersonal skills, and ethics while completing their projects. **Prerequisite: Career Prep**

### **11153G1002 Digital Publications Design**

A one-credit course designed to provide students with marketable experience in both print and digital publishing. Emphasis is placed on page layout and design, computerized text, graphic art, digital photography, and the use of software to create a variety of publications. **Prerequisite: Digital Media Design**

## **MARKETING**

**12163G1003 Sports and Entertainment Marketing** Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking Sports and Entertainment Marketing. **Prerequisite: Marketing**

### **12164G1001 Marketing Principles**

A one-credit course designed to provide students with an overview of in-depth marketing concepts. Students develop a foundational knowledge of marketing and its functions, including marketing information management, pricing, product and service management, entrepreneurship, and promotion and selling.

### **10005G1001 Business Software Applications I**

A one-credit course that emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business

Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

### **12053G1000 Entrepreneurship**

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

### **12009G1001 Business Communications**

A one-credit course that focuses on how employees and management interact with each other and with groups and individuals outside the organization to reach organizational goals, objectives, and activities. This course emphasizes oral, written, and digital communication techniques, and content is designed to encourage exploration of business ethics, teamwork, conflict resolution, and leadership skills. Content standards require the use of presentation and word processing software to create business communications. Standards require proficiency in producing documents and multimedia presentations.

### **12162G1001 Digital Marketing**

A one-credit course that introduces students to digital marketing techniques, tools, and methods, including email, websites, applications, social media, and other electronic means. This course focuses on how to develop and conduct digital marketing campaigns. Emphasis is placed on creating, implementing, and critiquing online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video and images, podcasts, webcasts, and creating and repurposing content for use in digital environment.

### **12166G1002 Customer Service and Sales**

A one-credit course designed to provide instruction on basic principles of customer service and selling. This course focuses on the identification and classification of customer services, technology literacy issues related to customer service, and the human relations, leadership, organizational, and communication skills necessary for success in customer service. It offers instruction related to selling and sales, including professional sales, sales presentations, types of compensation, and characteristics and traits associated with successful selling.

## **ARCHITECTURE & CONSTRUCTION**

(REVISED May 1, 2023)

**17002G1010 Residential Building** A one-credit course designed to facilitate students' understanding of the framing components of a structure. Emphasis is placed on floor systems, wall and ceiling framing, stair construction, and roof framing. **Prerequisite: Architecture and Construction Fundamentals**

### **17011G1001 Construction Finishing**

A one-credit course designed to facilitate students' understanding of the first phases of construction including types of structures and their uses. **Prerequisite: Residential Building**

### **17002G1011 Construction Foundation Layout**

A one-credit course designed to provide instruction on the exterior and interior finishing phases of a structure. **Prerequisite: Construction Finishing**

### **17002G1001 Architecture and Construction Fundamentals (REVISED May 1, 2023)**

A one-credit course that introduces students to core knowledge and skills in the areas of design, pre-construction, construction, maintenance, operations, and installation and repair which are foundational to courses related to careers in the architecture and construction and manufacturing industries. This course is not a prerequisite for entering a specific pathway.

**Prerequisite: None**

**NOTE: Students must pass NCCER Core in this course prior to being able to move forward to upper level courses.**

### **17106G1001 Direct Current (REVISED May 1, 2023)**

A one-credit course designed to provide students with basic knowledge and skills in the electrical industry. Emphasis is placed on basic circuitry, measuring and calculating electrical quantities, characteristics of resistors, circuit construction, and troubleshooting. **Prerequisite: Architecture and Construction Fundamentals**



### **17106G1002 Alternating Current**

A one-credit course that addresses principles and concepts of magnetism, measuring electrical quantities, calculating electrical quantities using Ohm's law in alternating current circuits, and reactive circuits.

**Prerequisite: Direct Current**

### **17058G1013 Plumbing and Pipefitting I**

(REVISED May 1, 2023)

A one-credit course designed to help students understand the basic fundamental principles and practices of plumbing and pipefitting. This entry-level course may be taken as one of the optional technical courses with credit applied to the Industrial Systems and Maintenance program. **Prerequisite: Architecture and Construction Fundamentals**

### **17058G1023 Plumbing and Pipefitting II**

A one-credit course designed to provide students with an increased emphasis on reading and following schematics, diagrams, and rough-in sheets; installing or repairing plumbing fixtures; and troubleshooting and making repairs. **Prerequisite: Plumbing and Pipefitting I**

### **17058G1033 Plumbing and Pipefitting III**

A one-credit course that emphasizes proper methods for joining all types of pipes and fittings, hanging and securing pipes, and using tools and materials.

**Prerequisite: Plumbing and Pipefitting II**

### **17047G1000 Career Pathway Project - Architecture & Construction**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

### **17101G1000 Electrical Fundamentals**

(REVISED May 1, 2023)

This is the first of 3 required one-credit courses in the Electrical Technologies Pathway. It is designed to complete all core requirements for NCCER Core

credentialing and to provide students with fundamental knowledge and skills emphasizing use of hand tools, power tools, and electrical theory for use in the construction industry and required for NCCER Electrical Level I Credentialing. **Prerequisite: Architecture and Construction Fundamentals and students must have credentialed in NCCER Core.**

### **17103G1000 Electrical Installation (REVISED May 1, 2023)**

This is the second of 3 required one-credit courses in the Electrical Technologies Pathway. It is designed to provide students with theory, practice, and skills development. Emphasis is placed on fundamental knowledge and skills in basic wiring, understanding circuitry, performing basic wiring patterns, and using the National Electric Code (NEC) leading to NCCER Electrical Level I Credentialing. **Prerequisite: Electrical Fundamentals and students must have credentialed in NCCER Core.**

### **17105G1000 Electrical Technologies (REVISED May 1, 2023)**

This is the third of 3 required one-credit courses in the Electrical Technologies Pathway. It is designed to provide students with theory, practice, and skills development. Emphasis is placed on application. Skills in intermediate wiring, circuitry, wiring patterns, and using the National Electric Code (NEC) leading to NCCER Electrical Level I Credentialing. **Prerequisite: Electrical Installation and students must have credentialed in NCCER Core.**

### **17017G1000 CTE Lab in Architecture & Construction**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Architecture and Construction through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through programs courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite: None**

### **13207G1014 NCCER Welding I**

This is the first of 4 required one-credit courses in the Welding Technologies Pathway. It is designed to complete all core requirements for NCCER Core Credentialing and to provide students with fundamental knowledge and skills emphasizing use of hand tools, power tools, welding theory

and practice for use in the manufacturing and construction industry. This entry-level course is required for NCCER Welding Level I Credentialing and may be taken as one of the optional technical courses with credit applied to the Industrial Maintenance Technology area. **Prerequisite: Architecture and Construction Fundamentals**

### **13207G1024 NCCER Welding II**

This is the second of 4 required one-credit courses in the Welding Technologies Pathway. Topics include: basic shielded metal arc welding, blueprint reading, weld symbols and joint identification and print reading. Emphasis is placed on fundamental knowledge guided practice and NCCER Welding Level I requirements. **Prerequisite: NCCER Welding I, Teacher Recommendation and students must have credentialed in NCCER Core.**

### **13207G1034 NCCER Welding III**

This is the third of 4 required one-credit courses in the Welding Technologies Pathway. It is designed to provide students with theory, practice, and skills development. Emphasis is placed on application and operation of shielded metal arc welding (SMAW) equipment in the vertical, 3-F and overhead, 4-F positions leading to NCCER Welding Level I Credentialing. **Prerequisite: NCCER Welding III, Teacher Recommendation and students must have credentialed in NCCER Core.**

### **13207G1044 NCCER Welding IV**

This is the fourth of 4 required one-credit courses in the Welding Technologies Pathway. It is designed to provide students with additional practice, and skills development. Emphasis is placed on application and operation of shielded metal arc welding (SMAW) equipment and mastery in the vertical, 3-F and overhead, 4-F positions leading to NCCER Welding Level I Credentialing and AWS Plate certification. **Prerequisite: NCCER Welding III, Teacher Recommendation and students must have credentialed in NCCER Core.**

## **AGRICULTURE, FOOD & NATURAL RESOURCES**

### **18105G1012 Introduction to Veterinary Science**

A one-credit course designed to provide students with an introduction to the veterinary science profession. Topics include career opportunities, safety, human treatment, laws and regulations, anatomy and physiology, animal health, and veterinary services. **Prerequisite: None**

### **18001G0870 Pre-Agriscience 8th Grade Course**

An exploratory course that provides students the opportunity to gain knowledge and acquire skills relating to the agricultural industry. It may be offered as a component of a course rotation allowing students to explore different career fields. Topics include animal science, plant science, forestry and natural resources, leadership in the FFA, and Supervised Agriculture Experience.

### **181105G1022 Veterinary Science**

A one-credit course designed to prepare students for entry-level employment or advance training in the veterinary assisting industry. Emphasis is placed on reproduction, genetics, hormones, growth disorders, animal anesthesiology, basic surgery procedures, health management, business management, and technology. **Prerequisite: None**

### **18501G1001 Fish and Wildlife Management (1 credit) 18501G0501 (0.5 credit)**

A course that provides students with the opportunity to develop an understanding of the important role these natural resources play in the ecosystem. Topics include careers: outdoor safety; history and administration of fish and wildlife management; fish and wildlife issues; sport hunting; and outdoor recreation. **Prerequisite: None**

### **18501G1002 Intro to Animal & Dairy Science (1 credit) 18501G0502 (0.5 credit)**

A one-credit course that introduces students to the field of livestock production and animal health and welfare. Students participate in activities related to the animal science field as they study the importance of the livestock industry, breed identification and characteristics, nutrition, disease and parasite control, genetics and reproduction, animal rights versus animal welfare, specialty animal production and animal products, livestock facilities and transportation, and regulatory agencies. **Prerequisites: Fundamentals of Agri-Science**

### **18306G1002 Aquaculture Science**

A one-credit course designed to introduce students to physical and biological concepts and skills in aquaculture. Emphasis is placed on integration of knowledge to solve problems and broaden depth of understanding about water chemistry and management, aquaculture systems, aquatic biology, and health and sanitation. **Prerequisite: None**

### **18504G1000 Environmental Management**

Environmental Management is a one-credit course designed to provide students with an in-depth study of environmental management principles and practices including natural resources, ecology, waste management, water and air quality, pesticide management and use, and energy conservation.

### **18404G1001 Agricultural Welding Processes (1 credit) 18404G0500 (0.5 credit)**

Provide students with opportunities to become familiar with basic safety and technical information in metal fabrication and to participate in hands-on activities in the laboratory. Topics include tools and equipment, metal preparation, metal cutting, weld quality, and shielded metal arc welding (SMAW).

### **18404G1002 Agricultural Welding 2**

Provide students with opportunities to become familiar with safety, technical information, and fabrication, and to participate in hands-on activities in the lab utilizing the welding processes of Metal Inert Gas (MIG), Tungsten Inert Gas (TIG), and Flux Cored Arc Welding (FCAW). Topics include metal structures; identification and selection of tools, supplies, and equipment; and weld quality.

### **18998G1000 Career Pathway Project-Agriculture, Food & Natural Resources**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Prerequisite:** This course is designed as a capstone course for senior level students.

### **18003G1001 Fundamentals of Agriscience**

Fundamentals of Agriscience is a course that provides students with a fundamental overview of the Agriculture, Food and Natural Resources cluster, which contains five Pathways-Power, Structure, and Technical Systems; Environmental and Natural Resources Systems; Animal Systems; Plant Systems; and Agribusiness Systems. Students are involved in classroom and laboratory activities in each of the five pathway areas. The emphasis for Fundamentals of Agriscience is based around the NCCER Core Curriculum including basic safety, construction math, hand tools, power tools, construction

drawings, basic rigging, communication skills, employability skills, and materials handling. **Prerequisite: None**

### **18003G1002 Intermediate Agriscience**

Intermediate Agriscience is a course that provides students with an intermediate understanding of the Agriculture, Food and Natural Resources cluster, which contains five Pathways-Power, Structure, and Technical Systems; Environmental and Natural Resources Systems; Animal Systems; Plant Systems; and Agribusiness Systems. Students are involved in classroom and laboratory activities in each of the five pathway areas. The emphasis for Intermediate Agriscience is plant systems. The curriculum will provide opportunities for credentials utilizing resources from the Alabama Green Industry Training Center and NCCER. **Prerequisite: None**

### **18052G0500 Horticulture (0.5 credit)**

#### **18052G1001 (1 credit)**

A one-credit course designed to enable students to become knowledgeable of horticulture science, including plant physiology, greenhouse production, plant identification and classification, and pest management. Specific content standards to be included in each course are indicated in the course of study chart. **Prerequisite: None**

### **18101G1000 Poultry Science (0.5 or 1 credit course)**

Poultry Science is a one-credit course that provides students with instruction and opportunities to participate in hands-on activities in areas of safety, environmental issues, breeds of poultry, nutrition and disease prevention, consumer issues, biotechnological advancement, and management and marketing practices.

## **ARTS, AUDIO/VISUAL TECHNOLOGY & COMMUNICATIONS**

### **11990G1001 Foundation of Arts, A/V Technology & Communications**

A one-credit course designed to introduce students to the areas of Advertising Design, Animation, Commercial Photography, Graphic Arts, and Television Production. **Prerequisite: None**

### **11051G1015 Introduction Television Production**

A one-credit course that provides students with knowledge of television production skills and operations. Students participate in classroom and laboratory experiences in television performance, production, and operations. A

school-based television studio is required for this course.

**Prerequisite: None**

### **11051G1025 Television Production-Writing, Production and Performing**

A one-credit course that provides students with a variety of real-world learning opportunities through laboratory experiences in television writing, producing, and performing. **Prerequisite: Introduction to Television Production**

### **11051G1035 Television Production-Studio Operations**

A one-credit course that provides students with opportunities to participate through real-world laboratory experiences in studio operations. **Prerequisite: Introduction to Television Production**

### **11051G1045 Television Production-Photography and Editing**

A one-credit course that provides students with a variety of real-world learning opportunities through laboratory experiences in photography and editing for television productions. **Prerequisite: Introduction to Television Production**

### **11051G1055 Advance Television Production**

A one-credit course that provides students with opportunities to create and market video productions. **Prerequisites: Introduction to Television Production - and a minimum of one additional Television Production course which includes Television Production-Writing, Producing, and Performing; Television Production Studio Operations; or Television Production-Photography and Editing. A school-based television studio is required for this course.**

### **12165G1001 Studio Portfolio**

A one-credit course that provides students with the opportunity to create projects utilizing traditional and electronic portfolio presentations. This course prepares students for postsecondary education and/or entry-level positions in the advertising design industry. **Prerequisite: Graphic Illustration.**

### **12165G1002 Introduction to Animation and Visual Communication**

A one-credit course that is designed to introduce students to the animation industry including animation production and film direction. **Prerequisite: Foundation of Arts, A/V Technology and Communications**

### **11990G1002 Animation Layout**

Intro to Animation and Visual Communication or a satisfactory portfolio review by the instructor is the prerequisite for this course. A one-credit course that provides students with the opportunity to explore illustration relative to settings, locations, and environments for animated film. **Prerequisite: Intro to Animation & Visual Communications**

### **11990G1003 Animation Character Development and Design**

A one-credit course that provides students with the opportunity to develop and design animated characters emphasizing anatomy, film archetypes and stereotypes, figure drawing, and costume design. Intro to Animation and Visual Communication, Animation Layout, Storyboarding, or a satisfactory portfolio review by the instructor is the prerequisite for this course. A school-based studio is required for this course. **Prerequisite: Animation Layout**

### **11990G1004 Storyboarding**

A one-credit course that provides students with the opportunity to illustrate and communicate ideas, themes, locations, and emotions through electronic, traditional and digital media. **Prerequisite: Introduction to Animation and Visual Communication, Animation Layout, or satisfactory portfolio review by the instructor**

### **11990G1005 Character Animation**

A one-credit course that allows students to create animated stories including characters that appear self-motivated and have their own individual thought processes. **Prerequisite: Introduction to Animation and Visual Communication, Animation Layout, Storyboarding or a satisfactory portfolio review by the instructor.**

### **11990G1006 Animated Filmmaking**

A one-credit course that provides students with the opportunity to produce entertaining animated films utilizing varied techniques. **Prerequisite: Introduction to Animation and Visual Communication, Animation Layout, Storyboarding or a satisfactory portfolio review by the instructor.**

### **11990G1007 Advanced Animation Portfolio**

A one-credit course that provides students with the opportunity to produce portfolio-quality animation utilizing varied techniques. Students critique, judge, and revise previous animation that will be assembled into a final,



portfolio. Instruction allows students to focus on safety, studio projects, portfolio organization, and employment skills. Students are encouraged to participate in a local state, and national contests as well as to present their projects to industry professional and postsecondary educators. **Prerequisite: Intro to Animation and Visual Communication, Animation Layout, Storyboarding, Animation Character Development and Design, Character Animation, and Animated Filmmaking**

#### **11197G1001 Career Pathway Project-Arts, A/V Tech & Communications**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

#### **11197G1002 CTE Lab in Arts, AV Television, and Communication**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Arts, AV Television, and Communication through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite: None**

## **FINANCE**

#### **12007G1000 Business Finance (1 credit) 12007G0500 (0.5 credit)**

A one-credit course designed to provide students with an overview of the principles of business finance. The curriculum focuses on economics, marketing, accounting procedures, and the global financial market. **Prerequisite: None**

#### **10005G1001 Business Software Applications I**

A one-credit course designed to emphasize the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of

word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies. Competencies for the co-curricular student organizations, DECA and Future Business Leaders of America (FBLA-PBL), are also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment. **Prerequisite: None**

#### **19262G1001 Personal Finance (1 credit) 19262G0500 (0.5 credit)**

A course designed to introduce students to the management of personal and family resources to achieve personal goals and financial literacy.

#### **12102G1000 Banking and Financial Services**

A one-credit course designed to help students develop skills related to banking and related services as they process customer transactions, maintain cash drawer, process documents, and respond to customer requests to provide other customers services. **Prerequisite: None**

#### **12104G1012 Accounting**

A one-credit course designed to help students understand the basic principles of the accounting cycle. Emphasis is placed on basic accounting, analyzing and recording business transactions, preparing and interpreting financial statements, and performing banking and payroll activities. **Prerequisite: None**

#### **12104G1022 Advance Accounting**

A one-credit course designed to provide students with an increased emphasis on accounting principles and techniques for solving business problems and making financial decisions. **Prerequisite: Accounting**

#### **12103G1000 Financial Management**

A one-credit course designed to provide students with an overview of financial and investment planning procedures. Students interpret financial data to develop short- and long-term budgetary plans, produce accurate reports, and make informed business decisions. **Prerequisite: None**

#### **12106G1000 Insurance Services**

A one-credit course designed to help students develop skills related to insurance services, including life, health, and property insurance, as they gain product knowledge of the industry. Students distinguish between

policy types and coverage and create and complete insurance-related documents to process information.

**Prerequisite: None**

### **12147G1001 Career Pathway Project-Finance**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

## **GOVERNMENT & PUBLIC ADMINISTRATION**

(2-years of JROTC can substitute for Career Preparedness credit but this will end after 2024-2025 SY and JROTC may substitute for Beginning Kinesiology) See Counselor for additional information.

### **09051G1001 Army JROTC Leadership Education and Training I (LET I)**

A one-credit course that provides first-year cadets with classroom and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. Emphasis is placed on leadership skills, principles, values and attributes, and diversity. **Prerequisite: None**

### **09052G1001 Army JROTC Leadership Education and Training II (LET II)**

A one-credit course designed to provide intermediate instruction in leadership and citizenry, and the expansion of skills taught in LET I. Emphasis is placed on communication techniques, cadet challenges, American citizenship, map reading, and the role of the U.S. Army. **Prerequisite: JROTC LET I**

### **09053G1001 Army JROTC Leadership Education and Training III (LET III)**

A one-credit course designed to provide advanced instruction in leadership and citizenry, communication, history and career opportunities, and technology awareness. Student will have hands-on experiences as teacher/leaders within the cadet battalion. **Prerequisite: JROTC LET II**

### **09054G1001 Army JROTC Leadership Education and Training IV (LET IV)**

A one-credit course designed to provide opportunities for students to demonstrate leadership potential in an assigned command or staff position with the cadet battalion organizational structure. Emphasis is placed on negotiation skills and management principles.

**Prerequisite: JROTC LET III**

### **09201G1001 Marine Corps JROTC Leadership Education I (LE-I)**

A one-credit course that provides an introduction to MCJROTC purposes, requirements, and tradition. Emphasis is placed on leadership, core values, patriotism, public service, career exploration, and communication.

**Prerequisite: None**

### **09202G1001 Marine Corps JROTC Leadership Education II (LE-II)**

A one-credit course that builds on LE-I and provides instruction and training in military history, rank and structure; corps symbols; citizenship; effective writing skills; employment skills; and branches of federal government. **Prerequisite: Marine Corps JROTC Leadership I (LE-I)**

### **09203G1001 Marine Corps JROTC Leadership Education III (LE-III)**

A one-credit course that focuses on Marine Corps rank and organization; team training; inspections and evaluations; leadership styles; military service etiquette; college preparation; land navigation; and military service structure. Cadets are exposed to more practical applications and assume leadership roles. **Prerequisite: Marine Corps JROTC Leadership Education II**

### **09204G1001 Marine Corps JROTC Leadership Education IV (LE-IV)**

A one-credit course that provides instruction and experiences in advanced leadership skills, conflict resolution, selective service system, personnel inspections; and Marine air-ground task force. Emphasis is placed on the national Marine Corps competencies, portraits of patriots and great Americans; written communication; and research. **Prerequisite: Marine Corps JROTC Leadership Education III**

**09201G1002 Marine Corps JROTC Leadership Education I-A (Accelerated)**

This course is used to supplement and reinforce the instruction given in Leadership Education I. More instruction is given on General Military Subjects, drill and marksmanship competitions, and school and community service. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. This course is designed for 9th graders. **Prerequisite: Marine Corps JROTC Leadership Education I**

**09202G1002 Marine Corps JROTC Leadership Education II-A (Accelerated)**

This course is used to supplement and reinforce the instruction given in Leadership Education II. More instruction is given on General Military Subjects, drill and marksmanship competitions, and school and community service. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. This course is designed for 10th graders. **Prerequisite: Marine Corps JROTC Leadership Education II**

**09203G1002 Marine Corps JROTC Leadership Education III-A (Accelerated)**

This course is used to supplement and reinforce the instruction given in Leadership Education III. More instruction is given on General Military Subjects, drill and marksmanship competitions, and school and community service. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. This course is designed for 11th graders. **Prerequisite: Marine Corps JROTC Leadership Education III**

**09204G1002 Marine Corps JROTC Leadership Education IV-A (Accelerated)**

This course is used to supplement and reinforce the instruction given in Leadership Education IV. More instruction is given on General Military Subjects, drill and marksmanship competitions, and school and community service. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps

JROTC curriculum. This course is designed for 12th graders. **Prerequisite: Marine Corps JROTC Leadership Education IV**

**09004G0500 JROTC Leadership Application**

This course provides students the opportunity to become proficient in the practical application of basic and advance military skills through the development of individual leadership abilities, confidence, self-esteem, discipline, and teamwork. Content includes execution of military drill and ceremonies, physical training and leadership lab applications. Course is designed to give flexibility to cadets needing to take a required ½ credit course in another area of study and wanting to remain active in JROTC. **Prerequisite: Previous JROTC Leadership and Education Training Course**

**09990G0501 Geography-Maps and Regions, JROTC** This course is designed to build map reading and land navigation skill. It also develops global awareness as cadets compare physical, political, economic and cultural elements of continents, region and countries and examine the global nature of environmental issues. **Prerequisite: None**

**09051G1012 Army JROTC Drill I**

The purpose of this course is to introduce freshman cadets to the theory and practice of military drill and ceremonies. Specific emphasis will be on individual movements unarmed, individual movements armed, squad drill, and platoon drill. In addition, basic color guard procedures will be taught along with specific instruction on how to properly render respect for the nation's colors at various indoor and outdoor ceremonies. **Prerequisites: JROTC and Teacher Recommendation**

**09052G1012 Army JROTC Drill II**

The purpose of this course is to further develop the understanding of the theory and practice of military drill and ceremonies. Specific emphasis will be on unarmed and armed squad drill, platoon drill, and company drill. Cadets will be placed in advanced leadership positions within these formations. In addition, advanced color guard procedures will be taught along with specific instruction on how to properly render respect for the nation's colors at various indoor and outdoor ceremonies. Selected cadets will be placed in leadership positions within the color guard formations to include 4-person, 5-person, and 6-person color guards. **Prerequisite: Army JROTC Drill I**

### **09053G1012 Army JROTC Drill III**

Advanced color guard procedures are taught along with specific instructions on how to properly render respect for the nation's colors at various indoor and outdoor ceremonies. Selected cadets will be placed in leadership positions within the color guard formations to include 4-person, 5-person, and 6-person color guards. Furthermore, cadets will learn about how to form and execute honor guards and saber guards for various ceremonial functions. **Prerequisite: Army JROTC Drill II**

### **09054G1012 Army JROTC Drill IV**

Cadets enrolled in this class are expected to be highly proficient in the advanced drill techniques and will serve as student-instructors for underclassmen. Cadets will be experts in individual and unit level movement techniques both armed and unarmed. Furthermore, these cadets will serve in leadership positions for the school's drill teams, color guards, honor guards, and saber guards. Classroom time is devoted to perfecting these skills and they will apply them in various school and community services activities. **Prerequisite: Army JROTC Drill III**

## **HEALTH SCIENCES**

### **14002G1001 Foundations of Health Science**

A one-credit foundational course that introduces students to integrated academics, employability and career development skills, legal and ethical issues, communications, safety, and life skills. This course is a prerequisite to all courses in the Health Science cluster. **Prerequisite: Biology Recommended Prior to Placement**

### **14298G1000 Health Science Internship**

**NOTE: THIS CLASS HAS AN ADMISSION PROCESS, SEE YOUR SCHOOL COUNSELOR**

A one-credit course focusing on basic knowledge and skills necessary for beginning health care workers. Health Science Internship reinforces and applies knowledge learned in classroom and laboratory settings.

**Prerequisites: Successful Completion of Two Career/Tech Courses**

### **1505561000 Forensic and Crime Scene Investigation**

A one-credit course that prepares students in two distinct concentrations. It focuses on working in a crime lab setting as a forensic scientist or technician. Crime Scene Investigations covers the application of the scientific

method at a crime scene, including scene processing and the identification and collection of evidence.

**Prerequisites: Biology, Chemistry and Geometry with Data Analysis**

### **14299G1001 Human Body Structure & Functions**

A one-credit course designed to help students learn care content that emphasizes the structure and functions of cells, tissues, organs, organization of the human body systems, and medical terminology. Scientific processes, problem-based learning and critical thinking are integral parts of the course. **Prerequisites: A Physical Science, Biology and Foundations of Health Science**

### **14149G1000 Diagnostic Services**

A one-credit course designed to introduce students to careers in the diagnostic services pathway including electrocardiographic technician, medical laboratory technologist, radiographic technician, and pathologist. **Prerequisite: Foundations of Health Science**

### **14099G100 Therapeutic Services**

A one-credit course that introduces students to occupations and functions in the therapeutic services pathways. Careers in this area include nursing, medicine, physical therapy, surgical technology, respiratory therapy, emergency medical technician, and more. **Prerequisite: Foundations of Health Science**

### **14062G1001 Sports Medicine Intermediate**

Sports Medicine Intermediate is a one-credit course that teaches fundamental skills to include therapeutic exercise regimens within the field of sports medicine. Students will explore the study of sports medicine and the relationship to risk management and injury prevention. Students will demonstrate an understanding of anatomy and physiology, with emphasis on the musculoskeletal system. The importance of health promotion, wellness, injury and disease prevention will be emphasized. Students will examine sports medicine facilities, policies, procedures, and protocols utilized in patient care. **Prerequisite: Sports Medicine Fundamentals**

### **14062G1002 Sports Medicine Advanced**

Sports Medicine Advanced is a one-credit course with strong emphasis on musculoskeletal injuries as well as the psychological and sociological responses to injuries



and illness. Students will demonstrate critical thinking skills, patient care skills related to prevention, rehabilitation, and management, and communicate appropriate outcomes through oral and written communication. Course content will include an understanding of basic pathophysiology, kinesiology, and principles of treatment. An analysis of a variety of health situations involved in the sports medicine pathway will be conducted through project-based learning, laboratory, simulation, and clinical experiences.

**Prerequisite: Sports Medicine Intermediate**

### **14051G1000 Patient Care Technician**

Patient Care Technician is a one-credit course that provides students the opportunity to become effective and efficient multi-skilled healthcare providers. Students will develop working knowledge of advanced patient care skills, vital signs, 12-lead EKG's, oxygen therapy, basic phlebotomy via simulation, and specimen collection and processing. Essential workforce skills and safety will be emphasized, as well as, professional ethics and legal responsibilities. Students will ascertain employability skills and soft skills required by business and industry. Upon successful completion of required theory, lab and simulation, students may be eligible to sit for Patient Care Technician Certification. **Prerequisite: Foundations of Health Science**

### **14062G1003 Sports Medicine Fundamentals**

Sports Medicine Fundamentals is a one-credit course that will provide an overview of the field of sports medicine as well as expose students to fundamental skills. The importance of legal and ethical concerns will be emphasized. Students will learn about career opportunities, medical terminology, safety, assessment and emergency preparedness in sports medicine.

## **HOSA (Health Occupations Students of America)**

HOSA is a Career and Technical Student Organization (CTSO). CTSOs are integral, co-curricular components of each career and technical education course. They organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace readiness skills, and broaden opportunities for personal and professional growth.

**Prerequisite: Foundations of Health Science. See your CTE teacher for additional information.**

### **14202G1000 Support Services**

A one-credit course that introduces students to occupations and functions in the support services pathway including environmental health and safety technicians, epidemiologists, and environmental services managers. This course allows flexibility in individualizing the occupation focus to meet needs of the local system.

**Prerequisite: Foundations of Health Science**

### **14154G1000 Medical Terminology**

A one-credit course designed for students to develop health care-specific knowledge for a career in the medical field. The course uses an integrated approach for teaching the language by incorporating medical terminology with anatomy and physiology and the disease process.

**Prerequisite: Foundations of Health Science**

### **14997G1000 Career Pathway Project-Health Science**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

## **HOSPITALITY & TOURISM**

### **16001G1000 Introduction to Hospitality and Tourism**

A one-credit foundation course designed to introduce students to the hospitality and tourism industry, the lodging industry, and culinary arts. This course is a prerequisite for Culinary Arts I, Travel and Tourism I, and Lodging I. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for the course. **Prerequisite: None**

### **16053G1012 Culinary Arts I**

A one-credit course designed to introduce students to basic food production, management, and service activities in both the back and-front of the house. Emphasis is placed on sanitation, safety, and basic food production. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for this course. **Prerequisite: Introduction to Hospitality and Tourism**

### **16053G1022 Culinary Arts II**

A one-credit course designed to provide students with advanced experiences in food production, management and service. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for this course. **Prerequisite: Culinary Arts I**

### **16056G1000 Baking and Pastry Arts**

This is a one-credit course designed to provide the principles of baking and pastry techniques. The course includes baking technologies, equipment, preparation procedures, production methods, pastry methods, chocolate and candy productions, science of bread baking, confections and desserts, showpieces, cost control, food safety and presentations techniques to create fundamental baking to the latest pastry trends.

**Prerequisites: Introduction to Hospitality and Tourism and Culinary Arts I**

### **16151G1000 Event Planning and Management**

A one-credit course taught in grades 9-12. Students will learn to organize and plan all aspects of business and social events including the food, location, and décor associated with hiring an event planner. Concepts taught in the course to meet the needs of clients include planning for the event with activities, establishing a budget, determining the theme, planning the guest list, determining the location, developing an event plan schedule, planning transportation needs, training of staff, staging the event, calculating room and space requirements, providing necessary technology and equipment, planning food and beverage services, securing entertainment, understanding legal issues in event planning, and conducting post-evaluations of events. Students demonstrate leadership characteristics and make decision based on integrating knowledge of financial, human resources, promotion, and event management principles. Students are prepared for various career opportunities in event planning.

**Prerequisite: Introduction to Hospitality and Tourism or Approval of the Instructor**

### **16151G1000 Travel and Tourism I**

A one-credit course focused on the development, research, packaging, promotion, and delivery of a traveler's experiences that may include creating guide books planning trips and events, managing a customer's travel plans, or overseeing a convention center.

**Prerequisite: Introduction to Hospitality and Tourism**

### **16152G1000 Travel and Tourism II**

A one-credit course designed to provide knowledge and skill in understanding economics, marketing operations, admissions to events, safety and securing precautions, and local and regional markets. **Prerequisite: Travel and Tourism I**

### **16201G1000 Sports, Recreation, and Attractions Management I**

This is a one-credit course designed to provide students with an opportunity to gain in-depth knowledge and skills related to the growing sports, recreation, and entertainment industries. The concepts of facility design, merchandising, advertising, public relations/publicity, event marketing, sponsoring events, ticket distributions, and careers related to these industries are the major concepts addressed in the class.

### **16101G1000 Hotel, Resort, and Lodging Management I**

A one-credit course designed to prepare students to perform tasks related to the operations of lodging facilities and the care of guests in these facilities, either through direct guest contact or the provision of background services that enhance the guest experience. **Prerequisite: Introduction to Hospitality and Tourism**

### **16102G1000 Hotel, Resort, and Lodging Management II**

A one-credit course that focuses on the application of basic principles of the hotel and lodging industry. Students develop skills in various functional areas of hotel operation, including front desk operations, guest registrations, housekeeping, convention sales, food and beverages services, and guest services. A school-based laboratory is required for this course. **Prerequisite: Hotel, Resort, and Lodging Management I**

### **16097G1001 Career Pathway Project-Hospitality & Tourism**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

## HUMAN SERVICES

### **19262G1001 Personal Finance (1 credit)**

#### **19262G0500 (0.5 credit)**

A one-credit course designed to introduce students to the management of personal and family resources to achieve personal goals and financial literacy. **Prerequisite: None**

### **19259G0500 Family Wellness**

A one-half credit course designed for students interested in health issues that impact individuals, families, and communities. Students will explore family health throughout the stages of the life-span. **Prerequisite: None**

### **19251G1000 Family and Consumer Sciences**

A one-credit course that provides students with core knowledge and skills in the areas of marriage and family, parenting and caregiving, consumer sciences, apparel, housing, food and nutrition, and technology. A school-based laboratory is required for this course. **Prerequisite: None**

### **1925G1000 Food and Nutrition**

A one-credit course designed to enable students to explore the relationship between food, nutrition, fitness, and wellness. Students learn how to select and prepare nutritious foods. A school-based laboratory is required for this course. **Prerequisite: Family and Consumer Science**

### **19104G1000 Cosmetology Fundamentals**

A one-credit course designed to provide students with a study of concepts related to the cosmetology profession. Students gain initial practical experience in sanitation, shampooing, hair shaping, and hairstyling. **Prerequisite: Application and Instructor Approval**

### **19103G1001 Hair Coloring**

A one-credit course designed to provide students with the study and experience in hair coloring and lightening. Emphasis is placed on color application, laws, and levels and classifications of color. **Prerequisite: Cosmetology Fundamentals and Instructor Approval**

### **19103G1002 Chemical Services**

A one-credit course designed to focus on the theory of chemical services related to chemical hair texturing. Students gain initial, practical experience in performing various chemical texturing activities. **Prerequisite: Cosmetology Fundamentals and Instructor Approval**

### **19107G1001 Spa Techniques I**

A one-credit course that focuses on the structure and

function of various systems of the body. This course also provides hands-on experiences in facial massage techniques, skin care, and hair removal. **Prerequisite: Cosmetology Fundamentals**

**19107G1002 Spa Techniques II** A one-credit course that provides students with study and experiences in advanced hair removal, cosmetic applications, skin care, and massage techniques. **Prerequisites: Cosmetology Fundamentals and Spa Techniques I**

### **19107G1003 Salon Practices and Management**

A one-credit course designed to assist students in developing entry-level management skills for the cosmetology industry. Students practice all phases of cosmetology in a salon setting. **NOTE: Fees Vary- Either \$70 (\$25 fee and \$45 Cosmetology Kit (manikin, 4 brushes, 12 combs, and 12 hair clips) OR \$55 (\$25 fee and \$30 manikin).** **Prerequisite: Cosmetology Fundamentals and Instructor Approval**

**19105G1001 Nail Technology I** A one-credit course designed to focus on all aspects of the nail care industry. Emphasis is placed on nail care history and opportunities, nail and skin services, sanitation and bacteriology, and salon conduct. **Prerequisite: Cosmetology Fundamentals and Instructor Approval**

### **19149G1000 State Board Practicum**

A one-credit culminating course designed to provide students with a comprehensive study of State Board procedures and practical applications in cosmetology and nail care. The course consists of Pathway A-Cosmetology (content standards 1-17) and Pathway B-Nail Care Services (content 1-11 and 18-20). The prerequisites for this course depend upon the licensure the student is pursuing. **Prerequisite: Cosmetology Fundamentals**

### **19297G1000 Career Pathway Project-Human Services-Cosmetology**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

### **19157G1001 Career Pathway Project-Human Services, Cosmetology**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ, problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

### **19148G1000 Natural HairStyling**

Natural Hair Styling Practicum is a one-credit course designed to provide instruction on natural hair care services and techniques for styling and grooming natural hair. Core domain service areas include work area and client preparation, set-up supplies, safe work practices, procedures related to services and design, and blood exposure procedure. **Prerequisite: Approval of the Instructor**

### **19147G1003 CTE Lab in Cosmetology and Barbering**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within Cosmetology through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credentialing opportunities. **Prerequisite: None**

### **19102G1000 Barbering Fundamentals**

Introduction to Barbering is a one-credit course that provides students with a study of concepts related to the Barbering profession. Specific topics include Barbering history and career opportunities, professional image, infection control, and basic fundamentals and principles of hair care and design. Students also gain initial practical experience in sanitation, shampooing, hair shaping, and hairstyling. Upon successful completion of this course, students are able to practice safety and sanitary precautions as they perform basic Barbering procedures. **Prerequisite: None**

## **INFORMATION TECHNOLOGY**

### **10102G1002 Information Technology Support and Services**

A one-credit course designed to provide students with knowledge of computer hardware, operating systems, and computer software applications. This course provides students with additional skills necessary to effectively plan, develop, and administer both a local area network (LAN) and a wide area network (WAN). **Prerequisite: Computer Management and Support**

### **10111G1000 Computer Management & Support**

A one-credit course that provides students with skills necessary to manage a stand-alone computer on a home network. **Prerequisite: Networking IV**

### **10001G1000 Information Technology Fundamentals**

A one-credit course that introduces students to the knowledge base and technical skills for information technology careers. Students study the nature of business and demonstrate knowledge of the functions of information systems in business. **Prerequisite: Career Preparedness**

### **10019E1000 Computer Sciences Principles, AP**

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) program for computer science, focuses on the innovative and multidisciplinary aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives; introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. Course can be counted at CTE OR Math credit. **Prerequisite: Approval of the Instructor**



### **10011G1000 Intro to Digital Literacy & Computer Science**

Intro to Digital Literacy and Computer Science is a full credit high school computer science course focused on the development of skills in computational thinking and digital literacy. Students will discover how they already act as computational thinkers, digital citizens, collaborators, analysts, and designers within their everyday lives. They will develop and apply these skills within computer science contexts to solve problems or discuss issues related to digital tools, global collaboration, ethical and legal behavior, and security, privacy, and safety in a digital world. Students will engage in individual and collaborative projects to create authentic products.

### **10101G1014 Networking I**

A one-credit course designed to provide students with skills involving a hands-on, career-oriented approach to learning networking that includes practical experiences. It is recommended that Information Technology Fundamentals be taken prior to this course. **Prerequisite: Information Technology Fundamentals**

### **10101G1024 Networking II**

A one-credit course designed to provide students with skills involving hands-on learning by installing a router, configuring a server, and performing disaster recovery. **Prerequisite: Networking I and Teacher Approval**

### **10102G1034 Networking III**

A one-credit course designed to provide students with the skills needed to perform routing and switching in an enterprise network. Students configure a switch with a virtual local area networking and inter-switch communication. **Prerequisite: Networking II and Teacher Approval**

### **10152G0501 Introduction to Programming**

A one-half credit course that uses Python programming language to introduce students to basic programming skills. Students will learn the principles of programming by comparing Python to other programming languages. The course begins with algorithms, and lays a foundation of mastering variables, operators, and control structures. Students will learn to design programs, write functions, program documentation, formal debugging, and testing. **Prerequisite: Information Technology Fundamentals**

### **10997G1001 Career Pathway Project-Information Technology**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

**Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

### **10012G1001 Exploring Computer Science**

Exploring Computer Science is designed to be a college preparatory high school course and thus, should provide a rigorous, but accessible, introduction to computer science. No previous computer science experience is required. **Prerequisite: It is recommended that students have completed Algebra I prior to enrolling or be concurrently enrolled in Algebra I with Probability**

## **LOGISTICS**

### **20001G1002 Introduction to Logistics**

This course engages students in solving contextual problems related to the concepts of supply chains, warehouse location, contingency planning, insourcing and outsourcing, and expanding existing supply chains. These concepts form the basis of global logistics and supply chain management and help students understand how professionals examine options to maximize the use of resources across distribution networks.

### **20199G1001 Functional Areas in Logistics**

This course compels students to explore deeper understandings of the concepts they discovered in the previous course as they navigate projects on warehouse design, inventory management, transportation optimization, information technology, emergency responsiveness and the supply chain for manufacturing. Students use their experiences in this course to discover ways that professionals minimize the outlay of resources while improving efficiency and ability in the global market.

### **20199G1002 Global Logistic Management**

This advanced course offers challenging projects that require students to look at the global implications of the industry in more earnest as they experiment with

decisions over intermodal transportation, route selection, international shipping regulations, emergency preparedness, cultural awareness, business ethics and international trade restrictions related to a distribution strategy. Students develop their understanding of the industry in this course and truly build their awareness of the challenges of doing business in a world with multiple borders that must be traversed.

### **2019G1003 Logistics and Supply Chain Management**

This advanced course allows students to see the implications of all the concepts they learned in the previous three courses as they consider environmental impact, selecting business partners in a global and domestic chain, information technology and decisions regarding e-commerce. Students explore the ongoing need to balance dependability and resource outlay in meeting customer demands around the world. Projects will expand students' decision-making skills as they tackle issues related to transportation, distribution networks and manufacturing.

## **MODERN MANUFACTURING**

This program will be offered at the Tuscaloosa Career and Technology Academy in partnership with Shelton State Community College. Students must successfully complete the Workforce Readiness course (22152G1001) prior to enrolling in the Modern Manufacturing pathway. Please see your counselor for more information regarding this program.

### **22152G1001 Workforce Readiness**

Workforce Readiness standards are designed to provide students with higher-level academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on academic foundations for careers, applied technology, career development and employment, entrepreneurship and business economics, social and ethical responsibility, leadership, teamwork, safety and health.

### **13002G1013 Manufacturing I: Safety**

Provides students with knowledge of industrial safety, leadership, and communication. Topics included personal protective equipment, fire and electrical safety, work area safety, hazardous material and material handling safety, and tool and machine safety.

### **13002G1023 Manufacturing II: Quality**

Provides students with knowledge of quality practices and measurement. Topics include blueprint reading, basic measurement, precision measurement, quality systems, and statistical process control concepts.

### **13002G1033 Manufacturing III: Production**

Provides students with knowledge of manufacturing processes, production, and equipment. Topics include mechanical principles and linkages, material quality control, machining processes and machine tooling, equipment procedures, production planning and workflow, and production control.

### **13002G1043 Manufacturing IV: Maintenance**

Provides students with the importance of maintenance awareness in the manufacturing setting and provide the knowledge they need to carry out basic maintenance procedures. The importance of cleaning, inspections, and preventive maintenance is stressed. Areas of focus include basic electric circuits, power, pneumatic, and hydraulic power systems; lubrication concepts, bearings and couplings, belt and chain drives, and machine automation and control concepts.

## **PUBLIC LAW & SAFETY**

### **12054G1001 Business and Legal Concepts (1 credit)**

#### **12054G0501 (0.5 credit)**

A course designed to emphasize the ethical and legal dimensions of conducting business. The course focuses on application of ethical concepts, historical events that have shaped business law in the United States, the U.S. court systems, contracts, insurance, and various areas of law that impact business operations. **Prerequisite: None**

### **14055G1000 Emergency Services and Management**

A one-credit course that introduces students to the emergency medical profession. Course content emphasizes safety, human structure and function, assessment of emergency clients, ethical behavior, and emergency care procedures. **Prerequisite: Intro to Public Safety**

### **15001G1000 Introduction to Public Safety**

A one-credit course designed to develop the knowledge and skills necessary for success and advancement in specialized preparatory programs for public service jobs. The course emphasizes emergency preparedness, basic first aid, fire management services, legal services, and corrections and law enforcement services. **Prerequisite: None**

### **15054G1001 Law Enforcement and Correction**

A one-credit course that provides an overview of the history, organization, and functions of local, state, and federal law enforcement agencies. **Prerequisites: Intro to Public Safety**

### **15152G1001 Firefighting I**

A one-credit course designed to provide students with basic information on fire service organization, the fire ground environment, firefighter safety, and the science of fire and fire behavior. **Prerequisite: Intro to Public Safety**

### **15152G1000 Firefighting II**

A one-credit course designed to provide the student with expanded information on fire service organization, fire ground environment, firefighter safety, the science of fire, and fire behavior. Specific course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction. **Prerequisites: Firefighting I**

### **15997G1001 Career Pathway Project-Law, Public Safety, Corrections & Security**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

## **ROBOTICS & ENGINEERING**

### **21009G1001 Introduction to Robotics**

A one-credit course designed to introduce students to the fundamentals of robotics. The course emphasizes fundamental of electrical current, digital circuits, electronic control systems, and the design and operation of robotic systems.

### **21009G1002 Robotics Applications**

A one-credit course with emphasis placed on the applications of a variety of robotic systems. Students will design and construct a robotic system with peripheral devices.

### **21017G1000 Introduction to Engineering Design - PLTW**

A one-credit course that uses a design development process while enriching problem-solving skills. Students

create and analyze models using specialized computer software. **Prerequisite: Recommend Geometry with Data Analysis Before Placement**

### **21018G1000 Principles of Engineering - PLTW**

A one-credit course designed to explore technology systems and manufacturing processes. **Prerequisite: Introduction to Engineering Design and Algebra II with Statistics**

### **21021G1000 Civil Engineering and Architecture - PLTW**

A one-credit course that introduces students to the interdependent fields of civil engineering and architecture. Students learn project planning, site planning, and building design. **Prerequisite: Intro to Engineering and Principles of Engineering**

### **21025G1000 Engineering Design and Development - PLTW**

A one-credit research course designed for students to formulate the solution to an open-ended engineering question. Students create written reports, defend the reports, and submit them to a panel of outside reviewers at the end of the school year. **Prerequisite: Intro to Engineering and Principles of Engineering or Civil Engineering**

### **21047G1001 Career Pathway Project-Science, Technology, Engineering & Math**

A one-credit course designed for students who have completed the terminal course in one specific pathway; students engage in in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience. **Prerequisite: Successful Completion of the terminal course in a specific pathway. Prior approval from the TCTA principal is required prior to student placement IF the student has not completed the required prerequisite.**

### **21997G1000 CTE Lab in STEM**

This one-credit course is an extended laboratory experience to address the advancement and specialization of careers within STEM through individualized or small group instruction. This course allows students to enhance the essential and intermediate skills learned through program courses within the career cluster and prepare for industry credential opportunities. **Prerequisite: None**

## **EDUCATORS IN TRAINING**

### **19151G1000 Education and Training**

A one-credit foundation course designed for students who are interested in pursuing a career in education. The required school-based laboratory is a well-equipped classroom. This course is a prerequisite for Early Childhood Education I, Teaching I, Educational Leadership, and Professional Support Services in Education.

### **19152G1012 Teaching I**

A one-credit course that aids students in implementing the teaching and learning processes. The prerequisite for this course is Education and Training. The required school-based laboratory is a well-equipped classroom.

**Prerequisite: Education and Training**

### **19152G1022 Teaching II**

A one-credit course that provides students with advanced knowledge and skills used in the education field. The prerequisites for this course are Education and Training and Teaching I. The required school-based laboratory is a well-equipped classroom. **Prerequisite: Teaching I**

### **19197G1002 CTE Lab in Education & Training**

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

### **19198G1000 Education & Training Internship**

A one-credit course designed for students interested in pursuing an internship experience in an educational field. Students who have completed Teaching II, Early Childhood Education II, Professional Support Services in Education, or Educational Leadership are eligible to enroll in the Education and Training Internship. A school-based laboratory (actual classroom providing grade level subject-matter instruction) is required for the internship.

## **Cooperative Education (Co-Op)**

### **22998G1014 Cooperative Education**

A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based/cooperative education coordinator. It is a structured component of the CTE curriculum that integrates classroom instruction with productive, progressive, supervised work-based experiences/apprenticeships (paid) and internships (unpaid), related to the student's career objectives.

- 11th and 12th Grade Students Only
- On track for graduation
- Completed, signed and approved Co-Op Packet
- Provide their own transportation to place of employment
- Confirmed employment at a local business (students may not work for parents)
- Work 8-10 hours per week for each class of Co-Op on the high school schedule



## FINE ARTS

**05062E10SL Theatre, SL, IB (Only offered at CHS)**

**NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme.** Content relating to theatre including an emphasis on creativity in the context of disciplined, practical research into the relevant genres and reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world. **Prerequisite: Approval of the Instructor**

**05194E10SL Film, SL, IB (Only offered at CHS) NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme.** Content relating to film including an emphasis on creativity in the context of disciplined, practical research into the relevant genres and reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world. **Prerequisite: Approval of the Instructor**

**05153E1000 Art History, AP**

**NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit.** College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; art history; western and non-western art; cultural influences in art; prehistoric through contemporary art; discovery and preservation of art; aesthetics; criticism; analysis and interpretation. **Prerequisite: Approval of the Instructor**

**05172E1000 Studio Art Drawing, AP**

**NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit.** College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of drawing in concept, composition, and execution; develop a body of work investigating a visual idea in drawing; variety of concepts and approaches in drawing; documentation. **Prerequisite: Approval of the Instructor**

**05174E1000 Studio Art Two-Dimensional Design, AP**

**NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit.** College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of design in concept, composition, and execution; develop a body of work investigating a visual idea in 2-D design; variety of concepts and approach in 2-D design; documentation. **Prerequisite: Approval of the Instructor**

**05165E1000 Studio Art Three-Dimensional Design, AP**

**NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit.** College-level advanced course approved by the College Board Advanced Placement (AP) Program for art; portfolio production; demonstrate mastery of design in concept, composition, and execution; develop a body of work investigating a visual idea in 3-D design; variety of concepts and approach in 3-D design; documentation. **Prerequisite: Approval of the Instructor**

**05173E10SL Visual Arts, SL, IB (Only offered at CHS)**

**NOTE: Arts Courses must contain the four artistic processes -- Create, Perform, Respond, and Connect as found in the Alabama Course of Study: Arts Education. These courses may serve to fulfill the CTE and/or Foreign Language and/or Arts Education area of study. Arts courses lacking these four artistic processes may serve only as elective credit and may only be offered through an approved International Baccalaureate (IB) Diploma Programme.** Content relating to visual art including an emphasis on creativity in the context of disciplined, practical research into the relevant genres and reflect an eclectic attempt to combine contrasting aesthetics and forms of assessment from around the world. **Prerequisite: Approval of the Instructor**

**05005G1001 Dance, Introduction to Choreography/ Dance Composition I (Only offered at BHS)**

This is a one-credit course at the proficient dance level. Students gain a comprehensive understanding of the elements of dance and how those elements communicate ideas, emotions and intent. Students explore and develop the ability to use choreographic devices through improvisation, solving movement problems, and creating movement studies. They obtain an introductory ability to analyze movement for artistic intent, using a knowledge of dance and production elements, genres and style, cultural context and evaluative criteria. **Prerequisite: Approval of the Instructor**

**05003G10D2 Dance, Dance II (Only offered at BHS)**

This is a one-credit course at the accomplished dance level. Proficient students progress to an accomplished level as they explore and analyze choreographic devices through improvisation and solving movement problems. They develop strategies to document, gain feedback, review and revise choreography to obtain a specific artistic intent. Students develop kinesthetic awareness of the elements of dance and relationships to other dancers, and increase technical skills providing fluency of movement. In responding to dance, students use codified technique and genre specific terminology and are able to evaluate choreography that is related to content learned in other subjects. **Prerequisite: Introduction to Dance or Approval of the Instructor**

**05005G1002 Dance, Choreography/Dance Composition II (Only offered at BHS)**

This is a one-credit course at the accomplished dance level. Students increase their capacity to create dance using multiple coded techniques and a developing personal voice. They are able to manipulate movement choices and choreographic devices to obtain a specific artistic intent. They develop strategies including research to gain source material, document, gain feedback, review and revise choreography in order to refine dance composition. They use critical thinking to evaluate their own choreography as well as that of master choreographers, professional performances and peers. **Prerequisite: Dance II or Approval of the Instructor**

**05009G1002 Dance, Dance Production II (Only offered at BHS)**

This is a one-credit course at the accomplished dance level. Students design and execute production elements such as lighting, music, and/or costuming specifically for dance. They collaborate with others, exploring multiple elements and designs to determine the most appropriate for the venue and the choreographer's intent. Students document work in a portfolio and include analysis and evaluation of the impact on aesthetics that each design created. **Prerequisite: Introduction to Dance Production or Approval of the Instructor**

**05002G1002 Dance, Dance Ensemble II (Only offered at BHS)**

This is a one-credit course at the accomplished dance level. The Dance Ensemble II is a performing company which develops professional approaches to rehearsals and performances, and is for students from a proficient to an accomplished level in their dance training. Whether working in groups or as a soloist, students are exposed to a variety of styles, choreographers, repertoire and music. The company offers experience in live performances before audiences, and requires an enhanced consideration of dance as a performing art. **Prerequisite: Introduction to Dance Ensemble or Approval of the Instructor**

### **05003G1003 Dance, Dance III-Advanced (Only offered at BHS)**

This is a one-credit course at the advanced dance level. Students progress to an advanced capacity for dance literacy that includes creating dance, performing dance, responding to dance and connecting dance with skills across the arts disciplines and other academic areas. Students create a portfolio and capstone project which will include all aspects of dance composition, dance production and dance critique, and illustrates a unique personal voice. The capstone project, influenced by research, will show evidence of excellence in leadership qualities and advanced performance, including production elements that clarify intent. **Prerequisite: Dance II or Approval of the Instructor**

### **05102G1001 Traditional and Emerging Ensembles: Introduction to Concert Band I**

This is a one-credit course, novice level, designed for beginning music students to experience instrumental music in a concert band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: None**

### **05103G1001 Traditional and Emerging Ensembles: Introduction to Marching Band I**

This is a one-credit course, novice level, designed for beginning music students to experience instrumental music in a marching band setting. Students will develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: None**

### **05105G1001 Traditional and Emerging Ensembles: Introduction to Jazz Ensemble I**

This is a one-credit course, novice level, designed for beginning music students to experience instrumental music

in a jazz band or jazz ensemble setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Approval of the Instructor**

### **05104G1001 Traditional and Emerging Ensembles: Introduction to Orchestra I**

This is a one-credit course, novice level, designed for beginning music students to experience instrumental music in a setting of only orchestra instruments. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of orchestral music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: None**

### **05102G1002 Traditional and Emerging Ensembles: Concert Band II**

**PREREQUISITE: INTRODUCTION TO CONCERT BAND OR APPROVAL OF THE INSTRUCTOR.** This is a one-credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

### **05103G1002 Traditional and Emerging Ensembles: Marching Band II (1 credit)**

This is a one-credit course, intermediate level, is designed for students with at least one year of experience to experience instrumental music in a marching band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments

and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Introduction to Marching Band or Approval of the Instructor**

**05105G1002 Traditional and Emerging Ensembles: Jazz Ensemble II**

This is a one-credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a jazz band or jazz ensemble setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Introduction to Jazz Ensemble or Approval of the Instructor**

**05104G1002 Traditional and Emerging Ensembles: Orchestra II**

This is a one-credit course, intermediate level, designed for students to experience instrumental music in a setting of only orchestra instruments. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of orchestral literature and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Introduction to Orchestra or Approval of the Instructor**

**05102G1003 Traditional and Emerging Ensembles: Concert Band III**

This is a one-credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Concert Band II or Approval of the Instructor**

**05103G1003 Traditional and Emerging Ensembles: Marching Band III**

This is a one credit course, proficient level, is designed for students to increase artistry through reinforced experiences in an instrumental music marching band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Marching Band II or Approval of the Instructor**

**05105G1003 Traditional and Emerging Ensembles: Jazz Ensemble III**

This is a one-credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music jazz band or jazz ensemble setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Jazz Ensemble II or Approval of the Instructor**

**05104G1003 Traditional and Emerging Ensembles: Orchestra III**

This is a one-credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music setting of only orchestra instruments. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of orchestral music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Orchestra II or Approval of the Instructor**



#### **05102G1004 Traditional and Emerging Ensembles: Concert Band IV**

This is a one-credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a concert band setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

**Prerequisite: Concert Band Level III or Approval of the Instructor**

#### **05103G1004 Traditional and Emerging Ensembles: Marching Band IV**

This is a one-credit course, accomplished level, is designed for students with multiple years of high school study to experience instrumental music in a marching band setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing, and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form, and expression. Students will develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Marching Band III or Approval of the Instructor**

#### **05105G1004 Traditional and Emerging Ensembles: Jazz Ensemble IV**

This is a one-credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a jazz band or jazz ensemble setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody,

harmony, form and expression. Students will study works of famous composers of jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Jazz Ensemble III or Approval of the Instructor**

#### **05104G1004 Traditional and Emerging Ensembles: Orchestra IV (1 credit)**

This is a one-credit course, accomplished level, designed for students with multiple years of high school study to experience instrumental music in a setting of only orchestra instruments. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of orchestral music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts. **Prerequisite: Orchestra III or Approval of the Instructor**

#### **05110G1001 Traditional and Emerging Ensembles: Introduction to Mixed Chorus I**

This is a one-credit course, novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. **Prerequisite: Choir I**

#### **05110G1002 Traditional and Emerging Ensembles: Introduction to Mixed Chorus II PREREQUISITE: INTRODUCTION TO MIXED CHORUS I OR APPROVAL OF THE INSTRUCTOR**

This is a one-credit course, intermediate level, designed for students with at least one year of experience to continue to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history

and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. **Prerequisite: Mixed Chorus I or Approval of the Instructor**

**05110G1003 Traditional and Emerging Ensembles: Introduction to Mixed Chorus III**

This is a one-credit course, proficient level, designed for students to increase artistry by exploring choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**Prerequisite: Mixed Chorus II or Approval of the Instructor**

**05110G1004 Traditional and Emerging Ensembles: Introduction to Mixed Chorus IV**

This is a one-credit course, accomplished level, designed for students with multiple years of high school study to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. This level is designed to extend students' choral skills and artistry and to provide a deeper understanding and appreciation of the study of music.

Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. **Prerequisite: Mixed Chorus III or approval of the instructor**

**05108G10G1 Harmonizing Instruments: Introduction to Guitar I (Only offered at BHS)**

This is a one-credit course, novice level designed for beginning music students to experience instrumental music through instruments capable of producing both melody and harmony such as guitar and electric guitar. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded

so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**Prerequisite: None**

**05108G10B1 Harmonizing Instruments: Introduction to Bass Guitar I (Only offered at BHS)**

This is a one-credit course, novice level designed for beginning music students to experience instrumental music through instruments capable of producing both melody and harmony such as guitar and electric guitar. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. **Prerequisite: None**

**05107G1001 Harmonizing Instruments: Introduction to Piano I (Only offered at BHS)**

This is a one-credit course, novice level designed for beginning music students to experience instrumental music through instruments capable of producing both melody and harmony such as piano, keyboard and synthesizer. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of accompaniment, timbre, rhythm, melody, harmony, form and expression. Additionally, exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection. **Prerequisite: None**

**05123G10P1 Music Technology, Production Techniques I (Only offered at BHS)**

This one-credit course, proficient level, is an exploration and application of recording studio techniques including digital audio workstations, multi-track recording, editing and sound processing. In addition, the production ensemble roles of producer, engineer, assistant engineer and musician will be explored and experienced. **Prerequisite: Traditional and Emerging Ensemble (Instrumental or Vocal) or Harmonizing Instrument at a Minimum Proficiency Level of Novice or Approval of the Instructor**

**05123G10S1 Music Technology, Sound Engineering I (Only offered at BHS)**

This one-credit course, proficient level, is an examination and

application in the art of studio recording. The mixing console, microphones, signal processing and digital recording systems will be studied and experienced. **Prerequisite: Traditional and Emerging Ensemble (Instrumental or Vocal) or Harmonizing Instrument at a Minimum Proficiency Level of Novice or Approval of the Instructor**

**05123G10P2 Music Technology, Production Techniques II (Only offered at BHS)**

This one-credit course, accomplished level, is designed to extend students technical skills and artistry through an exploration and application of recording studio techniques including digital audio workstations, multi-track recording, editing and sound processing. In addition, the production ensemble roles of producer, engineer, assistant engineer and musician will be explored and experienced to provide a deeper understanding and appreciation of the study of music. **Prerequisite: Traditional and Emerging Ensemble (Instrumental or Vocal) or Harmonizing Instrument at a Minimum Proficiency Level of Intermediate or Approval of the Instructor**

**05123G10S2 Music Technology, Sound Engineering II (Only offered at BHS)**

This one-credit course, accomplished level, is designed to extend students technical skills and artistry through an examination and application in the art of studio recording. The mixing console, microphones, signal processing and digital recording systems will be studied and experienced to provide a deeper understanding and appreciation of the study of music. **Prerequisite: Traditional and Emerging Ensemble (Instrumental or Vocal) or Harmonizing Instrument at a Minimum Proficiency level of Intermediate or Approval of the Instructor**

**05123G10P3 Music Technology, Production Techniques III**

This one-credit course, advanced level, is designed for students to demonstrate concepts and skills through exploration and application of recording studio techniques including digital audio workstations, multi-track recording, editing and sound processing. In addition, the production ensemble roles of producer, engineer, assistant engineer and musician will be explored and experienced equivalent to college-preparatory or honors to reinforce a continued enjoyment of music in community or professional setting. **Prerequisite: Traditional and Emerging Ensemble (Instrumental or Vocal) or Harmonizing Instrument**

**at a Minimum Proficiency Level of Accomplished or Approval of the Instructor**

**05113G1001 Composition and Theory: Music Theory I**

This one credit, proficient level course explores music theory through academic and hands-on study, and production. The curriculum builds practical understanding of the musical elements including rhythm, melody, harmony, form, and expression through creating, performing, and responding. Exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

**Prerequisite: Traditional And Emerging Ensemble (Instrumental Or Vocal) or Harmonizing Instrument at a Minimum Proficiency Level of Novice or Approval of The Instructor**

**05113G1002 Composition and Theory: Music Theory II**

This one credit, accomplished level is designed to extend students technical skills and artistry by continued exploration of music theory through academic and hands-on study, and production. The curriculum builds practical understanding of the musical elements including rhythm, melody, harmony, form, and expression through creating, performing, and responding. Exposure to music from other cultures, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection to provide a deeper understanding and appreciation of the study of music. **Prerequisite: Traditional and Emerging Ensemble (Instrumental or Vocal) or Harmonizing Instrument at a Minimum Proficiency Level of Proficient or Approval of the Instructor**

**05051G1000 Theatre, Elements of Arts Literacy**

This half credit course will explore arts literacy through theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, performing and assessment to understand how theatre communicates ideas and allows for self-expression. Students will explore how to create and perform informal and formal theatrical works, relating and connecting them to historical, current and personal events. Students will have an introduction to play structure and analysis. Students will be introduced to the technical elements of theatre production. Students will have an introduction to the history of theatre, and appropriate etiquette for theatre. **Prerequisite: None**

### **05052G1001 Introduction to Theatre I**

This one-credit course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre. **Prerequisite: None**

### **05060G1001 Introduction to Musical Theatre I**

This one-credit course, proficient level, explores beginning musical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how musical theatre communicates ideas and allows for self-expression. Students will use their beginning acting and musical talent to explore musical theatre technique. Students will study the history of musical theatre and perform solo, duo and group musical theatre works. **Prerequisite: Approval of the Instructor**

### **05056G1001 Introduction to Technical Theatre Production**

This one-credit course, proficient level, explores beginning technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand theater through a technical theatre experience. Students will learn beginning design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be placed on the safe practices and proper use of tools, equipment and materials. **Prerequisite: Approval of the Instructor**

### **05052G1002 Theatre II**

This one-credit course, accomplished level, continues the study of theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will use their acting to refine their theatre and technical technique. Students will study the history of theatre and perform solo, duo and group theatre works. **Prerequisite: Introduction to Theatre I or Approval of the Instructor**

### **05060G1002 Musical Theatre II**

This one-credit course, accomplished level, continues the study of musical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how musical theatre communicates ideas and allows for self-expression. Students will continue to use their acting and musical talent to refine their musical theatre technique. Students will study the history of musical theatre and perform solo, duo and group musical theatre works. **Prerequisite: Introduction to Theatre I or Approval of the Instructor**

### **05056G10T2 Technical Theatre Production**

This one-credit course, accomplished level, continues the study of technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further technical skills and artistry through a technical theatre experience. Students will explore in more depth design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be placed on the safe practices and proper use of tools, equipment and materials. **Prerequisite: Introduction to Technical Theatre or Approval of the Instructor**

### **05053G1002 Acting Technique II**

This one-credit course, accomplished level, focuses on specific acting techniques. Creating, performing, and connecting drive critical thinking, meaning, reflection, production and assessment through specific acting techniques. Self-expression and an understanding of how methods of acting may be used to communicate artistic ideas. Students will study, write and/or perform scenes and monologues, use text analysis as well as character analysis to perform informal and formal productions. **Prerequisite: Introduction to Theatre I or Musical Theatre I or Approval of the Instructor**

**05056G10C2 Costuming Design and Construction II** This one-credit course, accomplished level, is an introduction to the principles, elements and practicalities of costume design and costume construction. Students will learn how to communicate design choices both visually and verbally through rendering techniques and research. An emphasis will be placed on the safe practices and proper use of tools, equipment and materials. **Prerequisite: Introduction to Theatre I or Musical Theatre I or Technical Theatre I or Approval of the Instructor**



### **05056G10L2 Lighting and Sound Design & Construction II**

This one-credit course, accomplished level, is an introduction to the principles, elements, techniques, and methods used to realize lighting and sound design in a theatrical setting. Emphasis is placed on technical skills required to prepare, set, and run lighting and sound equipment in production. Students will learn to develop the conceptual, compositional, and technical skills of both lighting and sound design. Safe practices and proper use of tools, equipment and materials will be used.

**Prerequisite: Introduction to Theatre I or Musical Theatre I or Technical Theatre I or Approval of the Instructor**

### **05056G10M2 Makeup Design and Application II**

This one-credit course, accomplished level, is an introduction to the principles, elements, and practicalities of makeup design in a theatrical setting. Students will learn basic application, contouring, blending, and color selection, experimenting with special effects, and modifying appearance through the use of makeup. Students will research the history of theatre emphasizing the practice and practical application of stage makeup. Safe practices and proper use of tools, equipment and materials will be used. **Prerequisite: Intro to Theatre I or Musical Theatre I or Technical Theatre I or Approval of the Instructor**

### **05052G1003 Theatre III**

This one-credit course, advanced level, continues the study of theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment. Student will demonstrate concepts and skills on how theatre communicates ideas and allows for self-expression. Students will use their acting talent to refine theatre technique equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre. Students will study, write and/or perform scenes and monologues. Students will further study the history of theater and technical theatre.

**Prerequisite: Theatre II or Approval of the Instructor**

### **05056G10T3 Technical Theatre Production III**

This one-credit course, advanced level, continues the study of technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to demonstrate concepts and skills through a technical theatre experience. Students will learn design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be placed on

the safe practices and proper use of tools, equipment and materials equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre. **Prerequisite: Technical Theatre Production II or Approval of the Instructor**

### **05151G1000 Visual Arts, Elements of Arts Literacy**

This half-credit course will provide instruction on the basic elements of art and principles of design of visual arts. Students will explore how to create and produce visual arts products, relating and connecting them to historical, current and personal events. Students will have an introduction to the history of visual arts, and appropriate use of the visual arts medium. **Prerequisite: None**

### **05154G1001 Visual Arts, Introduction to Visual Arts I**

This one-credit course, novice level, it is the first of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation in studio processes, art criticism, aesthetics, and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized. **Prerequisite: None**

### **05167G10D1 Visual Arts, Introduction to Digital Photography I (Only offered at BHS)**

This one-credit course, novice level, is the first of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a general foundation of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of analog photography may be incorporated. **Prerequisite: Visual Arts I or 3-D**

### **05195G1031 Visual Arts, Introduction to Three-Dimensional Design I**

This one-credit course, novice level, is the first of a

sequential high school course focusing directly on three-dimensional design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how three-dimensional design communicates ideas and allows for self-expression. Through exploration and experimentation, this course introduces core concepts of spatial visual design and provides students with a foundation in the three-dimensional design processes, art criticism, aesthetics, and art history. Students will address spatial design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: None**

#### **05162G1001 Visual Arts, Introduction to Graphic Design I (Only offered at BHS)**

This one-credit course, novice level, is the first of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through exploration and experimentation, this course introduces core concepts of visual communication principles and provides students with a foundation in the graphic design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: None**

#### **05199G1001 Visual Arts, Visual Arts Elective I - Novice**

Visual Arts Elective I course developed locally at the high school Novice level and submitted to ALSDE for approval. Once approved it may serve as ONE OF THE CTE AND/OR FOREIGN LANGUAGE AND/OR ARTS EDUCATION AREA OF STUDY courses for graduation.

#### **05154G1002 Visual Arts, Visual Arts II**

This one-credit course, intermediate level, is the second of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how visual arts communicate ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in-depth study of foundations in studio processes, art criticism, aesthetics,

and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized. **Prerequisite: Introduction to Visual Arts I or Approval of the Instructor**

#### **05167G10D2 Visual Arts, Digital Photography II (Only offered at BHS)**

This one-credit course, intermediate level, is the second of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how photography communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in-depth study in foundations of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of analog photography may be incorporated. **Prerequisite: Introduction to Digital Photography I or Approval of the Instructor**

#### **05195G1032 Visual Arts, Three-Dimensional Design II**

This one-credit course, intermediate level, is the second of a sequential high school course focusing directly on three-dimensional design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how three-dimensional design communicates ideas and allows for self-expression. Through exploration and experimentation, this course increases development of core concepts in spatial visual design and provides students with a foundation in the three-dimensional design processes, art criticism, aesthetics, and art history. Students will address spatial design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Introduction to Three-Dimensional Design I or Approval of the Instructor**

### **05162G1002 Visual Arts, Graphic Design II (Only offered at BHS)**

This one-credit course, intermediate level, is the second of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how graphic design communicates ideas and allows for self-expression. Through exploration and experimentation, this course increases development of core concepts in visual communication principles and provides students with a foundation in the graphic design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Introduction to Graphic Design I or Approval of the Instructor**

### **05109G1002 Visual Arts, Ceramics II**

This one-credit course, intermediate level, is the first of a sequential high school course focusing on the medium of ceramics. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how ceramics communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more in-depth foundation in the ceramic studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary ceramic process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Introduction to Visual Arts I or Approval of the Instructor**

### **05157G1002 Visual Arts, Painting II (Only offered at BHS)**

This one-credit course, intermediate level, is the first of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how painting communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the

painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment, and materials are emphasized. **Prerequisite: Introduction to Visual Arts I or Approval of the Instructor**

### **05156G1002 Visual Arts, Drawing II (Only offered at BHS)**

This one-credit course, intermediate level, is the first of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how drawing communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Introduction to Visual Arts I or Approval of the Instructor**

### **05199G1002 Visual Arts, Visual Arts Elective II - Intermediate**

Visual Arts Elective II course developed locally at the high school Intermediate level and submitted to ALSDE for approval. Once approved it may serve as ONE OF THE CTE AND/OR FOREIGN LANGUAGE AND/OR ARTS EDUCATION AREA OF STUDY courses for graduation.

### **05154G1003 Visual Arts, Visual Arts III**

This one-credit course, accomplished level, is the third of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in studio processes, art criticism, aesthetics, and art history to provide a deeper understanding and appreciation of visual arts. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while

effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

**Prerequisite: Visual Arts II or Approval of the Instructor**

### **05167G10D3 Visual Arts, Digital Photography III (Only offered at BHS)**

This one-credit course, accomplished level, is the third of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems to provide a deeper understanding and appreciation of photography. Minimal use of analog photography may be incorporated.

**Prerequisite: Digital Photography II or Approval of the Instructor**

### **05195G1033 Visual Arts, Three-Dimensional Design III**

This one-credit course, accomplished level, is the third of a sequential high school course focusing directly on two-dimensional design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how two-dimensional design communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the two-dimensional design studio processes, art criticism, aesthetics, and art history to provide a deeper understanding and appreciation of two-dimensional design. Students will address design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Three-Dimensional Design II or Approval of the Instructor**

### **05162G1003 Visual Arts, Graphic Design III (Only offered at BHS)**

This one-credit course, accomplished level, is the third of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the graphic design studio processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of graphic design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Graphic Design II or continued Approval of the Instructor**

### **05159G1003 Visual Arts, Ceramics III**

This one-credit course, accomplished level, is the second of a sequential high school course focusing on the medium of ceramics. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how ceramics communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a comprehensive study in the ceramic studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary ceramic process, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of ceramics. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Ceramics II or Approval of the Instructor**

### **05157G1003 Visual Arts, Painting III (Only offered at BHS)**

This one-credit course, accomplished level, is the second of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how painting communicates ideas and allows for self-expression. Through continued exploration and experimentation, this



course provides students with a comprehensive study in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of painting. Safe practices and proper use of tools, equipment, and materials are emphasized. **Prerequisite: Painting II or Approval of the Instructor**

#### **05156G1003 Visual Arts, Drawing III (Only offered at BHS)**

This one-credit course, accomplished level, is the second of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how drawing communicates ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design to provide a deeper understanding and appreciation of drawing. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Drawing II or Approval of the Instructor**

#### **05199G1003 Visual Arts, Visual Arts Elective III - Accomplished**

Visual Arts Elective III course developed locally at the high school Accomplished level and submitted to ALSDE for approval. Once approved it may serve as ONE OF THE CTE AND/OR FOREIGN LANGUAGE AND/OR ARTS EDUCATION AREA OF STUDY courses for graduation.

#### **05154G1004 Visual Arts, Visual Arts IV**

This one-credit course, advanced level, it is the fourth of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Student will demonstrate concepts and skills through continued exploration and experimentation with an advanced study in studio processes, art criticism, aesthetics, and art history. Students will demonstrate

critical problem-solving techniques to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art equivalent to college-preparatory or honors to reinforce a continued enjoyment of visual arts. Safe practices and proper use of tools and materials are emphasized. **Prerequisite: Visual Arts III or Approval of the Instructor**

#### **05167G10D4 Visual Arts, Digital Photography IV (Only offered at BHS)**

This one-credit course, advanced level, it is the fourth of a sequential high school course focusing on digital photography. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how photography communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem solving techniques and provides students with an advanced study equivalent to college-preparatory or honors of digital photography, elements and principles of design; aesthetics; criticism; art/photography history; evaluation of photographic artwork; proper care and storage of digital photography supplies; integration of appropriate media and techniques; communication of ideas; solution of artistic problems; minimal use of analog photography may be incorporated. **Prerequisite: Digital Photography III or Approval of the Instructor**

#### **05195G1034 Visual Arts, Three-Dimensional Design IV**

This one-credit course, advanced level, it is the fourth of a sequential high school course focusing directly on three-dimensional design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how three-dimensional design communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques. The course refines core concepts in design to provide students with an advanced study equivalent to college-preparatory or honors in the two-dimensional design processes, art criticism, aesthetics, and art history students will address spatial design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and

proper use of tools, equipment and materials are emphasized. **Prerequisite: Three-Dimensional Design III or Approval of the Instructor**

#### **05162G1004 Visual Arts, Graphic Design IV (Only offered at BHS)**

This one-credit course, advanced level, it is the fourth of a sequential high school course focusing directly on graphic design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how graphic design communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques. The course expands core concepts in design to provide students with an advanced study equivalent

to college-preparatory or honors in the two-dimensional design processes, art criticism, aesthetics, and art history. Students will address graphic design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

**Prerequisite: Graphic Design III or Approval of the Instructor**

#### **05157G1004 Visual Arts, Painting IV (Only offered at BHS)**

This one-credit course, advanced level, is the third of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how painting communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques. The course provides students with an advanced study equivalent to college-preparatory or honors in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment, and materials are emphasized. **Prerequisite: Painting III or Approval of the Instructor**

**05156G1004 Visual Arts, Drawing IV (Only offered at BHS)** This one-credit course, advanced level, is the third

of a sequential high school course focusing on the medium of drawing. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how drawing communicates ideas and allows for self-expression. Through continued exploration and experimentation, students will demonstrate critical problem-solving techniques. The course provides students with an advanced study equivalent to college-preparatory or honors in the drawing studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary drawing process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized. **Prerequisite: Drawing III or Approval of the Instructor**

#### **05199G1004 Visual Arts, Visual Arts Elective IV - Advanced**

Visual Arts Elective IV course developed locally at the high school Advanced level and submitted to ALSDE for approval. Once approved it may serve as ONE OF THE CTE AND/OR FOREIGN LANGUAGE AND/OR ARTS EDUCATION AREA OF STUDY courses for graduation.

## **FOREIGN LANGUAGE**

### **24102G1000 French I**

Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of French-speaking cultures. **Prerequisite: For Students in Grades 10, 11 and 12. 9th Grade Students Must Be Enrolled in Advanced English 9**

### **24103G1000 French II**

Listening and speaking skills including understanding and responding to a variety of directions, commands, and questions related to personal preferences; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of French-speaking cultures. **Prerequisite: French I**

### **24104G1000 French III**

Listening and speaking skills including understanding and responding to factual and interpretive questions; paraphrasing, explaining, and giving cause; interpreting

main ideas and supporting details from authentic texts; creating presentations; increased understanding of French-speaking cultures. **Prerequisites: French II**

#### **24105G1000 French IV**

Listening and speaking skills including understanding and responding to factual and interpretive questions; proposing and supporting solutions to issues and problems; interpreting authentic prose and poetry selections; creating literary compositions; extensive understanding of French-speaking cultures. **Prerequisite: French III**

**24114E1000 French Language and Culture, AP** College-level advanced language course following the curriculum established by the College Board Advanced Placement (AP) Program for French; performance in listening, speaking, reading, and writing for a variety of situations with emphasis on vocabulary, structure, fluency, and accuracy; extensive writing of compositions. **Prerequisite: None**

#### **24252G1000 German I**

Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of German-speaking cultures. **Prerequisite: For Students in Grades 10, 11 and 12. 9th Grade Students Must Be Enrolled in Advanced English 9**

#### **24253G1000 German II**

Listening and speaking skills including understanding and responding to a variety of directions, commands, and questions related to personal preferences; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of German-speaking cultures. **Prerequisite: German I**

#### **24254G1000 German III**

Listening and speaking skills including understanding and responding to factual and interpretive questions; paraphrasing, explaining, and giving cause; interpreting main ideas and supporting details from authentic texts; creating presentations; increased understanding of German-speaking cultures. **Prerequisite: German II**

#### **25255G1000 German IV**

Listening and speaking skills including understanding

and responding to factual and interpretive questions; proposing and supporting solutions to issues and problems; interpreting authentic prose and poetry selections; creating compositions using poetry or prose; extensive understanding of German-speaking cultures.

**Prerequisite: German III**

#### **24052G1000 Spanish 1**

Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of Spanish-speaking cultures. **Prerequisite: For Students in Grades 10, 11 and 12. 9th Grade Students Must Be Enrolled in Advanced English 9**

#### **24053G1000 Spanish II**

Listening and speaking skills including understanding and responding to a variety of directions, commands, and questions reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of Spanish-speaking cultures. **Prerequisite: Spanish I**

#### **24054G1000 Spanish III**

Listening and speaking skills including understanding and responding to factual and interpretive questions; paraphrasing, explaining, and giving cause; interpreting main ideas and supporting details from authentic texts; creating presentations; increased understanding of Spanish-speaking cultures. **Prerequisite: Spanish II**

#### **24055G1000 Spanish IV**

Listening and speaking skills including understanding and responding to factual and interpretive questions; proposing and supporting solutions to issues and problems; interpreting authentic prose and poetry selections; creating compositions; extensive understanding of Spanish-speaking cultures. **Prerequisite: Spanish III**

#### **24064E1000 Spanish Language, AP**

College-level advanced language course following the curriculum established by the College Board Advanced Placement (AP) Program for Spanish; performance in listening, speaking, reading, and writing for a variety of situations with emphasis on vocabulary, structure, fluency, and accuracy; extensive writing of compositions. **Prerequisite: None**

**24063E10SL Spanish, B, SL, IB (Only offered at CHS  
NOTE: THIS COURSE MAY ONLY BE OFFERED  
THROUGH AN APPROVED INTERNATIONAL  
BACCALAUREATE (IB DIPLOMA PROGRAMME.  
FULFILS A FOREIGN LANGUAGE CREDIT TOWARD  
THE ADVANCED ACADEMIC ENDORSEMENT UNTIL  
FALL 2016.**

Emphasis on Spanish grammar, selections of literature, and culture for students from whom Spanish is not their native language (referred to as IB A1) but is the third language (referred to as IB B) in which they are also fluent; note that A2 is the second language in which they are fluent.

**24063E10HL Spanish, B, HL, IB (Only offered at CHS  
NOTE: THIS COURSE MAY ONLY BE OFFERED  
THROUGH AN APPROVED INTERNATIONAL  
BACCALAUREATE (IB DIPLOMA PROGRAMME.  
FULFILS A FOREIGN LANGUAGE CREDIT TOWARD  
THE ADVANCED ACADEMIC ENDORSEMENT UNTIL  
FALL 2016.**

Emphasis on Spanish grammar, selections of literature, and culture for students from whom Spanish is not their native language (referred to as IB A1) but is the third language (referred to as IB B) in which they are also fluent; note that A2 is the second language in which they are fluent.

## **PHYSICAL EDUCATION/ATHLETICS**

**08051G0500 Health, Grades 9-12 Required for  
Graduation**

Develops skills for accessing personal health information.

### **08003G1000 Team Sports**

Basketball; Cricket; Field hockey; Flag football; Floor hockey; Lacrosse; Rugby; Soccer; Softball; Speedball; Team Handball; Volleyball

**PLEASE NOTE- THE FOLLOWING COURSES Meet the  
ALSDE requirement for: Completion of the required  
lifelong Individualized Fitness Education course  
by approved waiver substitution from the ALSDE  
Superintendent.**

**08017G1000 Beginning Kinesiology NOTE: THIS IS THE  
ONLY COURSE THAT FULFILLS THE GRADUATION  
REQUIREMENT FOR PHYSICAL EDUCATION.** Stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Prerequisite for all physical education elective courses.

### **08013G10BA Varsity Baseball I**

This course covers freshman level baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level.

### **08013G10BK Varsity Basketball I**

This course covers freshmen fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive basketball.

### **08006G10CH Varsity Cheerleading I**

This course covers freshman level cheerleading techniques. Emphasis is placed on developing skills, strategies, and techniques. Upon completion, students should be able to participate on a cheerleading squad.

### **08013G10CC Varsity Cross Country I**

This course covers freshman cross country techniques. Emphasis is placed on developing skills and strategies and techniques. Upon completion, students should be able to participate in competitive cross country.

### **08013G10FB Varsity Football I**

This course covers freshman level fundamentals of football. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive football.

### **08013G10GO Varsity Golf I**

This course covers freshman level phases of golf. Emphasis is placed on refining the fundamental skills and learning more phases of the game such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play competitive golf.

### **08013G10SC Varsity Soccer I**

This course covers freshman fundamentals of soccer. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive soccer.

### **08013G10SB Varsity Softball I**

This course covers freshman fundamentals of softball. Emphasis is placed on skill development, knowledge of the rules and basic game strategy. Upon completion, students should be able to participate in competitive softball.



### **08010G10SW Varsity Swimming I**

This course covers freshman fundamentals of swimming. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive swimming.

### **08011G10TN Varsity Tennis I**

This course covers freshman fundamentals of tennis. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive tennis.

### **08013G10TF Varsity Track and Field I**

This course covers freshman fundamentals of track and field. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive track and field.

### **08013G10VB Varsity Volleyball I**

This course covers freshman fundamentals of volleyball. Emphasis is placed on skill development, knowledge of the rules, and basic games strategy. Upon completion, students should be able to participate in competitive volleyball.

### **08013G10WR Varsity Wrestling I**

This course covers freshman fundamentals of wrestling. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive wrestling.

### **08047G1000 ALSDE Approved Physical Education Elective, Grade 10-12**

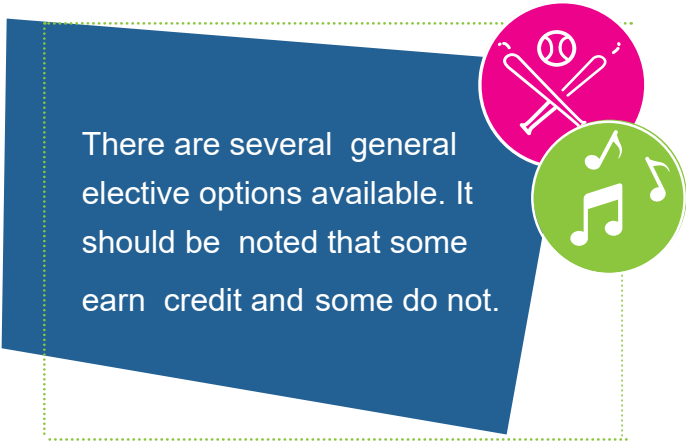
#### **NOTE: DO NOT FULFILL OR SUBSTITUTE FOR THE REQUIRED PHYSICAL EDUCATION CREDIT.**

Appropriate after the completion of the required LIFE course from the 2009 Alabama Physical Education Course of Study.

## **OTHER GENERAL ELECTIVES**

### **2215X1000 Transition Services**

This code applies to teachers teaching beginning transition skills to junior high/high school students. This course will prepare students to become self - advocates, participate in postsecondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school.



There are several general elective options available. It should be noted that some earn credit and some do not.

### **22102X1000 Orientation, Grades 6-12**

Introduction to school/classroom policies, procedures, and culture.

### **22051X1000 Student Aide, Grades 6-12 (No Credit)**

Supervised student assistance, e.g., Teacher Aide, Office Aide, Lab Assistant.

### **22994X1001 Hobbies, Grades 6-12 (No Credit)**

Opportunity for a student to explore a new interest in a supervised activity. Activities such as reading, creative writing, sports, computer games, chess, music, dance, foreign language, and art that give an extra intellectual challenge.

### **22994X1002 Club/Activity, Grades 6-12**

School-sponsored sessions, e.g., National Honor Society, Beta Club, Mu Alpha Theta, Academic Team, Book Club.

### **23992X1000 Enrichment, Grades 6-12**

Enhanced learning activities.

### **11104X1000 School Publications, Grades 6-12**

Assisting in production/maintenance of school publications e.g., Yearbook, Newspaper, E-papers, Website maintenance, Newsletter.

### **22107X1000 Peer Helper, Grades 6-12 (Credit)**

Supervised tutoring services offered by students who have completed training in peer tutoring strategies.

### **23991X1000 REACH Advisory (Credit)**

A class in which students meet at a certain times under the supervision of a faculty advisor who facilitates REACH Advisory lessons and serves as an advocate for their students. 0.25 credit may be awarded each school year for a maximum of 1.0 credit per student may be earned.

# TCS Math Pathways for 2021-2022

## Rising Grade 6 (Read left to right)

21-22 (Rising 6 <sup>th</sup> )	22-23 (7 <sup>th</sup> Grade)	23-24 (8 <sup>th</sup> Grade)	High School Pathway
Math 6	Math 7	Math 8	Geometry with Data Analysis, Algebra 1 with Probability, Algebra 2 with Statistics, *1 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
Math 6	Math 7 ACC 85 <sup>th</sup> %tile (Universal Screener), teacher recommendation, and **87 on a district approved test - Math 7 Standards	Math 8 ACC Complete Math 7 ACC	Geometry with Data Analysis, Algebra 2 with Statistics, *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
Math 7 80 <sup>th</sup> %tile (Universal Screener) and teacher recommendation	Math 7 ACC	Math 8 ACC Complete Math 7 ACC	Geometry with Data Analysis, Algebra 2 with Statistics, *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
Math 7 80 <sup>th</sup> %tile (Universal Screener) and teacher recommendation	Math 8 Completed Math 7 or Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 1 with Probability, Algebra 2 with Statistics *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
Math 7 ACC 90 <sup>th</sup> %tile (Universal Screener), teacher recommendation, and **87 on a district approved test - Math 6 Standards	Math 8 ACC Complete Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 2 with Statistics *3 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)

\*Possible math electives in high school: Mathematical Modeling, Applications of Finite Mathematics, Precalculus, AP Calculus, AP Statistics, AP Computer Science, Dual Enrollment, IB, Credit-eligible CTE

## Rising Grade 7th (Read left to right)

20-21 (Current 6 <sup>th</sup> )	21-22 (7 <sup>th</sup> Grade)	22-23 (8 <sup>th</sup> Grade)	High School Pathway
<b>Math 6</b>	Math 7	Math 8	Geometry with Data Analysis, Algebra 1 with Probability, Algebra 2 with Statistics, *1 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 6</b>	Math 7 ACC 85 <sup>th</sup> %tile (Universal Screener), teacher recommendation, and **87 on a district approved test - Math 7 Standards	Math 8 ACC Completed Math 7 ACC	Geometry with Data Analysis, Algebra 2 with Statistics, *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 7</b>	Math 7 ACC	Math 8 ACC Completed Math 7 ACC	Geometry with Data Analysis, Algebra 2 with Statistics, *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 7</b>	Math 8	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 1 with Probability, Algebra 2 with Statistics *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 7 ACC</b>	Math 8 ACC Complete Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 2 with Statistics *3 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)

\*Possible math electives in high school: Mathematical Modeling, Applications of Finite Mathematics, Precalculus, AP Calculus, AP Statistics, AP Computer Science, Dual Enrollment, IB, Credit-eligible CTE

## Rising Grade 8th (Read left to right)

20-21 (Current 7th)	21-22 (8 <sup>th</sup> Grade)	High School Pathway
<b>Math 7</b>	Math 8	Geometry with Data Analysis, Algebra 1 with Probability, Algebra 2 with Statistics, *1 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 7 ACC</b>	Math 8 ACC Completed Math 7 ACC	Geometry with Data Analysis, Algebra 2 with Statistics, *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 8</b>	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 1 with Probability, Algebra 2 with Statistics *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Math 8 ACC</b>	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 1 with Probability, Algebra 2 with Statistics *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)
<b>Algebra I</b>	HS Geometry with Data Analysis (for credit) Completed Algebra I	Algebra 2 with Statistics *3 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or dual credit)

\*Possible math electives in high school: Mathematical Modeling, Applications of Finite Mathematics, Precalculus, AP Calculus, AP Statistics, AP Computer Science, Dual Enrollment, IB, Credit-eligible CTE



## TCS Math Pathways for 2023-2024

### TCS Math Pathways (Read left to right)

23-24 ( Rising 6 <sup>th</sup> Grade)	24-25 (7 <sup>th</sup> Grade)	25-26 (8 <sup>th</sup> Grade)	High School Pathway
Math 6 or Honors/Advanced Mathematics PK-6 <i>(Score 50%-79% on a district approved test)</i>	Math 7	Math 8	Geometry with Data Analysis, Algebra I with Probability, Algebra 2 with Statistics, *1 additional math credit
Math 6 or Honors/Advanced Mathematics PK-6 <i>(Score 50%-79% on a district approved test)</i>	Math 7 ACC <b>**Score 87% on a district approved test</b>	Math 8 ACC Complete Math 7 ACC	Geometry with Data Analysis, Algebra I with Probability, Algebra 2 with Statistics, *1 additional math credit
Math 7 <i>Score 80% on a district approved test</i>	Math 7 ACC <b>**Score 87% on a district approved test</b>	Math 8 ACC Complete Math 7 ACC	Geometry with Data Analysis, Algebra I with Probability, Algebra 2 with Statistics, *1 additional math credit
Math 7 <i>Score 80% on a district approved test</i>	Math 8 Completed Math 7 or Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra I with Probability, Algebra 2 with Statistics *2 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or Dual Credit)
Math 7 ACC <b>**Score 87% on a district approved test</b>	Math 8 ACC Complete Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 2 with Statistics *3 additional math credits in HS: AP, IB, Math Electives, Dual Enrollment (or Dual Credit)

## TCS Math Pathways for 2024-2025

### TCS Math Pathways 2024-2025

For middle school and in-coming Freshmen:

	Grade 6	Grade 7	Grade 8	HS
<b>Option 1</b>	Math 6 OR Honors/Advanced Mathematics PK-6 (50 <sup>th</sup> or higher %tile on a district approved midyear screener)	Math 7	Math 8	Geometry with Data Analysis, Algebra 1 with Probability, Algebra 2 with Statistics, *1 additional math credit
<b>Option 2</b>	Math 6 OR Honors/Advanced Mathematics PK-6 (50 <sup>th</sup> or higher %tile on a district approved midyear screener)	Math 7 ACC 85 <sup>th</sup> %tile or higher on a district approved midyear screener OR **87+ on a district approved test	Math 8 ACC or Math 8 Completed Math 7 ACC	Geometry with Data Analysis, Algebra 1 with Probability, Algebra 2 with Statistics, *1 additional math credit
<b>Option 3</b>	Math 7 (80 or higher on a district approved test)	Math 8 Completed Math 7 or Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 1 with Probability, Algebra 2 with Statistics *2 additional math credits in HS: AP, IB, Math Electives, Dual Credit Course
<b>Option 3</b>	Math 7 ACC 85 <sup>th</sup> %tile or higher on a district approved midyear screener AND **87+ on a district approved test	Math 8 ACC or Math 8 Completed Math 7 ACC	HS Geometry with Data Analysis (for credit) Completed Math 8 or Math 8 ACC	Algebra 2 with Statistics *3 additional math credits in HS: AP, IB, Math Electives, Dual Credit Course

For current High School students: Need 4 Math Credits beginning Grade 9

Geometry with Data Analysis → Algebra 1 with Probability → Algebra 2 with Statistics → Math Elective

\*Possible math electives: Mathematical Modeling, Applications of Finite Mathematics, Precalculus, AP Calculus, AP Statistics, AP Computer Science, Dual Enrollment, IB

\*\* Local School Administrators/Counselors must Contact Ken Webb to schedule district approved tests (ALL interested students can test)

Note: All students wanting to accelerate must complete assigned tests on school campus proctored/monitored by TCS Certified Staff