



Albertville City Schools
Middle School Curriculum Guide
2024-2025

2024- 2025 Middle School Curriculum Handbook

Albertville City Schools' secondary curriculum is based on the Alabama Courses of Study content standards. Each academic content area provides a vertically aligned framework to help prepare students to be successful as they move from one grade to the next. Teachers support student learning by incorporating best practices, including but not limited to, direct instruction, multi-sensory strategies, and technology to address academic needs. Students' physical, social, and emotional aspects of the learning process are also recognized as we strive to meet the needs of all learners. Albertville City Schools also supports students' development through art, music, counseling, library media and STEM with programs specific to each school.

Each Alabama Course of Study can be found here [Alabama Course of Study](#) on the Alabama Standards webpage.

Secondary Grades 7-8	
English Language Arts	Alabama Course of Study English Language Arts
Math	Alabama Course of Study Mathematics
Science	Alabama Course of Study Science
Social Studies	Alabama Course of Study Social Studies
Physical Education	Alabama Course of Study Physical Education
Career Preparedness	Alabama Course of Study Career Preparedness
Arts Education	Alabama Course of Study Arts Education
Digital Literacy and Computer Science	Alabama Course of Study Digital Literacy and Computer Science

Albertville City Schools also supports students' development through art, music, library media and STEM with programs specific to each school/grade as noted below. These programs are fundamental as they enhance students' creativity, innovative thinking, and intellect.

CORE CLASSES

CORE CLASSES		
Course	Course #	Grade
English Language Arts		
English 7		7
Advanced English 7		7
English 8		8
Advanced English 8		8
Mathematics		
Course	Course #	Grade
Math 7		7
Advanced Math 7		7
Math 8		8
Advanced Math 8		8
Science		
Course	Course #	Grade
Science 7		7
Advanced Science 7		7
Science 8		8
Advanced Science 8		8
Social Studies		
Course	Course #	Grade
Social Studies 7		7
Advanced Social Studies 7		7
Social Studies 8		8
Advanced Social Studies 8		8
Course	Course #	Grade
Career Preparedness		
Physical Education		

****Advanced courses** are offered for core classes (ELA, math, social studies, science) and are accelerated academic courses designed for students who plan to enroll in accelerated courses in high school. The fast-paced curriculum requires an increased expectation of responsibility and independence. Students are expected to display a high level of proficiency in writing, reading, and critical thinking. Additionally, they should be willing to respond to increased academic rigor.

Electives

Electives		
Course	Course #	Grade
Band		7,8
Choir		7,8
Vocal Point		8
Art Education		7,8
Digital Media		7,8
Digital Citizenship		8
Computer Science		7
Business Tech		8
Pre-Agriscience		8
We Build It better		8
Project Lead the Way		7

****Electives** will be offered based on availability and state curriculum guidelines.

MIDDLE SCHOOL GRADING SCALE

In grades 7-8 report cards follow a traditional A-F grading scale.

A	90% to 100%
B	80% to 89%
C	70% to 79%
D	60% to 69%
F	59% or below

PowerSchool Student Progress Reports

A mid-nine weeks progress report is a valuable means of teacher-parent communication. Parents are informed and given the opportunity to assist their child toward improvement prior to the end of the quarter. All students receive mid-nine weeks reports. The teacher/registrar generates the progress reports using PowerSchool.

PowerSchool Report Cards

Report cards are issued approximately five school days following the teacher workday at the end of each nine weeks. Report cards are printed from PowerSchool. The only valid report card for students in grades seventh through eighth is the PowerSchool Report Card.

PROMOTION AND RETENTION

Elementary School

Students in 1st-6th grades must pass ELA and mathematics with a yearly minimum average of 60/D or higher to be promoted to the next grade. In determining a student's appropriate placement, teachers and administrators will communicate with parents regarding student achievement.

Middle School

Students in grades 7-8 are expected to pass all core classes (ELA, Math, Science, History) with a yearly minimum average of 60/D or higher to be promoted to the next grade level. Any student with 2 failing grades (yearly average of 59 or below) will be retained. *Students can be promoted if they successfully complete summer school with a passing score.*

High School

Students in 9th-12th grades must score a minimum average of 60/D or higher in class to receive credit towards high school graduation requirements.

Parents will be notified throughout the school year of their child's academic progress through progress reports, nine-week report cards, and parent conferences. In the event a student begins to demonstrate challenges in the learning environment, teachers and administrators will meet to determine additional support that can be provided. At any time during the school year, parents or teachers can request a meeting to discuss students' needs. The Problem-Solving Team (PST) meets to determine strategies and interventions that can be put in place for students.

English Language Learners (ELL)

Any student receiving ESL services is eligible for appropriate accommodations to instruction. The student's EL status should be considered when determining promotion and retention. When a student begins to be unsuccessful, the ELL Committee should meet to discuss appropriate next steps.

Special Education

Special education students receiving a traditional grade must pass reading and mathematics with a yearly average of 60 D or higher. Special education students receiving a basic/adapted grade will be promoted based on mastery of their Individualized Education Plan (IEP) goals.

Special education teachers will adhere to the retention procedures stated above for special education students receiving traditional grades. For special education students receiving basic/adapted grades, teachers must follow the guidelines written in the student's IEP. When a student begins to be unsuccessful the IEP team will reconvene to determine the appropriateness of the IEP.