Ozark City Schools
Secondary Curriculum Guide

2024-2025
Course and Curriculum Guide

#ONEagle
OZARK CITY SCHOOLS

THE OZARK CITY BOARD OF EDUCATION

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EQUAL EDUCATIONAL OPPORTUNITIES

The Ozark City Schools Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. You are hereby notified that pursuant to the requirements of the Rehabilitation Act of 1973 this school district does not discriminate on the basis of handicap in any of the programs and services offered by the district. Qualified students with handicaps are entitled to be provided with regular or special education and related aids and services designed to meet individual educational needs as adequately as the needs of non-handicapped persons are met. You may contact the school for more information and for the name of the person or persons in the district responsible for coordinating the district's efforts to comply with this law.
[CFR 104.7(a), 34 CFR 104.8(a), 34 CFR 104.33(b)]

PURPOSE

This curriculum guide has been prepared to give students an overview of the educational opportunities available through D.A. Smith Middle School, Carroll High School, and the Ozark City Schools' Career Centers. The content of this document supersedes that found in previous editions. Students and their guardians are encouraged to review this guide in its entirety and use it as a tool for academic planning.

Students are required to take certain courses in compliance with local and state graduation requirements. Other courses may be selected based on the students' interests. Students are asked to make choices as to which courses and programs will be most beneficial to them in light of their abilities, interests, and aspirations.

GENERAL DESCRIPTION OF PROGRAM

Ozark City Schools provides a rich learning environment tailored to meet the diverse needs and interests of students in grades 6-12.

- School Demographics
    - D.A. Smith Middle School serves students in Grades 6-8.
    - Carroll High School serves students in Grades 9-12.
- Scheduling
    - D.A. Smith Middle School operates on a six period schedule, with a flex period for additional instruction in identified areas of need or interest.
    - Carroll High School follows a traditional 90-minute block schedule, with a flex period for additional instruction in identified areas of need or interest.
- Career Technical Education (CTE)
    - D.A. Smith Middle School is home to the Career Exploration Center, a state of the art facility that houses both STEM and career exploration courses aimed at introducing students to the 16 career clusters.
    - Carroll High School and the Carroll High School Career Center are home to ten different Career Academies. The academies are hands-on CTE programs that allow students to develop and earn career readiness skills, technical skills, and certifications.

REGISTRATION

The number of courses offered and the staffing for each course will be based on data provided through spring registration. Once registration selections have been made, students may not be able to make adjustments to their schedule. Ozark City Schools reserves the right to alter course offerings due to a lack of student interest or changes in state guidelines.

High School students are required to register and enroll in a minimum of four courses per semester. Any exceptions to this requirement must be approved by the superintendent or his designee.

COUNSELING

A guidance team is available to assist students in course selections, career choices, testing, and counseling. Students are encouraged to plan their course selections to meet both graduation requirements and career objectives. Guidance counselors are available to work with students and parents at all times to aid students in maximizing their educational opportunities. Students will be advised on placement in advanced and AP courses. If a parent would like to override the recommendation of the counselor, he or she must complete a form making the formal request.

Before entering the ninth grade, students will work with their Career Coach and Middle School Counselor to develop a four-year plan. This outline will be subject to revision but will provide students with guidance on selecting courses aligned to a post-secondary pathway. The entire registration process will be repeated each spring, and each student will be counseled individually by a counselor who will review the student's entire program of study.

DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Ozark City Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Ozark City Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the board to the contrary. The primary purpose of directory information is to allow Ozark City Schools to include information from your child's education records in certain school publications. Examples include: a yearbook, a program for a school event, honor roll and other recognition lists, graduation programs, and sports media sheets.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Ozark City Schools to disclose any or all of the types of information designated as directory information from your child's education records without your prior written consent, you must notify Ozark City Schools in writing within 10 school days of the student's enrollment date each year.

COURSE ELIGIBILITY

All students are eligible to take all courses offered, provided they meet the eligibility requirements for the course, space is available, and there are no scheduling conflicts with requirements for graduation. No student will be denied access to a course or program on the basis of race, color, religion, age, sex, national origin, limited English speaking ability, disability, affiliation with Scouts of America, or economic condition.

CARNEGIE UNITS

When a student successfully completes the required work for a course at the high school level, he or she can earn one Carnegie Unit.

COURSES TAKEN IN THE MIDDLE GRADES

In accordance with guidance from the Alabama State Department of Education, Ozark City Schools' students will not receive Carnegie Units for courses taken in the middle grades unless the course is covered by an academic waiver.

Accelerated 7 and Accelerated 8 Math, completed at the middle school level, will satisfy the Algebra I with Probability graduation requirement but will not result in a high school credit or be computed in the grade point average.

RESPONSE TO INSTRUCTION (RTI)

When students fall behind in their learning, Ozark City Schools employs a tiered approach to intervention called Response to Instruction (RTI). The RTI model employs different research based strategies that are used in an intentional sequence that begins with the simplest solutions and elevates, if necessary, to intensive intervention programs. The goal is to help students get back to grade-level expectations in the area of reading and math as quickly as possible. Struggling students are monitored by a team of caring educators at the school level.

Tier I: Core Instruction and Universal Support

Tier I is high-quality, standards-based core instruction in the classroom. All students receive Tier I instruction using evidence-based curricula and instructional strategies. Tier I is differentiated in whole group, small group, and individual settings.

A universal assessment or screener is reviewed yearly to inform the PST leadership team of the overall strength of the core instruction and to provide an overview of individual student and teacher strengths and weaknesses.

Academic Screener for D.A. Smith Middle School: ACAP Summative from Previous Year
Academic Screener for Carroll High School: PreACT, ACT, and Mock Assessments

Tier II: Targeted Support and Intervention

Tier II is targeted support and intervention through additional academic and behavior supports. These supports are provided in small groups and include additional opportunities to practice necessary skills and strategies. Progress monitoring is essential to Tier II.

Progress monitoring assessments are reviewed monthly in grade level PLCs to measure student improvement and response to intervention and instruction. The data from progress monitoring should be viewed with the goal of identifying specific deficits and preparing a plan for growth.

Progress Monitoring for D.A. Smith Middle School: iReady Assessment Suite
Progress Monitoring for Carroll High School: Common Assessments

Tier III: Intensive Support and Intervention

Tier III is the most intensive level of support and consists of targeted, explicit instruction and intervention specifically designed to meet the individual academic and behavioral needs of students.

Tier III progress monitoring tools are aligned with a research based intervention program.

Research Based Program for D.A. Smith Middle School: iReady
Research Based Program for Carroll High School: READ and MATH 180

EARLY GRADUATES

The Ozark City Schools Board of Education authorizes early graduation for students who meet all system graduation requirements, demonstrate College and Career Readiness, and pass the Alabama Civics Exam. To apply for early graduation, a student must submit an Early Graduation Application (Appendix A) to their senior counselor one semester prior to his or her intended graduation date. Before final approval will be granted, the student must provide a Letter of Acceptance to a post-secondary institution, enlistment papers for the U.S. Military, or a letter from an employer verifying employment in the workplace.

Students who graduate early will not be permitted to take part in organized school activities (field trips, athletics, clubs, etc.) other than prom and formal commencement exercises held in May. To participate in these activities, the graduate must commit to all mandatory meetings, practices, and expectations.

Early graduates will not qualify for Valedictorian or Salutatorian. Early graduates may qualify for Honor Graduate; however, they will not be seated by rank at graduation. Parents and students should consider that early graduation may affect eligibility for scholarships and freshman enrollment in certain colleges.

GRADE POINT AVERAGES FOR HIGH SCHOOL STUDENTS

Grade point averages for high school students are calculated using all credit-bearing courses. All courses are weighted equally, unless this document specifies an additional weight for an individual course. Additional weights will be reflected in both the numerical and standard grade point average. If a student is repeating a failed course, the previous grade earned in that course will be included in the grade point average.

FOUNDATION COURSES FOR CAREER AND TECHNICAL EDUCATION ACADEMIES

To progress in a career technical education program, a student must earn a C or higher in any required foundation course for the program. Students earning below a C may elect to forgo credit in order to retake the course in hopes of progressing through the program. Administrative approval from the Career and Technical Education Director is required for credit drops to be awarded.

EXAMS AND EXEMPTIONS: CARROLL HIGH SCHOOL

Students will take a comprehensive midterm exam and final exam. Both the midterm exam and the final exam will each count 10% of the student's final grade for the course. Exam grades will not be calculated into the grade for each individual quarter.

Students may not be exempt from any midterm exams. Students may exempt the final exam for a course with an 'A' and 4 or fewer absences or a 'B' and perfect attendance. An additional exemption is allowed in a student's second semester of their junior year for each section of the ACT in which they benchmark.

EXAMS AND EXEMPTIONS: D.A. SMITH MIDDLE SCHOOL

Students in Grades 7 and 8 will take comprehensive benchmark exams in their core courses at the end of each semester. The comprehensive exam will count 10% of the student's semester grade.

Students may exempt the second semester exam for a course with an 'A' and 4 or fewer absences or a 'B' and perfect attendance.

ADDRESSING MISSING AND LATE WORK

In order to ensure that grades accurately reflect the student's proficiency level on state standards, Ozark City Schools holds all students accountable for completing all assignments. If a student fails to meet a deadline, a zero will be used as a placeholder with the label of "missing" in the gradebook until the assignment is complete. Assignments will be taken for up to a 70 prior to the last full week of the quarter.

Teachers are expected to monitor student grades and contact parents if and when a student receives a zero. After three zeroes or three consecutive days of work not being completed,

parents will be asked to attend a parent conference and students may be referred for disciplinary action.

PROMOTION AND RETENTION: CARROLL HIGH SCHOOL

Classes of 2025-2027

- A freshman student is a student who has successfully completed and been promoted from the eighth grade.
- A sophomore student has successfully earned a minimum of six credits toward graduation to include no fewer than three core classes.
- A junior student has completed a minimum of twelve credits toward graduation to include no fewer than six core classes.
- A senior student has completed a minimum of eighteen credits toward graduation and is eligible to complete all graduation requirements by the end of the current school year.

Class of 2028 and following classes

- A freshman student is a student who has successfully completed and been promoted from the eighth grade.
- A sophomore student has successfully earned a minimum of seven credits toward graduation to include no fewer than three core classes.
- A junior student has completed a minimum of fourteen credits toward graduation to include no fewer than six core classes.
- A senior student has completed a minimum of twenty-one credits toward graduation and is eligible to complete all graduation requirements by the end of the current school year.

Following guidance from the Alabama State Department of Education, transfer students will be placed in the classification determined by their previous school.

HOMEWORK

Ozark City Schools' teachers are expected to make efficient use of time in the classroom. Additional practice may be assigned for students to continue their learning at home; however, new material should be reserved for classroom instruction.

PROMOTION AND RETENTION: MIDDLE GRADES

In the middle grades, the promotion or retention of a student should be determined by a committee including but not limited to the principal or his/her designee, the counselor, the general education teacher, and the special education teacher (if applicable). Students who fail ELA, Math, or Science will be considered for retention and/or summer school. It is important to note that research indicates greater gains for more students as a result of promotion rather than retention.The committee should consider the following guidelines before making a recommendation for promotion or retention:

- Promotion should be based on the student’s mastery of the curriculum and/or critical standards. Behavior should not be a factor in promotion/retention.

- Prior retention in Grades K-8 should be considered by the committee.
- Students should receive targeted intervention through the RTI process before being considered for retention.
- Summer School should be considered as an alternative to retention when the student shows partial mastery of the curriculum. Partial mastery is defined as a 40-59.
- Communication with the parent regarding the possibility of retention should be held at least nine weeks prior to the end of the school year.

SUMMER SCHOOL

Summer School is offered on the campuses of the middle school and the high school through virtual curricula facilitated by certified teachers. A course fee is required for all summer school courses; however, need-based scholarships may be available.

The middle school utilizes Edgenuity to offer instruction in the areas of ELA and math during the summer semester. In the middle grades, students are offered summer school as an alternative to retention. The student risks being retained if he or she fails to successfully complete the course.

The high school provides students with opportunities for credit recovery, course recovery, and credit acceleration during the summer semester. Credit recovery and course recovery are offered through ACCESS or Edgenuity. Other course offerings are released in the spring.

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes any behavior that results in, or is intended to result in, a student gaining an unfair advantage on any assignment or assessment. These may include, but are not limited to:

- Plagiarism: the representation of the ideas or work of another person as the student's own.
- Collusion: supporting misconduct by another student, as in allowing one's own work to be copied or submitted for assessment by another student.
- Duplication of work: the presentation of the same work, in whole or in part, for different courses without the permission of the teacher.
- Cheating: any other method of gaining advantage on an assignment or assessment. Examples of cheating include, but are not limited to, sharing answers with another student, copying from an outside source or other student, or stealing and/or distributing copies of assessment materials.

First Offense: The student will be asked to re-do the assignment for partial credit. It may be appropriate for the teacher to reteach the rules of plagiarism and citations. Failure to re-do the assignment will result in a zero.

Second Offense: The student will receive a zero for the assignment with no opportunity for regained credit. Parents are notified.

Third Offense: The student is referred to the office for disciplinary action.

ARTIFICIAL INTELLIGENCE

Ozark City Schools acknowledges that technology is ever-changing and has a tremendous impact on our global society, local community, and classrooms. Artificial intelligence (AI), including generative forms of AI, is becoming more a part of our everyday lives. It is our responsibility to educate and train students to utilize AI in an ethical and educational way. Therefore, Ozark City Schools is not banning the student or teacher use of AI, but each student will need to be aware of the limitations and guidelines of its usage:

- Ozark City Schools student email accounts and chromebook access to specific open AI software, such as ChatGPT, are blocked due to data and security concerns. Any misuse of AI tools and applications, such as hacking or altering data, is strictly prohibited.
- Teachers may allow the use of AI for curriculum purposes. Access to specific websites will be granted on an as needed basis, adhering to specific data and privacy guidelines regarding age restrictions and usage.
- College Board and Dual Enrollment college and university classes may have additional restrictions and limitations regarding the use of Artificial Intelligence.
- Students who use AI software with a personal device and/or personal credentials should do so at their own risk - acknowledging that each platform is collecting various forms of data.
- Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc. **The use of AI could be subject to the Academic Dishonesty Policy.**
- Students should acknowledge that AI is not always factually accurate, nor seen as a credible source, and should be able to provide evidence to support its claims. All users must also be aware of the potential for bias and discrimination in AI tools and applications.

VALEDICTORIAN, SALUTATORIAN, AND HONORS GRADUATES

The numerical weighted grade point average for all core courses will be used to determine Valedictorian and Salutatorian for commencement ceremonies. GPAs will be carried out to three decimal points. Valedictorian and salutatorian candidates must be enrolled in Ozark City Schools for two years to be eligible for the distinction.

- Valedictorian - the student with the highest weighted core numerical gpa
- Salutatorian - the student with the second highest weighted core numerical gpa
- Honor Graduates - students with weighted numerical grade point averages above 90%
    - Beginning with the Class of 2028, Honor Graduates will be seated in alphabetical order in an honors section at graduation.

COURSE CLASSIFICATIONS FOR HIGH SCHOOL

- **LIFE SKILLS AND ESSENTIALS COURSES:** With careful consideration, students with disabilities may enroll in an Essentials or Life Skills Pathway course. Students enrolled in any course under the Essentials Pathway will not be counted as a graduate under the federal four-year cohort graduation rate. If a student takes four or more courses in the Essentials Pathway, he or she is required to complete the work requirement for this pathway. Courses in this pathway may not be accepted by postsecondary institutions or the National College Athletic Association (NCAA).
- **STANDARD PATHWAY COURSES:** Standard courses align to the Alabama State Department of Education standards and provide the rigorous foundation necessary for success in college and/or career.
- **ADVANCED COURSES:** Advanced courses utilize an advanced curriculum aligned to subsequent Advanced Placement and dual/college coursework. Designated advanced courses are granted an additional weight of 10 numerical points and are placed on a 5 possible scale for the scaled grade point average.
- **ADVANCED PLACEMENT (AP) COURSES:** AP courses follow a syllabus approved by the College Board and maintain the rigor of a college course. All students enrolled in an AP course are required to take the associated AP Exam. Students may receive college credit for the attainment of designated scores on the AP Exam. Students should access Alabama Transfers or their college admissions advisor to determine whether or not their scores will be accepted. AP courses are granted an additional weight of 10 numerical points and are placed on a 5.0 possible scale for the scaled grade point average.
- **DUAL ENROLLMENT/COLLEGE CREDIT COURSES:** Dual Enrollment course options allow students to receive both college and high school credit for courses taken through partnerships with local colleges. Dual courses are granted an additional weight of 10 numerical points and are placed on a 5.0 possible scale for the scaled grade point average. Refer to the dual enrollment section below for more information regarding dual enrollment policies and procedures.

CAREER AND TECHNICAL EDUCATION ACADEMIES

Career and Technical Education is based on the sixteen career clusters identified by the United States Department of Education. Programs are arranged within these clusters to provide a framework for arranging curriculum around similar occupations. The following academies are available to the students of Ozark City Schools:

- Architecture and Construction Cluster
    - Construction Technology
    - Masonry
- Education and Training Cluster
    - Education and Training
- Manufacturing Cluster
    - Additive Manufacturing/Engineering Graphics

- Health Science Cluster
    - Health Science: Patient Care Tech
    - Health Science: EMS
- Arts, A/V Technology, and Communications Cluster
    - TV Production
- Business, Management, and Administration Cluster
    - Business Administrative Services
- Human Services Cluster
    - Cosmetology
    - Aesthetics
- Government and Public Administration Cluster
    - JROTC

In the middle grades, students are exposed to all sixteen clusters with a focus on workforce technology and STEM.

CTE HONOR GRADUATES

CTE Honor Graduates complete three courses in one academy with a C or higher. One of these courses must be the required foundation course for the program. Students must also join and maintain membership in their associated CTSO to receive CTE Honor Graduate status.

COLLEGE AND CAREER READINESS REQUIREMENT

All students who start their four years of high school after the Fall of 2021 are required to demonstrate postsecondary education and workforce readiness prior to graduation by earning one or more of the following college or career readiness indicators:

1. Earning a benchmark score in any subject area on the ACT college entrance exam,
2. Earning a qualifying score of three or higher on an advanced placement exam,
3. Earning a qualifying score of four or higher on an international baccalaureate exam,
4. Earning college credit while in high school,
5. Earning a silver or gold level on the ACT WorkKeys Exam,
6. Completing an in-school youth apprenticeship program,
7. Earning a career technical industry credential listed on the CRI list of valuable credentials,
8. Being accepted into the military before graduation, or
9. Attaining career and technical education completer status.

Except for diplomas issued under Special Education Services rules, no student in the above mentioned cohorts shall receive a diploma without earning one or more of the college or career readiness indicators.

FINANCIAL LITERACY REQUIREMENT

Beginning with the Class of 2028, students must complete a fifty question financial literacy exam at the completion of their Career Prep course. Students must successfully answer thirty of the fifty questions to pass the exam.

CIVICS EXAM REQUIREMENT

In alignment with Act #2017-173 signed by Governor Kay Ivey, all Alabama graduates must pass the Alabama Civics Exam in order to be eligible for graduation. Ozark City Schools administers the Civics Exam to seniors after the completion of their twelfth grade government course. Students who elect to fulfill their US Government requirement through dual enrollment must schedule a time with the twelfth grade history teacher to complete their exam.

FAFSA

The Alabama State Department of Education requires all students to complete the Free Application for Federal Student Aid (FAFSA) before graduation. Students who elect to not fulfill this requirement must sign a waiver.

CREDIT RECOVERY

Credit Recovery allows students who have previously failed a course to make-up only the standards and objectives not mastered as a means of recovering a required credit for graduation. Any Carroll High School student who has previously taken and failed a course required for graduation may request enrollment in a credit recovery course if the following criteria are met.

Credit Recovery Criteria

- Students must earn between 40-59% in a core course eligible for credit recovery.
- Students must complete and fail the course before being placed in credit recovery.
- Students and parents must sign and return a credit recovery form.
- Students may be removed from the credit recovery program at the discretion of the administration for circumstances involving serious or repeated misbehavior, failure to adhere to attendance policies, or failure to make adequate progress.

Computer Based Credit Recovery

The credit recovery curriculum will be delivered through computer-based instructional software under an Alabama State Department of Education certified facilitator. Students will be dismissed from the credit recovery program when they demonstrate proficiency of each required Alabama Course of Study standard, regardless of the number of seat hours. Only regular, core courses will be offered through credit recovery. Advanced, Advanced Placement (AP), and dual enrollment credits may not be recovered through credit recovery courses.

Awarding of Credits and Grades

- The maximum grade awarded through credit recovery is a 70.
- If a student attempts credit recovery and does not successfully complete the program, no grade will be transcripted.
- Credit recovery courses will be entered on the transcript as a second attempt. Previously earned grades in the course will not be removed from the transcript.
- Students are required to complete all mastery tests and any modules assigned through the instructional software.
- Credit Recovery courses will be designated as such on the student's transcript.

The National Collegiate Athletic Association (NCAA) does not recognize credit recovery for course credit.

DUAL ENROLLMENT/COLLEGE CREDIT

Ozark City Schools currently has dual enrollment agreements with Wallace Community College, Enterprise State Community College, Alabama Aviation College, The University of Alabama, Auburn University, and Troy University. Agreements do not cover all classes, and students should schedule an appointment with their College and Career Counselor before enrolling to determine whether or not a course is covered by current agreements.

Dual Enrollment Admission Requirements

- Students must satisfy all admission requirements set forth by the Alabama Community College System and the credit awarding institution.
- Students must be in grades 10, 11, or 12 to begin dual enrollment.
- Students seeking enrollment in courses for dual credit must have a 2.5 grade point average. Specific programs may have a gpa waiver option.
- Students must have the approval of their high school counselor and college and career counselor before registering for a college course for dual credit.
- Students must complete a dual enrollment packet with all required documents (See Appendix B).
- Students must meet all college placement criteria to be placed in a dual enrollment or college course.

Placement Testing

- Some academic courses at the college may require a placement test score or a qualifying ACT score.

Dual Enrollment v. Dual Credit

- Dual enrollment is a term that refers to students taking college courses while still in high school. Dual enrollment may refer to students taking courses for dual credit or students taking courses for early college acceleration.

- Dual credit is a term that refers to students taking college courses for simultaneous high school and college credit. Not all college courses taken through dual enrollment are eligible for dual credit at the high school.
- Students in Ozark City Schools may take advantage of dual enrollment for the purpose of early college or dual credit; however, during the fall and spring semester, students must be enrolled and receive a transcripted grade for a minimum of four credit bearing courses. A 59/F will be transcripted for students who withdraw from a college course leaving them without the minimum four required courses.
- Dual credit courses will be transcripted on the high school transcript following the equivalency codes available through the Alabama State Department of Education course catalog.

Maintaining Eligibility

- After initial admission, students will maintain eligibility for dual enrollment or college credit as long as they continue to make a C or higher in all attempted college courses.
- Students who do not make a C or higher or who withdraw from a course will not be eligible for dual enrollment for a minimum of one semester.

Attendance

- Students are expected to attend all classes and follow the college calendar, regardless of the holiday and break schedule for the high school.
- Students are expected to contact their instructor, as well as their counselor, if they must be absent from a college course.
- Events at the high school are not an excused absence from college courses unless agreed upon by the Dual Enrollment Coordinator at the college.

Transcripting Dual Credit

- One three semester credit hour course shall equal one Carnegie Unit on the high school transcript. Courses that require additional credit hours or that have a lab unit may receive an additional partial credit through individual agreements with the college.
- Courses successfully completed for dual credit shall be posted on both the college and the LEA transcripts.
- A minimum of four courses to include high school and dual enrollment will be transcripted each fall and spring semester. A 59/F will be transcripted for students who withdraw from a college course leaving them without the minimum four required courses.
- Students should be advised that dual enrollment begins their college transcript, even if the courses are not taken for dual credit.
- Eligible courses will be posted to the high school transcript with the CC course type designation indicating that the student has obtained a college and career readiness indicator.
- Dual enrollment courses are granted an additional 10 point weight on the numerical scale and are placed on a 5.0 standard grade point average scale.

Transportation

- Transportation is the responsibility of the student or parent. The parent/guardian of a student assumes all liability and responsibility for a student taking college courses not located on the Carroll High School or Carroll High School Career Center campuses.
- Neither the college nor Ozark City Schools will be responsible for the supervision of students on the days that their classes do not meet. Students are expected to use this time to study and prepare for classes. Students are advised to take advantage of the college's library and tutoring/writing lab services as needed.

Students with Disabilities

- Participation in a dual enrollment program is considered to be a choice on the part of the student. The Individuals with Disabilities Education Act (IDEA) requirements concerning a Free Appropriate Public Education (FAPE) do not apply in a postsecondary educational setting. Furthermore, since requirements under the IDEA do not apply to the postsecondary level, the college is not obligated to provide services described in the Individual Education Plan (IEP) for dual enrollment courses.The college will comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) which guarantees that "no qualified individual with a disability may be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination if otherwise qualified." Students with disabilities who meet the prerequisites for the college courses may be provided reasonable accommodations that allow equal access. It is the student's responsibility to disclose and provide current documentation of his or her disability to the appropriate college official. Decisions regarding accommodations provided in college courses will be made by the college upon submission of appropriate disability documentation. The college will not provide modifications to change the course content or performance expectations that would substantially alter the essential functions or physical demands of the course. Some accommodations available at the high school might not be provided by the college.

Financial Agreements/Scholarships

- Students are responsible for any tuition, fees, textbooks, and materials associated with dual enrollment.
- Workforce Development Scholarships are available to cover the cost of tuition and fees for many courses. Students and parents should schedule an appointment with their counselor to discuss the availability of funding.

Alabama Transfers

- Alabama Transfers is a comprehensive guide that outlines the transfer pathways, including course equivalencies and requirements, between Alabama's two-year colleges and its public universities.

- The student's counselor will refer to transfer agreements when advising students on dual enrollment course selection. Students are advised to reference Alabama Transfers often when considering degree programs and postsecondary institutions.

GRADUATION REQUIREMENTS - Class of 2025 (24 Credits)

MATH - 4 credits	**SCIENCE - 4 credits**
Geometry with Data Analysis (1 credit) Algebra I with Probability (1 credit)* Algebra II with Statistics (1 credit) Additional Specialized Math Credit (1 or 2 credits)** *Accelerated Math 7 and Accelerated Math 8 may fulfill the requirement for Algebra I if the student successfully completed BOTH courses. Students who bypass Algebra I must take 2 specialized math courses. **Precalculus, Mathematical Modeling, Applications of Finite Mathematics, AP Calculus, AP Statistics, any dual enrollment mathematics course, or a CTE mathematics eligible course such as approved computer science courses	Biology (1 credit) Physical Science (1 credit)* Additional Specialized Science Credit (2 credits)** *Chemistry, Physical Science, or Physics completed through either standard high school courses, AP courses, or dual enrollment **Science or science-credit eligible options may include approved courses designated as Career and Technical Education/Advanced Placement/Dual Enrollment/or SDE approved course.
ENGLISH - 4 credits	**HISTORY - 4 credits**
English 9 (1 credit) English 10 (1 credit) English 11 (1 credit)* English 12 (1 credit)* *Approved AP or dual enrollment courses may be substituted for English 11 or English 12.	World History: 1500 to Present (1 credit) US History until 1776 (1 credit)* US History after 1776 (1 credit)* US Government (½ credit)* US Economics (½ credit)* *Approved AP or dual enrollment courses may be substituted.
REQUIRED ELECTIVES - 2.5 credits	**OTHER - 5.5 credits**
Beginning Kinesiology or JROTC (1 credit)* Career Preparedness (1 credit) Health (½ credit)** **Approved Career and Technical Education courses may be substituted for Health.	CTE, Fine Arts, or Foreign Languages (3 credits) Additional Electives (2.5 credits) Passing score on the Civics Exam FAFSA or FAFSA Waiver

GRADUATION REQUIREMENTS - Class of 2026 (25 credits)

MATH - 4 credits	**SCIENCE - 4 credits**
Geometry with Data Analysis (1 credit) Algebra I with Probability (1 credit)* Algebra II with Statistics (1 credit) Additional Specialized Math Credit (1 or 2 credits)** *Accelerated Math 7 and Accelerated Math 8 may fulfill the requirement for Algebra I if the student successfully completed BOTH courses. Students who bypass Algebra I must take 2 specialized math courses. **Precalculus, Mathematical Modeling, Applications of Finite Mathematics, AP Calculus, AP Statistics, any dual enrollment mathematics course, or a CTE mathematics eligible course such as approved computer science courses	Biology (1 credit) Physical Science (1 credit)* Additional Specialized Science Credit (2 credits)** *Chemistry, Physical Science, or Physics completed through either standard high school courses, AP courses, or dual enrollment **Science or science-credit eligible options may include approved courses designated as Career and Technical Education/Advanced Placement/Dual Enrollment/or SDE approved course.
ENGLISH - 4 credits	**HISTORY - 4 credits**
English 9 (1 credit) English 10 (1 credit) English 11 (1 credit)* English 12 (1 credit)* *Approved AP or dual enrollment courses may be substituted for English 11 or English 12.	World History: 1500 to Present (1 credit) US History until 1776 (1 credit)* US History after 1776 (1 credit)* US Government (½ credit)* US Economics (½ credit)* *Approved AP or dual enrollment courses may be substituted.
REQUIRED ELECTIVES - 2.5 credits	**OTHER - 6.5 credits**
Beginning Kinesiology or JROTC (1 credit)* Career Preparedness (1 credit) Health (½ credit)** **Approved Career and Technical Education courses may be substituted for Health.	CTE, Fine Arts, or Foreign Languages (3 credits) Additional Electives (3.5 credits) College and Career Readiness Indicator Passing score on the Civics Exam FAFSA or FAFSA Waiver

GRADUATION REQUIREMENTS - Class of 2027 (26 Credits)

MATH - 4 credits	**SCIENCE - 4 credits**
Geometry with Data Analysis (1 credit) Algebra I with Probability (1 credit)* Algebra II with Statistics (1 credit) Additional Specialized Math Credit (1 or 2 credits)** *Accelerated Math 7 and Accelerated Math 8 may fulfill the requirement for Algebra I if the student successfully completed BOTH courses. Students who bypass Algebra I must take 2 specialized math courses. **Precalculus, Mathematical Modeling, Applications of Finite Mathematics, AP Calculus, AP Statistics, any dual enrollment mathematics course, or a CTE mathematics eligible course such as approved computer science courses	Biology (1 credit) Physical Science (1 credit)* Additional Specialized Science Credit (2 credits)** *Chemistry, Physical Science, or Physics completed through either standard high school courses, AP courses, or dual enrollment **Science or science-credit eligible options may include approved courses designated as Career and Technical Education/Advanced Placement/Dual Enrollment/or SDE approved course.
ENGLISH - 4 credits	**HISTORY - 4 credits**
English 9 (1 credit) English 10 (1 credit) English 11 (1 credit)* English 12 (1 credit)* *Approved AP or dual enrollment courses may be substituted for English 11 or English 12.	World History: 1500 to Present (1 credit) US History until 1776 (1 credit)* US History after 1776 (1 credit)* US Government (½ credit)* US Economics (½ credit)* *Approved AP or dual enrollment courses may be substituted.
REQUIRED ELECTIVES - 2.5 credits	**OTHER - 7.5 credits**
Beginning Kinesiology or JROTC (1 credit)* Career Preparedness (1 credit) Health (½ credit)** **Approved Career and Technical Education courses may be substituted for Health.	CTE, Fine Arts, or Foreign Languages (3 credits) Additional Electives (4.5 credits) College and Career Readiness Indicator Passing score on the Civics Exam FAFSA or FAFSA Waiver

GRADUATION REQUIREMENTS - Class of 2028 and following cohorts (28 Credits)

MATH - 4 credits	**SCIENCE - 4 credits**
Geometry with Data Analysis (1 credit) Algebra I with Probability (1 credit)* Algebra II with Statistics (1 credit) Additional Specialized Math Credit (1 or 2 credits)** *Accelerated Math 7 and Accelerated Math 8 may fulfill the requirement for Algebra I if the student successfully completed BOTH courses. Students who bypass Algebra I must take 2 specialized math courses. **Precalculus, Mathematical Modeling, Applications of Finite Mathematics, AP Calculus, AP Statistics, any dual enrollment mathematics course, or a CTE mathematics eligible course such as approved computer science courses	Biology (1 credit) Physical Science (1 credit)* Additional Specialized Science Credit (2 credits)** *Chemistry, Physical Science, or Physics completed through either standard high school courses, AP courses, or dual enrollment **Science or science-credit eligible options may include approved courses designated as Career and Technical Education/Advanced Placement/Dual Enrollment/or SDE approved course.
ENGLISH - 4 credits	**HISTORY - 4 credits**
English 9 (1 credit) English 10 (1 credit) English 11 (1 credit)* English 12 (1 credit)* *Approved AP or dual enrollment courses may be substituted for English 11 or English 12.	World History: 1500 to Present (1 credit) US History until 1776 (1 credit)* US History after 1776 (1 credit)* US Government (½ credit)* US Economics (½ credit)* *Approved AP or dual enrollment courses may be substituted.
REQUIRED ELECTIVES - 2.5 credits	**OTHER - 8.5 credits**
Beginning Kinesiology or JROTC (1 credit)* Career Preparedness (1 credit) Health (½ credit)** **Approved Career and Technical Education courses may be substituted for Health.	CTE, Fine Arts, or Foreign Languages (3 credits) Additional Electives (5.5 credits) College and Career Readiness Indicator Passing score on the Civics Exam Financial Literacy Exam FAFSA or FAFSA Waiver

D.A. Smith Middle School Course Guide

Required Courses		
Course Code	Course Title	Grade Level
01034G0606	English Language Arts 6	6
04436G0606	Social Studies 6	6
03010G0606	Science 6	6
02036G0606	Mathematics 6	6
08036G0606	Physical Education 6	6
01035G0707	English Language Arts 7	7
01035H0707	English Language Arts 7, Hon/Adv	7
04001G0707	Geography 7 (Half)	7
04161G0707	Civics 7 (Half)	7
03237G0707	Life Science 7	7
02037G0707	Mathematics 7	7
02037H0707	Accelerated Mathematics 7	7
01036G0808	English Language Arts 8	8
01036H0808	English Language Arts 8, Hon/Adv	8
04051G0808	World History to 1500: Grade 8	8
03011G0808	Physical Science 8	8
02038G0808	Mathematics 8	8
02038H0808	Accelerated Mathematics 8	8
08037G0708	Physical Education: Grades 7 and 8	7-8
Elective Courses		
22151G0608	Career Explorations	6-8
05186G0606 05187G0707 05188G0808	Visual Arts	6-8
21019G0708	PLTW: Flight and Space	7-8
21052G6800	We Build It Better	6-8
10099G6801	PLTW: Computer Science Innovators and Makers	6-8
05103G1001 05102G1002 05103G1003	Music	6-8

Course Descriptions

English Language Arts, Grade 6

In Grade 6, students think abstractly, examine and challenge the ideas of others, and expand their ability to express and justify their own points of view. The application of foundational skills and knowledge to read and respond to various types of literature from critical, digital, language, research, and vocabulary literacies build their knowledge base, strengthening existing abilities through reading,

listening, writing, and speaking. Students move from concrete to abstract thinking, examine and challenge the ideas of others, and expand their ability to express and justify their own points of view. To acknowledge this transition in thinking, standards in the middle grades also transition from the earlier grades' explicit focus on building foundational literacy skills to the application of foundational skills and knowledge to read and respond to various types of literature.

Curriculum: APlus E3 Curriculum

English Language Arts, Grade 7

In Grade 7, students will focus on building foundational literacy skills and knowledge to read and respond to various types of literature, build their knowledge base, and strengthen existing abilities. Students' ability to think abstractly increases. Seventh graders continue to examine and challenge the ideas of others and expand their ability to express and justify their own points of view through reading, listening, writing, and speaking.

Curriculum: APlus E3 Curriculum

Advanced English Language Arts, Grade 7
Prerequisite: Students will be recommended for advanced course work based on ACAP scores, iReady scores, and previous grades.

Advanced Grade 7 students will focus on building foundational literacy skills and knowledge to read and respond to various types of literature, build their knowledge base, and strengthen existing abilities. Students will move at an accelerated pace with a more concentrated focus on independent reading, writing, analysis, digital literacy, and problem solving. Seventh graders continue to examine and challenge the ideas of others and expand their ability to express and justify their own points of view through reading, listening, writing, and speaking.

Curriculum: APlus E3 Curriculum

English Language Arts, Grade 8

In Grade 8, students will analyze sources of reading that span all subject areas, cultures, and formats as students begin to recognize the interconnectedness of their world. These texts also become sources for research. Students in the middle level begin to discern the validity and credibility of information, as well as the importance of employing that discernment in today's world. Students also learn the importance of citing their sources to acknowledge the work of other academics and to build their own credibility as researchers and writers. Writing in the middle grades becomes more rigorous as the emphasis on organization and textual evidence becomes a daily requirement. Writing is fostered and sustained by both shorter pieces of writing and longer, more challenging works. Students hone their vocabulary literacy by paying attention to connotative meanings, understanding their audience, and their academic and domain-specific vocabulary. They also continue to develop their language and grammar skills as they review foundational knowledge and build upon it with new concepts in their writing through reading, listening, writing, and speaking.

Curriculum: APlus E3 Curriculum

Advanced English Language Arts, Grade 8
Prerequisite: Students will be recommended for advanced course work based on ACAP scores, iReady scores, and previous grades.

In Grade 8, students will analyze sources of reading that span all subject areas, cultures, and formats as students begin to recognize the interconnectedness of their world. These texts also become sources for research. Students in the middle level begin to discern the validity and credibility of

information, as well as the importance of employing that discernment in today's world. Students also learn the importance of citing their sources to acknowledge the work of other academics and to build their own credibility as researchers and writers. Writing in the middle grades becomes more rigorous as the emphasis on organization and textual evidence becomes a daily requirement. Writing is fostered and sustained by both shorter pieces of writing and longer, more challenging works. Students hone their vocabulary literacy by paying attention to connotative meanings, understanding their audience, and their academic and domain-specific vocabulary. They also continue to develop their language and grammar skills as they review foundational knowledge and build upon it with new concepts in their writing through reading, listening, writing, and speaking.
At the advanced level, students will use a wide variety of text to increase their use of critical thinking skills. The curriculum moves at an accelerated pace and offers a more concentrated focus on independent reading, writing, analysis, and problem solving.

Curriculum: APlus E3 Curriculum

Social Studies, Grade 6

Sixth-grade content standards focus on the history of the United States from the Industrial Revolution to the present. Historical events studied by sixth graders include the rise of the United States as an industrial nation, World War I, the Great Depression, World War II, and the Cold War Era. Furthermore, the economic, political, social, and technological issues and developments from post World War II to the present are explored. Emphasis is placed on economic, geographic, historic, and civic and governmental changes that have influenced every aspect of life during these events, including communication and technological advances, reorganization of national boundaries, and the movement of the United States into the role of world leader.

Curriculum: Open Source to Include E3 Units and

Geography/Civics, Grade 7

In seventh grade, geography and civics are each taught as a one semester course. In the one semester seventh grade geography course, students study world geography using a thematic approach. They focus on Earth as the subject matter that involves people, places, and environments and learn that geography seeks meaning in spatial patterns and processes that involve asking questions regarding where and why. Teachers select particular continents, countries, and regions to provide the geographic framework for classroom instruction and investigation. The one semester seventh grade civics course addresses content regarding democracy; liberty; law; personal economics; and local, state, and national civic responsibility. This course provides students with information about how society works, including the role students play in the community and in the world.

Curriculum: Open Source to Include E3 Units, Liberty Learning, and

World History to 1500, Grade 8

Students in the eighth grade can be described as curious and independent learners, discovering who they are and determining their place in the world. As they begin to assert independence from adults and become more reliant on peers, they continue to need a great amount of guidance. Through instruction that includes various media and first-hand experiences, students become more aware of events on a global scale and learn how these events affect them. The curriculum concentrates on research-based teaching strategies with lessons that include critical thinking skills and analysis of primary and secondary sources with an emphasis on close reading.

Curriculum: Open Source to Include E3 Units and

Science, Grade 6

Grade 6 continues the Earth and Space Science progression from earlier grades: progression of knowledge and understanding through the integration of science and engineering practices along with crosscutting concepts of the core ideas to include the universe and its grand scale in both time and space, processes that drive Earth's conditions and its continual change over time, and society's interactions with the planet.

Curriculum: Open Source to Include E3 and AMSTI Units

Life Science, Grade 7

Grade 7 continues the Life Science progression of knowledge and understanding from earlier grades including: the structure and function of cells and their connections to organs and organ systems; the interactions between living organisms and between biotic and abiotic factors; explanations of genetic variations, results of genetic mutations, and impacts of genetic technologies; the patterns of change in populations of organisms over a long period of time; the relationship between natural selection; and the reproduction and survival of a population with the integration of science and engineering practices and crosscutting concepts from the science framework.

Curriculum: Open Source to Include E3 and AMSTI Units

Physical Science, Grade 8

Grade 8 continues the Physical Science progression of knowledge and understanding from earlier grades including: the composition and properties of matter; examining forces and predicting and developing explanations for changes in motion; the conservation of energy, energy transformations, and applications of energy to everyday life; and types and properties of waves and the use of waves in communication devices with the integration of science and engineering practices and crosscutting concepts from the science framework.

Curriculum: Open Source to Include E3 and AMSTI Units

Mathematics, Grade 6

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.

Curriculum: iReady supplemented with MathNation

Mathematics, Grade 7

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.

Curriculum: iReady supplemented with MathNation

Accelerated Mathematics, Grade 7
Prerequisite: Students will be recommended for advanced course work based on ACAP scores, iReady scores, and previous grades.

The Grade 7 Accelerated Mathematics course has been carefully aligned and designed for middle school students who show particular motivation and interest in mathematics. Grade 7 Accelerated Mathematics includes standards from Grade 7 Mathematics and incorporates standards from Grade 8 Mathematics and Algebra I with Probability. Students who complete this class are eligible to enroll in Grade 8 Accelerated Mathematics or Grade 8 Mathematics. Students who complete both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics are considered to have met the requirements of and may opt to omit the Algebra I with Probability course in their high school mathematics progression to enroll in additional mathematics courses after completing the required Algebra II with Statistics course.

Curriculum: iReady supplemented with MathNation

Mathematics, Grade 8

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.

Curriculum: iReady supplemented with MathNation

Accelerated Mathematics, Grade 8
Prerequisite: C or higher in Accelerated Mathematics 7

The Grade 8 Accelerated course has been carefully aligned and designed for middle school students who have completed the Grade 7 Accelerated course and show particular motivation and interest in mathematics. Grade 8 Accelerated contains four content areas: Number Systems and Operations; Algebra and Functions; Data Analysis, Statistics, and Probability; and Geometry and Measurement. The algebra focus is on quadratic relationships. Students who successfully complete this course will be prepared to enter Geometry with Data Analysis in Grade 9 and then accelerate directly into Algebra II with Statistics in Grade 10, thus providing them with an opportunity to take additional, specialized mathematics coursework, such as AP Calculus or AP Statistics, in Grades 11 and 12.

Curriculum: iReady supplemented with MathNation

PLTW Flight and Space

A career tech course where students study the history of aerospace through hands-on activities and research. Students explore the science of aeronautics and use this knowledge to design, build, and test a model glider.

Curriculum: Project Lead the Way

PLTW Innovators and Makers

Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. Student understanding of computer science concepts through meaningful applications will be broadened. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

Curriculum: Project Lead the Way

We Build It Better

We Build It Better provides students with the knowledge that goes along with understanding the process behind developing a new product. Students learn foundational skills so they can create unique solutions to real-world industry-based challenges. This course is powered by Flight Works Alabama.

Curriculum: We Build It Better

Visual Art

Students in Grades 6-8 experience rapid physical growth and change. Their intellectual ability also changes, as they become more capable of complex abstract and analytical thinking. Peer relationships become increasingly important, and students may begin to criticize or challenge authority. Visual arts instruction in these middle grades provides a foundation for all students, whether they have had previous training or not. Students begin to implement principles more independently and in greater depth as they move toward developing a personal artistic voice, taking responsibility for creating and interpreting works of art.

Curriculum: Open Source

Music

Middle grades band courses are 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.

Curriculum: Open Source

Carroll High School Course Guide

English Courses (4 credit requirement for graduation)				
Course Code	Course Title	Credits	GPA Scale	Substitution not Allowed
01001G1000 01001E1000	English 9, or Advanced English 9	1 credit 1 credit	4.0 5.0	☑
01002G1000 01013E1001	English 10, or AP Seminar: English 10	1 credit 1 credit	4.0 5.0	☑
01003G1000	English 11	1 credit	4.0	
01005E1000	AP Language and Composition	1 credit	5.0	
01004G1000	English 12	1 credit	4.0	
01006E1000	AP Literature and Composition	1 credit	5.0	
01999C1001	ENGLISH COMPOSITION I (ENG 101)	1 credit	5.0	
01999C1002	ENGLISH COMPOSITION II (ENG 102)	1 credit	5.0	
22999C1005	FOUR YEAR COLLEGE ENGLISH	1 credit	5.0	
01999C1007	WORLD LITERATURE I (ENG 271)	1 credit	5.0	
01999C1006	WORLD LITERATURE II (ENG 272)	1 credit	5.0	

Course Descriptions

English 9: World Literature
Prerequisites: NONE

This course is designed to increase a student's understanding of the importance of aesthetic decisions by the author. Students will note how choices of syntax and diction shape and clarify meaning. Standards are organized under types of literacy (critical, digital, language, and research) to reflect the applications of literacy in a rapidly changing world. Ninth grade standards emphasize world literature to give students a broad and deep foundation. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking.

Curriculum: E3 with *Romeo and Juliet* and "The Most Dangerous Game"

Advanced English 9: World Literature
Prerequisites: NONE

This course is aligned to the E3 curriculum. It is an enriched course which dives deeper into the content knowledge of English 9 and provides an extension of the regular course work in relation to expression and reception.

Curriculum: E3 with *Romeo and Juliet* and "The Most Dangerous Game"

English 10: World Literature
Prerequisites: English 9 or Advanced English 9

In Grade 10, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work,

implement conventions of language and usage, and utilize context to decipher word meanings. Tenth grade standards emphasize world literature to give students a broad and deep foundation. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking.

Curriculum: E3 with *Scythe* and *The Scarlet Letter*

AP Seminar: English 10
Prerequisites: English 9 or Advanced English 9

In Grade 10, AP Seminar: English courses expose students to a variety of texts covering multiple genres, topics, and rhetorical contexts in a seminar-style setting. These courses foster students' ability to summarize and explain the salient ideas in a text by analyzing an author's perspective, rhetorical choices, and argumentative structure. Students evaluate a variety of literary, informational, and visual texts, and synthesize perspectives to develop evidence-based arguments. Students convey their findings through multiple written formats, multimedia presentations, and oral defenses.

Curriculum: E3 with *Night*, *Julius Caesar*, and *A Raisin in the Sun*

English 11: American Literature
Prerequisites: English 10 or Advanced English 10

In Grade 11, students will explore the literature of America before, during, and after European arrival. A year of specific attention because of literature's deep ties to all aspects of culture. The study of American Literature encourages a cross-curricular understanding and appreciation of qualities that distinguish American literature and American culture in general. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking.

Curriculum: Open Source with *The Other Wes Moore*

AP Language and Composition
Prerequisites: a 'C' or higher in English 10 or Advanced English 10

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, students read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods all through reading, listening, writing, and speaking.

Curriculum: APlus AP Curriculum

English 12
Prerequisites: English 11, AP Language and Composition, or an equivalent dual enrollment course credit

In Grade 12, students focus on the literature of the British Isles, which provides both a linguistic and cultural starting point that more fully contextualizes the eventual forming of the United States and informs a sophisticated understanding of the connections between American and British literature contrasted with the unique character of each. British literature students should read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English

language and his influences on other works of literature. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking.

Curriculum: Open Source with *Oedipus the King* and *Clybourne Park*

AP Literature and Composition
Prerequisites: a 'C' or higher in English 11, AP Language and Composition, or ENG 101

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Curriculum: APlus AP Curriculum with *Their Eyes Were Watching God* and *The Metamorphosis*

ENG 101: English Composition I (Dual Enrollment)
Prerequisites: 2.5 gpa; a 20 on the ACT or a passing score on the Accuplacer Exam
High School Equivalency for Dual Credit: English 11 or English 12

English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

ENG 102: English Composition II (Dual Enrollment)
Prerequisites: a grade of 'C' or higher in ENG 101
High School Equivalency for Dual Credit: English 11 or English 12

English Composition II provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

Dual Enrollment English Language Arts: 4 Year College/University
Prerequisites: a 'C' or higher in Advanced English 10
High School Equivalency for Dual Credit: English 11 or English 12

This course is used to award ELA credit to a student pursuing a dual enrollment English Language Arts credit at a four year college or university.

ENG 271: World Literature I (Dual Enrollment)
Prerequisites: ENG 102
High School Equivalency for Dual Credit: English 11 or English 12

This course is a study of selected literary masterpieces from Homer to the Renaissance. Emphasis is placed on major representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant

criticism and research.

ENG 272: World Literature II (Dual Enrollment)
Prerequisites: ENG 102
High School Equivalency for Dual Credit: English 11 or English 12

This course is a study of selected literary masterpieces from the Renaissance to the present. Emphasis is placed on major representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

Math Courses
(4 credit requirement for graduation)

Course Code	Course Title	Credits	GPA Scale	Substitution not Allowed
02073G1000 02073H1000	Geometry with Data Analysis, or Advanced Geometry with Data Analysis	1 credit	4.0 5.0	☑
02052G0500	Algebra I with Probability (requirement may be bypassed with Accelerated 7 and 8)	1 credit	4.0	☑
02056G1000 02056H1000	Algebra II with Statistics, or Advanced Algebra II with Statistics	1 credit	4.0 5.0	☑
02110E1001	AP PreCalculus	1 credit	5.0	
02136G1000	Finite Mathematics	1 credit	4.0	
02124E1000	AP Calculus AB	1 credit	5.0	
10152G1001	Programming Foundations	1 credit	4.0	
10019E1000	AP Computer Science Principles	1 credit	5.0	
10157E1000	AP Computer Science A	1 credit	5.0	
22999C1006	FOUR YEAR COLLEGE MATH	1 credit	5.0	
02999C1009	INTERMEDIATE COLLEGE ALGEBRA (MTH 100)	1 credit	5.0	
02999C1001	FINITE MATH (MTH 110)	1 credit	5.0	
02999C1002	PRECALCULUS ALGEBRA (MTH 112)	1 credit	5.0	
02999C1003	PRECALCULUS TRIGONOMETRY (MTH 113)	1 credit	5.0	
02999C1005	CALCULUS I (MTH 125)	1 credit	5.0	

Course Descriptions

Geometry with Data Analysis
Prerequisites: NONE

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.

Curriculum: Open Source to Include E3 Units, Math Nation, Big Ideas, DELTA Math, and Math Medic

Advanced Geometry with Data Analysis
Prerequisite: Students will be recommended for advanced course work based on ACAP scores, iReady scores, and previous grades.

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.

Curriculum: Open Source to Include E3 Units, Math Nation, Big Ideas, DELTA Math, and Math Medic

Algebra I with Probability
Prerequisites: Geometry with Data Analysis

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.

Curriculum: Open Source to Include Math Nation, DELTA Math, and Math Medic

Algebra II with Statistics
Prerequisites: Geometry with Data Analysis and Algebra I with Probability (or Accelerated 7 and 8)

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.

Curriculum: Open Source to Include E3 Units, Math Nation, DELTA Math, and Math Medic

Advanced Algebra II with Statistics
Prerequisites: Geometry with Data Analysis and Algebra I with Probability (or Accelerated 7 and 8)

Advanced 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 courses are 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.

Curriculum: Open Source to Include E3 Units, Math Nation, DELTA Math, and Math Medic

AP Precalculus
Prerequisites: Advanced Algebra II with Statistics or teacher recommendation

Following College Board's course framework designed to parallel college-level precalculus courses, AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, and linear transformation functions and their applications. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation, and engage each function type through their analytical, verbal, numerical, and graphical representations.

Curriculum: APlus AP Curriculum

Finite Mathematics
Prerequisites: Algebra II with Statistics

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.

Curriculum: Open Source to Include Math Nation, DELTA Math, and Math Medic

AP Calculus AB
Prerequisites: Precalculus

This course includes college-level advanced math work approved by the College Board Advanced Placement (AP) program for calculus: functions, graphs, limits, derivatives, integrals, polynomial approximations and series.

Curriculum: APlus AP Curriculum

Programming Foundations
Prerequisites: NONE

Programming Foundations focuses on the fundamentals of computer programming with an emphasis on computational thinking and problem- solving. Students will create authentic artifacts and engage with programming as a medium for creativity, communication, problem-solving, and fun. Students will be expected to develop logical thinking skills that pertain to programming. This course extends the

standards of the Alabama Course of Study: Digital Literacy and Computer Science.

Curriculum: E3

AP Computer Science Principles
Prerequisites: Teacher Recommendation or Programming Foundations

This course includes college-level advanced course work following the curriculum established by the College Board Advanced Placement (AP) program for computer science. The course 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. In addition, the course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Curriculum: APlus AP Curriculum

AP Computer Science A
Prerequisites: Teacher Recommendation or AP Computer Science Principles

This course includes college-level advanced course work following the curriculum established by the College Board Advanced Placement (AP) Program for computer science. The course emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development.

Curriculum: APlus AP Curriculum

Four Year College Math
Prerequisites: determined by the awarding institution
High School Equivalency for Dual Credit: Math 4

This course is for awarding dual enrollment/dual credit for approved Mathematics courses completed at a four-year college/university which meets a high school graduation requirement.

Intermediate College Algebra (MTH 100)
Prerequisites: Algebra II with Statistics, 2.5 gpa, and appropriate placement score
High School Equivalency for Dual Credit: Math 4

This course provides a study of algebraic techniques such as linear equations and inequalities, quadratic equations, systems of equations, and operations with exponents and radicals. Functions and relations are introduced and graphed with special emphasis on linear and quadratic functions.

Finite Mathematics (MTH 110)
Prerequisites: Algebra II with Statistics, 2.5 gpa, and appropriate placement score or MTH 100
High School Equivalency for Dual Credit: Math 4

This course is intended to give an overview of topics in finite mathematics together with their applications, and is taken primarily by students who are not majoring in a STEM field. This course will draw on and significantly enhance the student's arithmetic and algebraic skills. The course includes sets, counting, permutations, combinations, basic probability (including Baye's Theorem), and introduction to statistics (including work with Binomial Distributions and Normal Distributions), matrices and their applications to Markov chains and decision theory. Additional topics may include symbolic logic, linear models, linear programming, the simplex method and applications.

Precalculus Algebra (MTH 112)
Prerequisites: Algebra II with Statistics, 2.5 gpa, and appropriate placement score or MTH 100

High School Equivalency for Dual Credit: Math 4

This course emphasizes the algebra of functions - including polynomial, rational, exponential, and logarithmic functions. The course also covers systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Additional topics may include matrices, Cramer's Rule, and mathematical induction.

Precalculus Trigonometry (MTH 113)
Prerequisites: Algebra II with Statistics, 2.5 gpa, and appropriate placement score or MTH 112
High School Equivalency for Dual Credit: Math 4

This course includes the study of trigonometric (circular functions) and inverse trigonometric functions, and includes extensive work with trigonometric identities and trigonometric equations. The course also covers vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems.

Calculus I (MTH 125)
Prerequisites: Algebra II with Statistics, 2.5 gpa, and appropriate placement score or MTH 113
High School Equivalency for Dual Credit: Math 4

This is the first of three courses in the basic calculus sequence taken primarily by students in science, engineering, and mathematics. Topics include the limit of a function; the derivative of algebraic, trigonometric, exponential, and logarithmic functions; and the definite integral and its basic applications to area problems. Applications of the derivative are covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus.

Science Courses
(4 credit requirement for graduation; 1 biology and 1 physical science/chemistry credit)

Course Code	Course Title	Credits	GPA Scale	Substitution not Allowed
03051G1000 03051H1000	Biology, or Advanced Biology	1 credit	4.0 5.0	☑
03159G1000 03101H1000	Physical Science or Advanced Chemistry	1 credit	4.0 5.0	☑
03165E1000	AP Physics	1 credit	5.0	
03053G1000	Anatomy	1 credit	4.0	
15055G1000	Forensics*	1 credit	4.0	
10152G1001	Programming Foundations*	1 credit	4.0	
10019E1000	AP Computer Science Principles*	1 credit	5.0	
10157E1000	AP Computer Science A*	1 credit	5.0	
22999C1007	FOUR YEAR COLLEGE SCIENCE	1 credit	5.0	
03999C1002	INTRODUCTION TO BIOLOGY (BIO 101)	1 credit	5.0	
03999C1003	INTRODUCTION TO BIOLOGY II (BIO 102)	1 credit	5.0	
03999C1004	PRINCIPLES OF BIOLOGY (BIO 103)	1 credit	5.0	
03999C1016	COLLEGE CHEMISTRY I (CHM 111)	1 credit	5.0	
03999C1017	COLLEGE CHEMISTRY II (CHM 112)	1 credit	5.0	
03999C1024	PHYSICAL SCIENCE I (PHS 111)	1 credit	5.0	

03999C1008	HUMAN ANATOMY PHYSIOLOGY (BIO 201)	1 credit	5.0	
03999C1009	HUMAN ANATOMY PHYSIOLOGY II (BIO 202)	1 credit	5.0	

*The ALSDE designates certain career tech courses as science-credit eligible.Courses offered for science credit must be laboratory-based and contain scientific and engineering practices and crosscutting concepts as outlined in the latest research in science and science education.

Course Descriptions

Biology
Prerequisites: NONE

This course is designed to increase the student's depth of understanding of life science standards from earlier grades to include the integration of engineering design, with a focus on crosscutting concepts, science and engineering practices; and patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.

Curriculum: E3 with AMSTI ASIM Units

Advanced Biology
Prerequisites: NONE

Students engage in advanced sense-making to develop an increasing depth of understanding of life science standards from earlier grades to include the integration of engineering design, with a focus on crosscutting concepts, science and engineering practices; and patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.

Curriculum: E3 with AMSTI ASIM Units

Physical Science
Prerequisites: Biology or Advanced Biology

This course fulfills the physical science requirement for graduation. This course continues a conceptual progression of understanding and knowledge of physical science standards from earlier grades with engineering design integration and focus on crosscutting concepts, science and engineering practices; and the basic concepts of chemistry and physics including matter and its interactions, motion and stability, energy, and waves and information technologies.

Curriculum: Open Source to Include E3, ASIM, and Cengage's *Introduction to Physical Science*

Advanced Chemistry
Prerequisites: Biology or Advanced Biology

This course fulfills the physical science requirement for graduation. This course includes an advanced level in-depth progression of understanding and knowledge of the properties and interactions of matter including 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 with a focus on the application of biology, earth science, environmental science, and physiology to the study of chemistry. It includes the integration of engineering design, crosscutting concepts, and science and engineering practices from the science framework.

Curriculum: E3

AP Physics
Prerequisites: 11th or 12th grade designation

AP Physics is a college-level, algebra-based, introductory physics course following the curriculum established by the College Board Advanced Placement (AP) Program. The course 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.

Curriculum: APlus AP Curriculum

Anatomy
Prerequisites: Physical Science or Chemistry

Anatomy is the study of the structure and function of the human body systems from the cellular level to the organism level. Students study interactions within and between systems that maintain homeostasis in organisms and how personal choices, environmental factors, and genetic factors affect the human body.

Curriculum: ASIM and Cengage's *Anatomy and Physiology*

Forensic Science and Crime Science Investigation
Prerequisites: 11th or 12th grade designation

This career tech course teaches students to apply chemistry, physics, and biology to a suspect, a criminal act or behavior, or a victim. This course prepares students in two distinct concentrations. The Forensic Science portion 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.

Curriculum: Open Source to Include AMSTI

Programming Foundations
Prerequisites: NONE

Programming Foundations focuses on the fundamentals of computer programming with an emphasis on computational thinking and problem- solving. Students will create authentic artifacts and engage with programming as a medium for creativity, communication, problem-solving, and fun. Students will be expected to develop logical thinking skills that pertain to programming. This course extends the standards of the Alabama Course of Study: Digital Literacy and Computer Science.

Curriculum: E3

AP Computer Science Principles
Prerequisites: Teacher Recommendation or Programming Foundations

This course includes college-level advanced course work following the curriculum established by the College Board Advanced Placement (AP) program for computer science. The course 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. In addition, the course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Curriculum: APlus AP Curriculum

AP Computer Science A
Prerequisites: Teacher Recommendation or AP Computer Science Principles

This course includes college-level advanced course work following the curriculum established by the College Board Advanced Placement (AP) Program for computer science. The course emphasizes object-oriented programming methodology with a concentration on problem-solving and algorithm development.

Curriculum: APlus AP Curriculum

FOUR YEAR COLLEGE SCIENCE
Prerequisites: determined by the awarding institution
High School Equivalency for Dual Credit: Science 3 or 4

This course is for awarding dual enrollment/dual credit for approved Science courses completed at a four-year college/university which meets a high school graduation requirement.

Introduction to Biology (BIO 101)
Prerequisites: 2.5 gpa, required biology and physical science credits
High School Equivalency for Dual Credit: Science 3 or 4

Introduction to Biology I is the first of a two-course sequence designed for non-science majors. It covers historical studies illustrating the scientific method, cellular structure, bioenergetics, cell reproduction, Mendelian and molecular genetics, and a survey of human organ systems. A 120 minute laboratory is required.

Introduction to Biology II (BIO 102)
Prerequisites: 2.5 gpa and BIO 101
High School Equivalency for Dual Credit: Science 3 or 4

Introduction to Biology II is the second of a two-course sequence for non-science majors. It covers evolutionary principles and relationships, environmental and ecological topics, classification, and a survey of biodiversity. A 120 minute laboratory is required.

Principles of Biology I (BIO 103)
Prerequisites: 2.5 gpa, required biology and physical science credits
High School Equivalency for Dual Credit: Science 3 or 4

This is an introductory course for science and non-science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are explained through a study of cell structure and function, cellular reproduction, basic biochemistry, cell energetics, the process of photosynthesis, and Mendelian and molecular genetics. The course also includes the scientific method, basic principles of evolution, and an overview of the diversity of life with emphasis on viruses, prokaryotes, and protists. A 120 minute laboratory is required.

College Chemistry I (CHM 111)
Prerequisites: Math 112 or equivalent math placement score, 2.5 gpa
High School Equivalency for Dual Credit: Science 3 or 4

This is the first course in a two-semester sequence designed for the science or engineering major who is expected to have a strong background in mathematics. Topics in this course include measurement, nomenclature, stoichiometry, atomic structure, equations and reactions, basic concepts of thermochemistry, chemical and physical properties, bonding, molecular structure, gas laws, kinetic-molecular theory, condensed matter, solutions, colloids, and some descriptive chemistry topics. Laboratory is required.

College Chemistry II (CHM 112)
Prerequisites: CHM 111 and MTH 112

High School Equivalency for Dual Credit: Science 3 or 4

This is the second course in a two-semester sequence designed primarily for the science and engineering student who is expected to have a strong background in mathematics. Topics in this course include chemical kinetics, chemical equilibria, acids and bases, ionic equilibria of weak electrolytes, solubility product principle, chemical thermodynamics, electrochemistry, oxidation-reduction, nuclear chemistry, an introduction to organic chemistry and biochemistry, atmospheric chemistry, and selected topics in descriptive chemistry including the metals, nonmetals, semi-metals, coordination compounds, transition compounds, and post-transition compounds. Laboratory is required.

Physical Science I (PHS 111)
Prerequisites: 2.5 gpa, required biology and physical science credits
High School Equivalency for Dual Credit: Science 3 or 4

This course provides the non-technical student with an introduction to the basic principles of geology, oceanography, meteorology, and astronomy.

Human Anatomy and Physiology (BIO 201)
Prerequisites: BIO 103, 2.5 gpa
High School Equivalency for Dual Credit: Science 3 or 4

Human Anatomy and Physiology I covers the structure and function of the human body. Included is an orientation of the human body, basic principles of chemistry, a study of cells and tissues, metabolism, joints, the integumentary, skeletal, muscular, and nervous systems , and the senses. Dissection, histological studies, and physiology are featured in the laboratory experience. A 120 minute laboratory is required.

Human Anatomy and Physiology (BIO 202)
Prerequisites: BIO 103 and BIO 201. 2.5 gpa
High School Equivalency for Dual Credit: Science 3 or 4

Human Anatomy and Physiology II covers the structure and function of the human body. Included is a study of basic nutrition, basic principles of water, electrolyte, and acid-base balance, the endocrine, respiratory, digestive, excretory, cardiovascular, lymphatic, and reproductive systems. Dissection, histological studies, and physiology are featured in the laboratory experience. A 120 minute laboratory is required.

Social Studies Courses
(4 credit requirement for graduation)

Course Code	Course Title	Credits	GPA Scale	Substitution not Allowed
04053G1000 04053H1000	World History 1500 to Present, or Advanced World History 1500 to Present	1 credit	4.0 5.0	☑
04102G1000	United States History I	1 credit	4.0	
04103G1000	United States History II	1 credit	4.0	
04102E1000 04104E1000	Advanced United States History I, **and** AP United States History (APUSH) with DUAL OPTION	2 credit	5.0 5.0	
04151G0500	United States Government	.5 credit	4.0	
04201G0500	Economics	.5 credit	4.0	

04157E1000	AP US Government and Politics	1 credit	5.0	
04202E1000	AP Macroeconomics	1 credit	5.0	
04999C1009	UNITED STATES HISTORY I (HIS 201)	1 credit	5.0	
04999C1010	UNITED STATES HISTORY II (HIS 202)	1 credit	5.0	
04999C0517	AMERICAN NATIONAL GOVERNMENT (POL 211)	.5 credit	5.0	
04999C0503	PRINCIPLES OF MACROECONOMICS (ECO 231)	.5 credit	5.0	

Course Descriptions

World History 1500 to Present
Prerequisites: NONE

This course is a study of the chronological history of the world: the emergence of a global age; the Age of Revolutions; the Age of Isms; era of global war; and the world from 1500 to present. This course places emphasis on nonfiction literacy and primary source document analysis from each historical time period.

Curriculum: Open Source to Include E3, Actively Learn, and ReadWorks

Advanced World History 1500 to Present
Prerequisites: NONE

This course includes advanced work in the chronological history of the world: the emergence of a global age; the Age of Revolutions; the Age of Isms; era of global war; and the world from 1500 to present. This course includes in-depth reading and writing assignments, document based questioning, and higher order questioning. This course is designed for students seeking a progression to obtain the skills necessary for future advanced coursework.

Curriculum: Open Source to Include E3, Actively Learn, and ReadWorks

United States History I
Prerequisites: World History

United States History I is a chronological survey of major events and issues: colonization; American Revolution; development of political system 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. This course places emphasis on nonfiction literacy and primary source document analysis from each historical time period.

Curriculum: Open Source to Include E3

United States History II
Prerequisites: United States History I

United States History II is a 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. This course places emphasis on nonfiction literacy and primary source document analysis from each historical time period.

Curriculum: Open Source to Include E3

Advanced United States History I and AP US History with DUAL OPTION (HIS 201 and 202)
Prerequisites: World History, Teacher Recommendation or a C or higher in Advanced World History

High School Equivalency for Dual Credit: United States History I and II

This two-credit course includes college-level advanced coursework following the curriculum established by the College Board Advanced Placement (AP) Program for United States history. AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students who meet the requirements for dual enrollment may apply to receive dual credit through this coursework.

Curriculum: Open Source to Include *AMSCO United State History*, *The American Spirit,* and *A History of Women in America*

United States Government
Prerequisites: US History II or equivalent course

United States Government is a half credit course on the origins, functions, and branches of the U.S. government; representative democracy; federalism; political/civic life; analysis of Constitution, Bill of Rights, and other relevant documents.

Curriculum: *Government in America*

Economics
Prerequisites: US History II or equivalent course

Economics is a half-credit course on the basic elements of economics; comparative economic systems and economic theories; the role of the consumer; business and labor issues; functions of government; the structure of the U.S. banking system; and the role of the Federal Reserve Bank.

Curriculum: *Economics Concepts & Choices*

AP US Government and Politics
Prerequisites: US History II or equivalent course

AP US Government and Politics is a college-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for U.S. Government and Politics. Students cultivate their understanding of government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

Curriculum: AMSCO AP United States Government & Politics

AP Macroeconomics
Prerequisites: US History II or equivalent course

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

Curriculum: AMSCO AP Macroeconomics

United States History I (HIS 201)
Prerequisites: World History; 2.5 gpa
High School Equivalency for Dual Credit: United States History I (typically taken in 10th grade)

This course surveys United States history during colonial, revolutionary, early national, and antebellum periods. It concludes with the Civil War and Reconstruction.

United States History II (HIS 202)
Prerequisites: United States History I or equivalent; 2.5 gpa
High School Equivalency for Dual Credit: United States History II (typically taken in 11th grade)

This course is a continuation of HIS 201; it surveys United States history from the Reconstruction era to the present.

American National Government (POL 211)
Prerequisites: United States History II or equivalent; 2.5 gpa
High School Equivalency for Dual Credit: United States GovernmentI (typically taken in 12th grade)

This course surveys the background, constitutional principles, organization, and operation of the American political system. Topics include the U. S. Constitution, federalism, civil liberties, civil rights, political parties, interest groups, political campaigns, voting behavior, elections, the presidency, bureaucracy, Congress, and the justice system. Upon completion, students should be able to identify and explain relationships among the basic elements of American government and function as more informed participants of the American political system.

Principles of Macroeconomics (ECO 231)
Prerequisites: United States History II or equivalent; 2.5 gpa
High School Equivalency for Dual Credit: Economics (typically taken in 12th grade)

This course is an introduction to macroeconomic theory, analysis, and policy applications. Topics include the following: scarcity, demand and supply, national income analysis, major economic theories concerning monetary and fiscal policies as stabilization measures, the banking system, and other economic issues or problems including international trade.

Elective Courses

Course Code	Course Title	Credits	GPA Scale	Required
22153G1000	Career Prep	1 credit	4.0	☑
08051G0500	Health	.5 credit	4.0	☑
08152G1000	Driver and Traffic Safety	.5 credit	4.0	
24052G1000	Spanish I	1 credit	4.0	
24053G1000	Spanish II	1 credit	4.0	
24054G1000	Spanish III	1 credit	4.0	
11999C1003	FUND. OF ORAL COMMUNICATION (SPH 106)	1 credit	5.0	
11999C1004	FUNDAMENTALS OF PUBLIC SPEAKING (SPH 107)	1 credit	5.0	
10999C1007	MICROCOMPUTER APPLICATIONS (CIS 146)	1 credit	5.0	

Course Descriptions

Career Prep
Prerequisites: NONE

Career Preparedness focuses on three integrated areas of instruction: academic planning and career development, financial literacy, and technology. Course content includes college and career preparation, computer literacy skills, and personal finance. Technology topics are interwoven

throughout course instruction. These standards are designed to provide a strong foundation for student acquisition of the skills, attitudes, and knowledge that enable them to achieve success in school, at work, and across the life span. Other topics addressed in Career Preparedness are business and industry, continuing education, and lifelong learning. Partnerships and alliances between educational institutions, governmental entities and employers can support these standards and connect students to potential career opportunities. The required 20-hour online experience can be met by successfully completing Career Prep.

Curriculum: ACCESS Distance Learning

Health
Prerequisites: NONE

This course allows students to obtain and interpret basic health information and apply it effectively to their daily lives as they deal with such issues as bullying, substance abuse, mental health, and sexual activity. Students are encouraged to become health-literate and self-directed learners while establishing a basic understanding of health promotion and disease prevention.

Curriculum: ACCESS Distance Learning

Driver and Traffic Safety
Prerequisites: Alabama Learner License, Driver's License, or eligibility for an Alabama Learner License

Driver and Traffic Safety Education for high school students is divided into two distinct phases. Students receive a minimum of thirty hours of instruction, including Boating Safety, and a performance-based evaluation of basic driving skills in a dual control vehicle.

Curriculum: Driver Safety Manual

Spanish I
Prerequisites: NONE

Spanish I is a study of 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

Curriculum: McGraw Hill *Asi se dice*

Spanish II
Prerequisites: Spanish I or teacher recommendation

Spanish II is a study of listening and speaking skills including understanding and responding to directions, commands, and questions; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; and further understanding Spanish-speaking cultures

Curriculum: McGraw Hill *Asi se dice*

Spanish III
Prerequisites: Spanish II or teacher recommendation; grade 11 or 12

Spanish III is a study of 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; and increasing understanding of Spanish-speaking cultures

Curriculum: McGraw Hill *Asi se dice*

Fundamentals of Oral Communication (SPH 106)
Prerequisites: 2.5 gpa, acceptance into the dual enrollment program

Fundamentals of Oral Communication is a performance course that includes the principles of human communication: intrapersonal, interpersonal, and public. It surveys current communication theory and provides practical application.

Fundamentals of Public Speaking (SPH 107)
Prerequisites: 2.5 gpa, acceptance into the dual enrollment program:

This course explores principles of audience and environment analysis as well as the actual planning, rehearsing and presenting of formal speeches to specific audiences. Historical foundations, communication theories and student performances are emphasized.

Microcomputer Applications (CIS 146)
Prerequisites: 2.5 gpa, acceptance into the dual enrollment program:

This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. Upon completion, students will be able to utilize selected features of these packages. This course will help prepare students for the Microsoft Office Specialist Certification.

Fine Arts Courses

Course Code	Course Title	Credits	GPA Scale
05154G1001	Visual Arts I	1.0	4.0
05154G1002	Visual Arts II	1.0	4.0
05154G1003	Visual Arts III	1.0	4.0
05154G1004	Visual Arts IV	1.0	4.0
05174E1000	Studie Art Two-Dimensional Design, AP	1.0	5.0
05003G10D1	Dance, Introduction to Dance I	1.0	4.0
05003G10D2	Dance, Dance II	1.0	4.0
05005G1002	Dance, Choreography/Dance Comp II	1.0	4.0
05005G1003	Dance, Choreography/Dance Comp III	1.0	4.0
05102G1001	Trad and Emer Ens, Concert Band	1.0	4.0
05102G1002	Trad and Emer Ens, Concert Band II	1.0	4.0
05102G1003	Trad and Emer Ens, Concert Band III	1.0	4.0
05102G1004	Trad and Emer Ens, Concert Band IV	1.0	4.0
05103G1001	Trad and Emer Ens, Marching Band I	1.0	4.0
05103G1002	Trad and Emer Ens, Marching Band II	1.0	4.0
05103G1003	Trad and Emer Ens, Marching Band III	1.0	4.0
05103G1004	Trad and Emer Ens, Marching Band IV	1.0	4.0
05105G1001	Trad and Emer Ens, Jazz Ensemble I	1.0	4.0
05105G1002	Trad and Emer Ens, Jazz Ensemble II	1.0	4.0
05105G1003	Trad and Emer Ens, Jazz Ensemble III	1.0	4.0
05105G1004	Trad and Emer Ens, Jazz Ensemble IV	1.0	4.0

05109G10P1	Trad and Emer Ens, Percussion I	1.0	4.0
05109G10P2	Trad and Emer Ens, Percussion II	1.0	4.0
05109G10P3	Trad and Emer Ens, Percussion III	1.0	4.0
05109G10P4	Trad and Emer Ens, Percussion IV	1.0	4.0
05110G1001	Trad and Emer Ens, Mixed Chorus I	1.0	4.0
05110G1002	Trad and Emer Ens, Mixed Chorus II	1.0	4.0
05110G1003	Trad and Emer Ens, Mixed Chorus III	1.0	4.0
05110G1004	Trad and Emer Ens, Mixed Chorus IV	1.0	4.0
05999C1001	ART APPRECIATION (ART 100)	1.0	5.0
05999C1026	MUSIC APPRECIATION (MUS 101)	1.0	5.0

Course Descriptions

Visual Arts I
Prerequisites: NONE

Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment of the visual arts in this introductory course. 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.

Curriculum: Open Source

Visual Arts II
Prerequisites: Visual Arts I or Approval of the Instructor

Visual Arts II 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 allow 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.

Curriculum: Open Source

Visual Arts III
Prerequisites: Visual Arts II or Approval of the Instructor

Visual Arts III 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 allow 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.

Curriculum: Open Source

Visual Arts IV
Prerequisites: Visual Arts III or Approval of the Instructor

Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allow for self-expression. Students 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.

Curriculum: Open Source

Studio Art Two-Dimensional Design, AP
Prerequisites: Earned 1 or more credits from Visual Arts

AP Art is a college-level advanced course approved by the College Board Advanced Placement (AP) Program for art. Students produce a portfolio demonstrating mastery of design in concept, composition, and execution; a body of work investigating a visual idea in 2-D design; a variety of concepts and approaches in 2-D design; and documentation.

Curriculum: Open Source

Introduction to Dance I
Prerequisites: NONE

Novice students progress to a proficient level through a rigorous understanding of the elements of dance. Students create and perform while exploring movement through improvisation and choreographic devices, and develop technical dance skills through correct alignment, nutrition and injury prevention. 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.

Curriculum: Open Source

Dance II
Prerequisites: Introduction to Dance or Approval of the Instructor

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.

Curriculum: Open Source

Choreography/Dance Comp II
Prerequisites: Approval of the Instructor

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.

Curriculum: Open Source

Choreography/Dance Comp III
Prerequisites: Approval of the Instructor

Students experiment beyond personal movement preferences and strengths to expand movement vocabulary and choreographic devices to establish a unique personal voice. They determine a personal preference for a complete original work of choreography by reviewing, evaluating, revising and refining after self-reflection and feedback from others. Students gather a collection of documented work that illustrates a progression of quality using technologies for recording accompanied by written and/or oral evaluations. Students create a capstone project by directing a production of original work, determining production elements, scheduling, programming, publicizing, and collaborating with peers and production crews.

Curriculum: Open Source

Concert Band I
Prerequisites: NONE

Concert Band I is a novice level course 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.

Curriculum: Open Source

Concert Band II
Prerequisites: Approval of the Instructor

This course is 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.

Curriculum: Open Source

Concert Band III
Prerequisites: Approval of the Instructor

This course is 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.

Curriculum: Open Source

Concert Band IV
Prerequisites: Approval of the Instructor

This course is 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.

Curriculum: Open Source

Marching Band I
Prerequisites: NONE

This is a novel level course 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.

Curriculum: Open Source

Marching Band II
Prerequisites: Approval of the Instructor

Marching Band II 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.

Curriculum: Open Source

Marching Band III
Prerequisites: Approval of the Instructor

Marching Band III 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.

Curriculum: Open Source

Marching Band IV
Prerequisites: Approval of the Instructor

Marching Band IV 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.

Curriculum: Open Source

Jazz Ensemble I
Prerequisites: NONE

Jazz Ensemble I is 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.

Curriculum: Open Source

Jazz Ensemble II
Prerequisites: Approval of the Instructor

Jazz Ensemble II is 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.

Curriculum: Open Source

Jazz Ensemble III
Prerequisites: Approval of the Instructor

Jazz Ensemble III is 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.

Curriculum: Open Source

Jazz Ensemble IV
Prerequisites: Approval of the Instructor

Jazz Ensemble IV is 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.

Curriculum: Open Source

Percussion I
Prerequisites: NONE

Percussion I is designed for beginning music students to experience instrumental music in a setting of only percussion 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 quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Curriculum: Open Source

Percussion II
Prerequisites: Approval of the Instructor

Percussion II is designed for students with at least one year of experience to experience instrumental music in a setting of only percussion 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 quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Curriculum: Open Source

Percussion III
Prerequisites: Approval of the Instructor

Percussion III is designed for students to increase artistry through reinforced experiences in an instrumental music setting of only percussion 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 quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Curriculum: Open Source

Percussion IV
Prerequisites: Approval of the Instructor

Percussion IV is designed for students with multiple years of high school study to experience instrumental music in a setting of only percussion 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 quality compositions and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Curriculum: Open Source

Mixed Chorus I
Prerequisites: NONE

Mixed Chorus I is 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 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 issues, and self-reflection.

Curriculum: Open Source

Mixed Chorus II
Prerequisites: Approval of the Instructor

Mixed Chorus II is 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 issues, and self-reflection.

Curriculum: Open Source

Mixed Chorus III
Prerequisites: Approval of the Instructor

Mixed Chorus III is 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 issues, and self-reflection.

Curriculum: Open Source

Mixed Chorus IV
Prerequisites: Mixed Chorus III

Mixed Chorus IV is 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 issues, and self-reflection.

Curriculum: Open Source

Art Appreciation (ART 100)
Prerequisites: 2.5 gpa; acceptance into the dual enrollment program

This course is designed to help the student find personal meaning in works of art and develop a better understanding of the nature and validity of art. Emphasis is on the diversity of form and content in original artwork. Upon completion, students should understand the fundamentals of art, the materials used and have a basic overview of the history of art.

Music Appreciation (MUS 101)
Prerequisites: 2.5 gpa; acceptance into the dual enrollment program

This course is designed for non-music majors and requires no previous musical experience. It is a survey course that incorporates several modes of instruction including lecture, guided listening, and similar experiences involving music. The course will cover a minimum of three (3) stylistic periods, provide a multicultural perspective, and include both vocal and instrumental genres. Upon completion, students should be able to demonstrate a knowledge of music fundamentals, the aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music.

Physical Education Courses				
Course Code	Course Title	Credits	GPA Scale	
08017G1000	Beginning Kinesiology (or approved substitution)	1.0	4.0	
08005G1000	Strength and Conditioning	1.0	4.0	
08006G10CH	Varsity Cheerleading	1.0	4.0	
08013G10TN	Varsity Tennis	1.0	4.0	
08013G10GO	Varsity Golf	1.0	4.0	
08013G10BK	Varsity Basketball	1.0	4.0	
08013G10BA	Varsity Baseball	1.0	4.0	
08013G10FB	Varsity Football	1.0	4.0	
08013G10SB	Varsity Softball	1.0	4.0	
08013G10TF	Varsity Track and Field	1.0	4.0	
08013G10VB	Varsity Volleyball	1.0	4.0	
08013G10CC	Varsity Cross-Country	1.0	4.0	
08013G10WR	Varsity Wrestling	1.0	4.0	
08013G10FF	Varsity Flag Football	1.0	4.0	

Course Descriptions

Beginning Kinesiology
Prerequisites: NONE

This course provides a comprehensive introduction to the field of kinesiology, the scientific study of human movement. Designed for beginners, it explores the fundamental concepts and principles that underlie human motion, including the anatomy, physiology, and biomechanics of movement.

Curriculum: Open Source

Strength and Conditioning
Prerequisites: Beginning Kinesiology

The Strength and Conditioning course is designed to provide students with a comprehensive understanding of the principles and practices essential for developing physical strength and overall fitness. This course is ideal for those looking to enhance their athletic performance, improve general fitness, or gain knowledge to assist others in achieving their fitness goals.

Throughout the course, students will explore various aspects of strength and conditioning, including biomechanics, exercise physiology, and nutrition. The curriculum covers both theoretical and practical components, ensuring a balanced approach to learning. Students will engage in hands-on activities, such as designing and executing strength-training programs, learning proper lifting techniques, and utilizing conditioning drills to improve cardiovascular health and endurance.

Curriculum: Open Source

Varsity Cheerleading
Prerequisites: Instructor Approval

This course focuses on the development of advanced cheerleading skills, teamwork, and leadership abilities. Participants will engage in rigorous physical training, master complex cheer routines, and perform at a variety of school events and competitions. Through this course, students will also cultivate

a sense of school spirit, community involvement, and personal discipline.

Curriculum: Open Source

Varsity Tennis
Prerequisites: Instructor Approval

This course is designed for high school athletes who have demonstrated exceptional skill and commitment in the sport of tennis. This course aims to refine players' technical abilities, enhance strategic understanding, and foster the competitive spirit necessary for high-level play. Students will engage in intensive training that includes advanced drills, match play simulations, and comprehensive physical conditioning tailored to the demands of varsity competition.

Curriculum: Open Source

Varsity Golf
Prerequisites: Instructor Approval

This course offers an immersive experience that blends rigorous physical training, strategic game play, and personal development. Participants will engage in a comprehensive curriculum that covers technical skills, competitive play, and the mental aspects essential for success in golf.

Curriculum: Open Source

Varsity Basketball
Prerequisites: Instructor Approval

This course is an advanced-level physical education course designed for dedicated student-athletes who are passionate about basketball and committed to competing at a high level. This course offers a comprehensive training program that combines technical skills, strategic understanding, physical conditioning, and team dynamics, aimed at preparing students for competitive varsity-level play.

Curriculum: Open Source

Varsity Baseball
Prerequisites: Instructor Approval

This course is designed for student-athletes committed to enhancing their skills and understanding of competitive baseball at the high school varsity level. This comprehensive course blends advanced technical instruction, strategic understanding, and physical conditioning tailored to the demands of varsity baseball.

Curriculum: Open Source

Varsity Football
Prerequisites: Instructor Approval

This course is designed for students who are committed to excelling in varsity-level football. Varsity Football offers a comprehensive and immersive experience into the sport, focusing on advanced techniques, strategies, and conditioning necessary for high-level competition. This course is suitable for student-athletes who have demonstrated proficiency in football and are eager to further develop their skills and knowledge in a structured, competitive environment.

Curriculum: Open Source

Varsity Softball
Prerequisites: Instructor Approval

This course is designed for high school students who demonstrate advanced skills and a strong

commitment to the sport of softball. This course provides a competitive environment where student-athletes can refine their techniques, deepen their understanding of the game, and develop both individual and team strategies. Participants will engage in rigorous training, including skill drills, game simulations, and strength conditioning, to prepare for high-level interscholastic competition.

Curriculum: Open Source

Varsity Track and Field
Prerequisites: Instructor Approval

This course is designed for athletes of all levels, from beginners to seasoned competitors. This course covers the diverse disciplines within Track and Field, including sprints, middle and long-distance running, relays, hurdles, jumps, throws, and combined events.

Curriculum: Open Source

Varsity Volleyball
Prerequisites: Instructor Approval

This course introduces fundamental skills including serving, passing, setting, hitting, blocking, and digging, develops advanced techniques and strategies for competitive play, and enhances physical conditioning specific to volleyball.

Curriculum: Open Source

Varsity Cross-Country
Prerequisites: Instructor Approval

This course is designed for students who have a passion for distance running and are committed to competing at a high level. This course provides an intensive training program that emphasizes endurance, speed, strategy, and mental toughness. Students will engage in a rigorous regimen of running workouts, strength training, and conditioning exercises to prepare for competitive meets.

Curriculum: Open Source

Varsity Wrestling
Prerequisites: Instructor Approval

This course is designed for experienced student-athletes aiming to compete at the highest levels of high school wrestling. This rigorous program focuses on advanced techniques, strategic match preparation, and peak physical conditioning. It combines intensive practice sessions with theoretical instruction to develop both the mental and physical aspects of competitive wrestling.

Curriculum: Open Source

Varsity Flag Football
Prerequisites: Instructor Approval

This course will delve into the intricate aspects of flag football, including advanced offensive and defensive strategies, game theory, and team dynamics. Technical skills, tactical understanding, and physical fitness will be enhanced through rigorous training sessions, in-depth film analysis, and competitive play.

Curriculum: Open Source

Career Tech Courses
Students are required to make a C or higher in Foundation Courses to proceed in the program.

Business Administrative Services			
Course Code	Course Title	Credits	GPA Scale
22153G1000	**Career Prep (Foundation Course)**	1 credit	4.0
10005G1002	Business Software Applications II	1 credit	4.0
12051G1000	Foundations of Business Leadership	1 credit	4.0
Credential: Microsoft Office Specialist			
TV Production			
11051G1015	**Intro to TV Production (Foundation Course)**	1 credit	4.0
11051G1055	Advanced TV Production	1 credit	4.0
11051G1025	Television - Writing, Producing, and Performing	1 credit	4.0
11051G1035	Television Production: Studio Operations	1 credit	4.0
Credential: Adobe Certified Professional			
Health Science			
14002G1001	**Foundations of Health Science (Foundation Course)**	1 credit	4.0
14299G1001	Human Body Structures and Functions	1 credit	4.0
14099G1000	Therapeutics	1 credit	4.0
14051G1000 14298G1000	Patient Care Technician and Patient Care Technician Internship	1 credit	4.0 4.0
14999C1004	EMERGENCY MEDICAL TECHNICIAN (EMS 118)	1 credit	5.0
14999C0505	EMERGENCY MEDICAL TECHNICIAN CLINICAL (EMT 119)	1 credit	5.0
14999C1024	MEDICAL TERMINOLOGY (MAT 101)	1 credit	5.0
Credential: Patient Care Technician or Emergency Medical Technician License			
Cosmetology - Natural Hair			
19101G1001	**Cosmetology Fundamentals (Foundation Course)**	1 credit	4.0
19103G1005	Natural Hair Styling	1 credit	4.0
19147G1005	CTE Lab	1 credit	4.0
Credential: National Retail Federation Customer Service and Sales			
Cosmetology - Hair Coloring			
19101G1001	**Cosmetology Fundamentals (Foundation Course)**	1 credit	4.0
19103G1001	Hair Coloring	1 credit	4.0
19147G1005	CTE Lab	1 credit	4.0

Credential: National Retail Federation Customer Service and Sales			
Cosmetology - Esthetics			
19106G1001	**Spa Techniques I (Foundation Course)**	1 credit	4.0
19107G1002	Spa Techniques II	1 credit	4.0
19147G1005	CTE Lab	1 credit	4.0
Credential: National Retail Federation Customer Service and Sales			
Construction Technology			
19106G1001	**Architecture and Construction (Foundation Course)**	1 credit	4.0
17002G1011	Construction Foundation Layout	1 credit	4.0
17002G1003	Construction Building Systems	1 credit	4.0
17011G1001	Construction Finishing	1 credit	4.0
Credential: NCCER Core and SKILLS FOR SUCCESS HEAVY EQUIPMENT OPERATOR			
Military Science (JROTC)			
09051G1001	**JROTC Leader Ed and Training I (Foundation Course)**	1 credit	4.0
09051G1002	JROTC 1B	1 credit	4.0
09052G1001	JROTC Leader Ed and Training II	1 credit	4.0
09052G1002	JROTC 2B	1 credit	4.0
09053G1001	JROTC Leader Ed and Training III	1 credit	4.0
09053G1002	JROTC 3B	1 credit	4.0
09054G1001	JROTC Leader Ed and Training IV	1 credit	4.0
09054G1002	JROTC 4B	1 credit	4.0
09990G1018	JROTC Leadership Lab I	1 credit	4.0
09990G1038	JROTC Leadership Lab II	1 credit	4.0
09990G1048	JROTC Leadership Lab 2B	1 credit	4.0
09990G1058	JROTC Leadership Lab III	1 credit	4.0
09990G1068	JROTC Leadership Lab 3B	1 credit	4.0
09990G1078	JROTC Leadership Lab IV	1 credit	4.0
09990G1088	JROTC Leadership Lab 4B	1 credit	4.0
Masonry			
17002G1002	**Architecture and Construction (Foundation Course)**	1 credit	4.0
17008G1001	Masonry: Mortar, Materials, and Installation	1 credit	4.0
17008G1002	Masonry Laying Techniques	1 credit	4.0
17008G1003	Masonry: Residential	1 credit	4.0
17049C1018	MASONRY FUNDAMENTALS (MAS 111)	1 credit	5.0

17049C1019	BRICK/BLOCK MASONRY FUND. (MAS 121)	1 credit	5.0
17049C1020	BRICK/BLOCK MASONRY FUND. II (MAS 131)	1 credit	5.0
17049C1021	BRICK/BLOCK MASONRY FUND. III (MAS 151)	1 credit	5.0
Credential: NCCER Core and SKILLS FOR SUCCESS HEAVY EQUIPMENT OPERATOR			
Additive Manufacturing/Engineering Graphics			
21106G1013	Introduction to Drafting	1 credit	4.0
21106G1023	Intermediate Drafting Design	1 credit	4.0
21106G1033	Advanced Drafting Design	1 credit	4.0
21107G1012	Three-Dimensional Solid Modeling I	1 credit	4.0
21107G1022	Three-Dimensional Solid Modeling II	1 credit	4.0
17999C1005	COMPUTER AIDED DRAFTING & DESIGN (DDT 104)	1 credit	5.0
17999C1006	FUNDAMENTALS OF DRAFTING & DESIGN (DDT 111)	1 credit	5.0
17999C1010	BASIC TECHNICAL DRAWING (DDT 124)	1 credit	5.0
17999C1012	INTERMEDIATE COMP. AIDED DESIGN (DDT 127)	1 credit	5.0
17999C1034	BASIC 3D MODELING (DDT 144)	1 credit	5.0
Credential: AutoCad Technician and Fusion 360			

Course Descriptions

Business Administrative Services

Career Prep
Prerequisites: NONE

Career Preparedness focuses on three integrated areas of instruction: academic planning and career development, financial literacy, and technology. Course content includes college and career preparation, computer literacy skills, and personal finance. Technology topics are interwoven throughout course instruction. These standards are designed to provide a strong foundation for student acquisition of the skills, attitudes, and knowledge that enable them to achieve success in school, at work, and across the life span. Other topics addressed in Career Preparedness are business and industry, continuing education, and lifelong learning. Partnerships and alliances between educational institutions, governmental entities and employers can support these standards and connect students to potential career opportunities. Students will complete Career Prep on ACCESS to satisfy their 20 hour online experience.

Curriculum: ACCESS Distance Learning

Business Software Applications II
Prerequisites: a C or higher in Career Prep

This course is designed to provide students with the 21st century technology skills necessary to acquire certification and be competitive in today's rapidly evolving workplace. Business Software Applications II will help students develop advanced skills that will lead to certification as a Microsoft

Office Specialist, demonstrating that they are proficient in the Microsoft Office Suite and that they possess the up-to-date skills for college and career readiness. Becoming a Microsoft Office Specialist helps increase everyday productivity while providing the tools to succeed in a technology-driven world. This course provides students with project-based applications of concepts learned in Microsoft Office IT I. Personal computing and business skills are integrated throughout the course as students use a variety of software applications to produce and prepare documents for publication and learn how to select appropriate software for generating information. A major emphasis is placed on guiding students through real-world experiences to aid in the school-to-career transition with special emphasis placed on Microsoft Office Certification.

Curriculum: iCEV

Foundations of Business Leadership
Prerequisites: a C or higher in Career Prep

Foundations of Business Leadership focuses on the exploration of leadership and management to determine the impact of management practices on business and industry, management of expectations regarding legal and ethical behavior, and investigation of how resources are managed to achieve company goals. Standards are designed to emphasize principles of sound business management and analysis of business practices to determine ethical and social responsibilities.

Curriculum: iCEV

TV Production

Intro to TV Production
Prerequisites: NONE

Introduction to Television and Production is 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. **This entry-level course is a prerequisite to all other TV Production courses.**

Curriculum: Open Source

Advanced TV Production
Prerequisites: C or higher in Intro to TV Production and one additional TV Production Course

This one-credit course provides students with opportunities to create and market video productions. Lab time in the school-based television studio is required for this course.

Curriculum: Open Source

Television - Writing, Producing, and Performing
Prerequisites: C or higher in Intro to TV Production

Television Production – Writing, Production, & Performing is a one-credit course that provides students with a variety of real-world learning opportunities through laboratory experiences in television writing, producing, and performing. Lab hours in the school-based television studio are required for this course.

Curriculum: Open Source

Television Production: Studio Operations
Prerequisites: C or higher in Intro to TV Production

A one-credit course that provides students with opportunities to participate in real-world laboratory experiences in a regularly scheduled television program. Lab hours in the school-based television

studio are required for this course.

Curriculum: Open Source

Health Science

Foundations of Health Science*
Prerequisites: NONE

Foundations of Health Science is a one-credit course that introduces students to a wide range of health careers. Integrated academics combined with health care knowledge and skills provide the framework for a strong health care delivery system in the twenty-first century. It is recommended for all students who want to prepare for further study in an array of health-related fields at the postsecondary level. **This entry-level course is a prerequisite to all other Health Science courses.**

**This course meets the requirements for Health Education.*
Curriculum: Cengage's *Diversified Health*

Human Body Structures and Functions*
Prerequisites: C or higher in Foundations of Health Science

Human Body Structures and Functions is 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.

**This course meets the requirements for a Science Credit*
Curriculum: Open Source

Therapeutics
Prerequisites: C or higher in Foundations of Health Science

Therapeutic Services is a one-credit course designed to inform students of the rapid changes in business and industry through a rigorous array of course work and work-based experiences to help prepare them for advanced learning and a wide range of health career opportunities. This course is designed to provide the local education agency flexibility to meet healthcare demands in the community. Students are introduced to careers in therapeutic services including, but not limited to, nursing, medicine, physical therapist, surgical technologist, respiratory therapist, emergency medical technician and others.

Curriculum: Open Source to Include NHA Guide

Patient Care Technician with Patient Care Technician Internship
Prerequisites: C or higher in Foundations of Health Science; Grade 12

Patient Care Technician with PCT Internship is a two credit course that provides students the opportunity to become effective and efficient multi-skilled healthcare providers. Students will develop a working knowledge of advanced patient care skills. 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.

Curriculum: Open Source to Include NHA Guide

EMERGENCY MEDICAL TECHNICIAN (EMT 118) with EMERGENCY MEDICAL TECHNICIAN CLINICAL (EMT 119)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program; Grades 11 or 12

Due to the unique structure of this course, students must commit to taking both EMT 118 and EMT 119. Grades for EMT 118 will be awarded after the third nine week grading period.

This course is required to apply for certification as an Emergency Medical Technician. This course provides students with insights into the theory and application of concepts related to the profession of emergency medical services. Specific topics include: EMS preparatory, airway maintenance, patient assessment, treating trauma patients, various medical procedures, treating infants and children, and various EMS operations. This course is based on the NHTSA National Emergency Medical Services Education Standards. A clinical experience is required for this course.

MEDICAL TERMINOLOGY (MAT 101)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course is designed for medical assistants, student nurses, and others in medically related fields. The course will focus on the more common prefixes, roots, and suffixes used to construct medical terms with these word parts to determine the meanings of new or unfamiliar terms. The student will learn a system of word building which will enable them to interpret medical terms.

Cosmetology - Natural Hair

Cosmetology Fundamentals (Foundation Course)
Prerequisites: Grades 10-12

Cosmetology Fundamentals is the prerequisite for all other courses in the cosmetology pathway. This course is designed to provide students with an overview of the history and development of the cosmetology industry and basic information regarding principles and practices of infection control, diseases and disorders, essential practices of hair care, concepts of hair designing, and fundamentals of hair cutting. The information presented in this course is enhanced by hands-on practice performed in a controlled lab environment. The standards require students to apply safety rules, regulations, and procedures for basic skills identified in this course. **This entry-level course is a prerequisite to all other Cosmetology courses.**

Curriculum: Open Source to Include Milady

Natural Hair
Prerequisites: C or higher in Cosmetology Fundamentals

Natural Hairstyling presents the knowledge and skills needed to provide natural hairstyling services. The course content includes natural hairstyling history, safety and sanitation, human anatomy and physiology, basic chemistry of hairstyling products, natural haircare services, materials and tools, and natural hairstyling procedures.

Curriculum: Open Source to Include Milady

CTE Lab
Prerequisites: C or higher in Cosmetology Fundamentals

CTE Lab in Cosmetology is designed to enhance the student's general understanding and mastery of the Cosmetology program. This course is designed as a learning laboratory to support students' individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Curriculum: Open Source

Cosmetology - Hair Coloring

Cosmetology Fundamentals (Foundation Course)
Prerequisites: Grades 10-12

Cosmetology Fundamentals is the prerequisite for all other courses in the cosmetology pathway. This course is designed to provide students with an overview of the history and development of the cosmetology industry and basic information regarding principles and practices of infection control, diseases and disorders, essential practices of hair care, concepts of hair designing, and fundamentals of hair cutting. The information presented in this course is enhanced by hands-on practice performed in a controlled lab environment. The standards require students to apply safety rules, regulations, and procedures for basic skills identified in this course. **This entry-level course is a prerequisite to all other Cosmetology courses.**

Curriculum: Open Source to Include Milady

Hair Coloring
Prerequisites: C or higher in Cosmetology Fundamentals

Hair Coloring presents techniques for coloring and lightening hair. Emphasis is placed on color application, laws of color, levels and classifications of color, and problem-solving. The course is designed to enable students to identify all classifications of hair color and their effects on the hair. Topics include safety and sanitation, properties of hair and scalp, principles of hair coloring, concepts of hair lightening, color and lightening applications, and color correction.

Curriculum: Open Source to Include Milady

CTE Lab
Prerequisites: C or higher in Cosmetology Fundamentals

CTE Lab in Cosmetology is designed to enhance the student's general understanding and mastery of the Cosmetology program. This course is designed as a learning laboratory to support students' individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Curriculum: Open Source

Esthetics

Spa Techniques I (Foundation Course)
Prerequisites: Grades 10-12

Spa Techniques I focuses on anatomy and physiology as they relate to the cosmetology industry, basic facials, and facial makeup. This course is designed to provide an understanding of cosmetic color theory and knowledge of cells, tissues, and essential body systems, including the structure, growth, and nutrition of skin. Standards require students to follow product application procedures for basic facials and basic makeup, conduct client consultations, and demonstrate facial massage movements. Sanitary precautions and safety are emphasized in the performance of these services. **This entry-level course is a prerequisite to all other Esthetic courses.**

Curriculum: Open Source to Include Milady

Spa Techniques II
Prerequisites: C or higher in Spa Techniques I

Spa Techniques II provides students with study and experience in the components of healthy skin, advanced skin care, advanced cosmetics, and hair removal. This course is designed to equip students with skills for selecting and applying products for advanced facials and makeup applications, performing hair removal, and applying artificial lashes. Safety and sanitary precautions are emphasized in the performance of these services.

Curriculum: Open Source to Include Milady

CTE Lab
Prerequisites: C or higher in Spa Techniques I

CTE Lab in Cosmetology is designed to enhance the student's general understanding and mastery of the Cosmetology program. This course is designed as a learning laboratory to support students' individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Curriculum: Open Source

Construction Technology

Architecture and Construction Foundations (Foundation Course)
Prerequisites: NONE

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling. **This entry-level course is a prerequisite to all other Construction Technology courses.**

Curriculum: NCCER

Construction Foundation Layout
Prerequisites: C or higher in Architecture and Construction Foundations; Grades 10-12

Construction Foundation Layout is designed to familiarize students with the site preparation phase of construction and the methods and materials used in constructing foundations. The course covers site and foundation plans and how to utilize plans to complete the beginning phases of construction. Topics include concrete properties, placing concrete, masonry terms, and light equipment.

Curriculum: NCCER

Construction Building Systems
Prerequisites: C or higher in Architecture and Construction Foundations; Grades 10-12

Construction Building Systems is designed to provide knowledge and skills used with mechanical systems in the finishing phase of a structure. Topics include safety, plumbing, electrical wiring, and HVAC.

Curriculum: NCCER

Construction Finishing
Prerequisites: C or higher in Architecture and Construction Foundations; Grades 10-12

Construction Finishing is designed to provide knowledge and skills used in applying a structure's exterior and interior finishes. Topics include exterior finishing, thermal and moisture protection, drywall, trim, stair layout, and cabinetry

Curriculum: NCCER

Military Science

JROTC Leader Ed and Training I (Foundation Course)
Prerequisites: NONE

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. **This entry-level course is a prerequisite to all other JROTC courses.**

Curriculum: *JROTC Leadership Education and Training*

JROTC 1B
Prerequisites: JROTC Leader Ed and Training

This course is designed to develop an understanding of leadership traits and principles, citizenship, oral communication, physical fitness, health/wellness including drug prevention and CPR, motivational techniques such as 'Unlocking Your Potential' and an awareness of military history.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leader Ed and Training II
Prerequisites: JROTC Leader Ed and Training I

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.

Curriculum: *JROTC Leadership Education and Training*

JROTC 2B
Prerequisites: JROTC 1B

This course is designed to develop proficiency in health/wellness and CPR techniques, and an appreciation for self-awareness techniques 'Winning Colors', modern technologies, career opportunities, and role of the U.S. Army, military history, and physical fitness.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leader Ed and Training III
Prerequisites: JROTC Leader Ed and Training II

A one-credit course designed to provide advanced instruction in leadership and citizenry, communication, history and career opportunities, and technology awareness. Students will have hands-on experiences as teachers/leaders within the cadet battalion.

Curriculum: *JROTC Leadership Education and Training*

JROTC 3B
Prerequisites: JROTC 2B

This course develops an understanding of the justice system (military and civilian), the role of the U.S. Armed forces, safety (hunting and boating), orienteering, physical fitness, new technologies, military history, and motivational learning techniques such as 'Power Learning'.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leader Ed and Training IV
Prerequisites: JROTC Leader Ed and Training III

A one-credit course that provides opportunities for students to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Emphasis is placed on negotiation skills and management principles.

Curriculum: *JROTC Leadership Education and Training*

JROTC 4B
Prerequisites: JROTC 3B

This course develops proficiency in command and staff procedures, physical fitness, military parades and ceremonies, citizenship, science and new technologies and communications. Students must demonstrate ability to speak to large audiences, perform staff briefings and prepare staff reports, write resumes and cover letters, and complete job applications. They must also apply problem solving/decision making skills in leadership and supervisory positions of authority.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab I
Prerequisites: 9th Grade; Instructor Approval

This freshman course is designed to assist cadets in becoming proficient in the practical application of basic leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab II
Prerequisites: 10th Grade; Instructor Approval

This sophomore course is designed to assist cadets in becoming proficient in the practical application of basic leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab 2B
Prerequisites: 10th Grade; Instructor Approval

This sophomore course is designed to assist cadets in becoming proficient in the practical application of basic leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab III
Prerequisites: 11th Grade; Instructor Approval

This junior course is designed to assist cadets in becoming proficient in the practical application of advanced leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab 3B
Prerequisites: 11th Grade; Instructor Approval

This advanced junior course further assists cadets in becoming proficient in the practical application of advanced leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab IV
Prerequisites: 12th Grade; Instructor Approval

This senior course is designed to assist cadets in becoming proficient in the practical application of advanced leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

JROTC Leadership Lab 4B
Prerequisites: 12th Grade; Instructor Approval

This advanced senior course further assists cadets in becoming proficient in the practical application of advanced leadership skills and to allow further training in the areas of drones, robotics, cyber security, land navigation, geography, first aid, health and wellness, physical fitness, rifle marksmanship, citizenship and civic responsibilities, team building, and conflict resolution.

Curriculum: *JROTC Leadership Education and Training*

Masonry

Architecture and Construction Foundations (Foundation Course)
Prerequisites: C or higher in Architecture and Construction Foundations

Architecture and Construction Foundations is the foundational course for the Architecture and Construction career cluster. It is the first step in any of the three pathways (Construction, Design and Preconstruction, or Maintenance and Operations). Topics include construction mathematics; hand and power tools; construction drawings, specifications, and layout; communication; and material handling. **This entry-level course is a prerequisite to all other Masonry classes.**

Curriculum: NCCER

Masonry: Mortar, Materials, and Installation
Prerequisites: C or higher in Architecture and Construction Foundations; Grades 10-12

Masonry: Mortar, Materials, and Installation provides instruction regarding mortar work and basic laying of concrete units and brick. Topics include mortar ingredients and types, mixing and disposing of mortar, drawings and codes, concrete and brick cutting, and concrete and brick laying

Curriculum: NCCER

Masonry Laying Techniques
Prerequisites: C or higher in Architecture and Construction Foundations; Grades 10-12

Masonry Laying Techniques provides instruction regarding advanced masonry techniques. Topics include laying techniques, temperature and moisture, and quality control.

Curriculum: NCCER

Masonry: Residential
Prerequisites: C or higher in Architecture and Construction Foundations; Grades 10-12

Masonry: Residential focuses on interpreting drawings, estimating materials and costs, mixing and placing grout, reinforcing masonry, and installing masonry openings.

Curriculum: NCCER

MASONRY FUNDAMENTALS (MAS 111)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course is designed as an introduction and orientation to masonry construction, specifically to brick and block construction. Topics include the identification and safe use of tools, equipment, and masonry materials. Upon completion, the students should have a general knowledge of masonry.

BRICK/BLOCK MASONRY FUNDAMENTALS (MAS 121)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course is designed to provide the student with basic fundamental skills for working with brick and block. Emphasis is placed on the importance of proper work site set up, dry bonding, head and bed joints, leveling, plumbing, and straight edging. Upon completion the students should have requisite skills meeting entry level standards.

BRICK/BLOCK MASONRY FUND. II (MAS 131)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course is designed to provide the student with a working knowledge of laying bricks and blocks. Emphasis is placed on set up, layout, building corners, and laying to the line. Upon completion the students should have entry level skills in brick and block masonry.

BRICK/BLOCK MASONRY FUND. III (MAS 151)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course is designed to provide the student with a working knowledge of the various methods of laying bricks and blocks. Emphasis is placed on hanging a speed pole, layout, building comers, and laying to a line. Upon completion the students should have entry level skills in basic bonds, tooling and finishing joints, toothing corners, and cutting masonry units.

Additive Manufacturing/Engineering Graphics

Introduction to Drafting
Prerequisites: NONE

Introduction to Drafting Design is a one-credit course that serves as an introduction to the drafting design technology field. It provides essential information that builds a strong foundation for the entire program. Emphasis is placed on student orientation, safety, tools and procedures, geometric construction, sketching, dimensioning practices, visualization, and orthographic projection concepts. Computer-Aided Drafting (CAD) functions and techniques using CAD software applications are introduced. Upon successful completion of this course, students are able to utilize tools and interpret basic drafting standards to complete a multi-view drawing. **This entry-level course is a prerequisite to all other Additive Manufacturing/Engineering Graphics classes.**

Curriculum: *Mechanical Drawing Board*

Intermediate Drafting Design
Prerequisites: C or higher in Introduction to Drafting

Intermediate Drafting Design is a one-credit course designed to further the development of students' knowledge regarding use of drafting design practices and procedures. Students expand their ability to illustrate more complex objects using the computer-aided drafting (CAD) system. Topics include sectioning, auxiliary views, threads and fasteners, pictorials, and the continuation of conventional dimensioning practices. Upon successful completion of the course, students are able to develop section views, primary auxiliary views, thread representations and pictorial views, and apply dimensions properly on a drawing.

Curriculum: *Cad Techniques*

Advanced Drafting Design
Prerequisites: C or higher in Intermediate Drafting Design

Advanced Mechanical Design is a one-credit course for students who are interested in engineering and related mechanical drafting areas that provide a more in-depth study of mechanical design. Emphasis is placed on detailed parts drawings, bill of materials, and assembly drawings. Students are introduced to basic geometric dimensioning and tolerancing (GD&T) applications. Through intersections and development, students acquire basic sheet metal forming knowledge. Using this knowledge, students lay out and form models of geometric figures. Career readiness projects allow students opportunities to research industry standards and practices.

Curriculum: *Engineering Drawing & Design*

Three-Dimensional Solid Modeling I
Prerequisites: C or higher in Intermediate Drafting Design

Three-Dimensional Solid Model Design I is a one-credit course intended to introduce students to three-dimensional modeling utilizing three-dimensional capabilities of computer-aided design (CAD) software. Emphasis is placed on working planes, profile creation, protrusions, extrusions, and rendering techniques. Students create two-dimensional part drawings relative to three dimensional models.

Curriculum: LearnKey/GMetrix

Three-Dimensional Solid Modeling II
Prerequisites: C or higher in Three-Dimensional Solid Model Design I

Three-Dimensional Solid Model Design II is a one-credit course intended for advanced students in three-dimensional modeling. Emphasis is placed on assembly, animation, and sheet metal concepts. Students organize and develop a career-related project based on current research and design practices.

Curriculum: LearnKey/GMetrix

COMPUTER AIDED DRAFTING & DESIGN (DDT 104)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course provides an introduction to basic Computer Aided Drafting and Design (CADD) functions and techniques, using “hands-on” applications. Topics include terminology, hardware, basic CADD and operating system functions, file manipulation, and basic CADD software applications in producing softcopy and hardcopy.

FUNDAMENTALS OF DRAFTING & DESIGN (DDT 111)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course serves as an introduction to the field of drafting and design and provides a foundation for the entire curriculum. Topics include safety, lettering, tools and equipment, geometric constructions, and orthographic sketching, and drawing.

BASIC TECHNICAL DRAWING (DDT 124)
Prerequisites: 2.5 GPA or higher and admission into dual enrollment program

This course covers sections, auxiliary views, and basic space geometry. Emphasis will be placed on the theory as well as the mechanics of applying sections, basic dimensioning, auxiliary views, and basic space geometry.

INTERMEDIATE COMP. AIDED DESIGN (DDT 127)

Prerequisites: 2.5 GPA or higher and admission into dual enrollment program This course covers intermediate-level concepts and applications of CADD. Emphasis will be placed on intermediate-level features, commands, and applications of CADD software.
BASIC 3D MODELING (DDT 144) Prerequisites: 2.5 GPA or higher and admission into dual enrollment program This course is an introduction to 3D solid modeling techniques utilizing feature-based, constraint-based parametric design. This course encourages the student to visualize parts in the 3D world and have a "design intent" plan for each part in which they will design. Upon completion of the course students should be able to create basic 3D models and 2D working drawings.

Dual Enrollment Pathways

Students who complete certificate programs may apply to participate in commencement ceremonies with the awarding institution.

General Studies: Short Certificate (Wallace)		
ALSDE Course #	College Course #	Course Name
01999C1001 01999C1002	ENG 101 ENG 102	English Composition I English Composition II
04999C1009 04999C1010 04999C0517 04999C0504	HIS 201 HIS 202 POL 211 ECO 231	US History I US History II **Option Two** American National Government Principles of Macroeconomics
05999C1026 05999C1001	MUS 101 ART 100	Music Appreciation Art Appreciation
03999C1002 03999C1004 03999C1016	BIO 101 BIO 103 CHM 111	Introduction to Biology I **Option Two** Principles of Biology I **Option Three** College Chemistry I
02999C1001 02999C1002	MTH 110 MTH 112	Finite Math **Option Two** Precalculus Algebra or higher math
		Orientation or Elective
Basic Welding Fundamentals: Short Certificate (Wallace)		
ALSDE Course #	College Course #	Course Name
13249C1057	WDT 107	Smaw Fillet/OFC/PAC/CAC
13249C1034	WDT 119	Gas Metal Arc/Flux Cored Arc Welding
13249C1037	WDT 123	Smaw Fillet/PAC/CAC/Lab

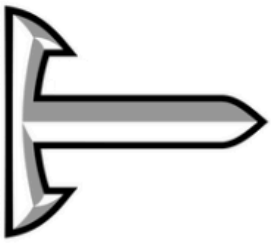
13249C1038	WDT 124	Gas Metal Arc/Flux Cored Arc Welding
Masonry: (CHSCC and Wallace)		
ALSDE Course #	College Course #	Course Name
17049C1018	MAS 111	Masonry Fundamentals
17049C1019	MAS 121	Brick/Block Masonry Fundamentals
17049C1020	MAS 131	Brick/Block Masonry Fundamentals II
17049C1021	MAS 151	Brick/Block Masonry Fundamentals III
CAD Operator: Short Certificate (CHSCC)		
ALSDE Course #	College Course #	Course Name
17999C1005	DDT 104	Computer-Aided Drafting and Design
17999C1006	DDT 111	Fundamentals of Drafting and Design
17999C1010	DDT 124	Basic Technical Drawing
17999C1012	DDT 127	Intermediate Computer Aided Drafting
17999C1034	DDT 144	Basic 3D Modeling (Not required for the short certificate)
EMT: Short Certificate (CHS)		
ALSDE Course #	College Course #	Course Name
14999C1004	EMS 118	Emergency Medical Technician
14999C0505	EMS 119	EMT Clinical
Criminal Justice: Short Certificate (Wallace)		
ALSDE Course #	College Course #	Course Name
15999C1001	CRJ 100	Introduction to Criminal Justice
15999C1033	CRJ 147	Constitutional Law
15999C1004	CRJ 220	Criminal Investigations
15999C1032	CRJ 290	Selected Topics (unmanned vehicles)
Computer Technician: Short Certificate (Wallace)		
ALSDE Course #	College Course #	Course Name
10999C1007	CIS 146	Microcomputer Applications
10999C1086	CIS 182	Help Desk Applications
10999C1049	CIS 268	Software Support
10999C1050	CIS 269	Hardware Support
Automotive Technology: Short Certificate (Wallace)		

ALSDE Course #	College Course #	Course Name
20149C1015	ASE 101	Fundamentals of Automotive Tech
20149C1016	ASE 112	Electrical Fundamentals
20149C1017	ASE 121	Braking Systems
20149C1018	ASE 122	Steering and Suspension
HVAC Technician: Short Certificate (Wallace)		
ALSDE Course #	College Course #	Course Name
17099C1001	ACR 111	Principles of Refrigeration
17099C1002	ACR 112	HVACR Service Procedures
17099C1006	ACR 121	Principles of Electricity for HVACR
17099C1007	ACR 122	HVACR Electric Circuits
17099C1021	ACR 147	Refrig Transition and Recovery Theory
Electrical Technology: Short Certificate (Wallace)		
ALSDE Course #	College Course #	Course Name
17149C1002	ELT 108	DC Fundamentals
17149C1003	ELT 109	AC Fundamentals
17149C1004	ELT 110	Wiring Methods
17149C1070	ELT 114	Residential Wiring Methods I
17149C1009	ELT 118	Commercial Wiring Methods
17149C1062	ELT 209	Motor Controls I
General Studies for 4-Year Nursing Majors: (Wallace)		
ALSDE Course #	College Course #	Course Name
01999C1001	ENG 101	English Composition I
01999C1002	ENG 102	English Composition II
01999C1007	ENG 271	World Literature I
01999C1008	ENG 272	World Literature II
03999C1004	BIO 103	Principles of Biology I
03999C1016	CHM 111	College Chemistry I
02999C1002	MTH 112	Precalculus Algebra
04999C1018	PSY 200	General Psychology
04999C1009	HIS 201 or 202	US History

04999C1010		
04999C0503	ECO 231	Principles of Macroeconomics
05999C1001 05999C1026	ART 100 or MUS 101	Art Appreciation OR Music Appreciation
10999C1007	CIS 146	Microcomputer Applications
03999C1008	BIO 201	Human Anatomy and Physiology I
03999C1009	BIO 202	Human Anatomy and Physiology II
Mechatronics: Basic Industrial Electronics Certificate (Alabama Aviation College)		
ALSDE Course #	College Course #	Course Name
17149C1051	ILT 120	Introduction to AC/DC Circuits
17149C1052	ILT 121	AC/DC Circuit Analysis
17149C1035	ILT 162	Solid State Fundamentals
17149C1036	ILT 163	Digital Fundamentals
13999C1084	INT 258	Industrial Electricity and Electronics
13999C1059	ADM 100	Industrial Safety
Mechatronics: Basic Industrial Mechanic Certificate (Alabama Aviation College)		
ALSDE Course #	College Course #	Course Name
13999C1093	ADM 292	Quality Practices and Measurements
17149C1051	ILT 120	Introduction to AC/DC Circuits
17149C1040	ILT 168	Hydraulics/Pneumatics
21999C1030	MET 225	Mechanical Systems II
17149C1043	ILT 209	Motor Controls I
21999C1029	MET 220	Mechanical Systems I
Airframe Technology: Certificate (Alabama Aviation College)		
ALSDE Course #	College Course #	Course Name
20999C1002	AMT 101	Basic Electricity
20999C1003	AMT 103	Materials and Processes
20999C2002	AMT 104	Technical Preparation
20999C2003	AMT 105	Materials and Processes
20999C1004	AMT 110	Non-Metallic Structures and Welding

20999C1005	AMT 111	Aircraft Sheet Metal Structures
20999C1006	AMT 112	Airframe Systems I
20999C1007	AMT 113	Airframe Systems II
20999C1022	AMT 114	Airframe Systems III
20999C1023	AMT 115	Airframe Systems IV
Powerplant Technology: Certificate (Alabama Aviation College)		
ALSDE Course #	College Course #	Course Name
20999C1002	AMT 101	Basic Electricity
20999C1003	AMT 103	Materials and Processes
20999C2002	AMT 104	Technical Preparation
20999C2003	AMT 105	Materials and Processes
20999C2004	AMP 220	Reciprocating Engines and Theory
20999C2005	AMP 221	Turbine Engine Theory and Systems
20999C2006	AMP 222	Reciprocating Engine Inspect and Prop
20999C2007	AMP 223	Reciprocating Engine Overhaul
20999C2008	AMP 224	Turbine Engine Inspection and Overhaul

OZARK CITY SCHOOLS
EDUCATION ACADEMY



Freshman Year

Foundations in Education

Sophomore Year - Fall

Advanced English 10
Advanced Algebra II w/Stats
HIS 201 (HIS 1111)*
Practices in Education

Sophomore Year - Spring

ENG 101 (ENG 1101)*
PHS 111 (SCI 2234)* and (SCI L234)*
MTH 100 (MTH 1105)*
Methods in Education

Junior Year - Fall

ENG 102 (ENG 1102)*
MTH 110 (MTH 1110)*
MUS 101 or ART 100 (MUS 1131 or ART 1133)*
EDU 3310**

Junior Year - Spring

HIS 202 (HIS 1112)*
MTH 112 (MTH 1112)*
BIO 103 (BIO 1100)* and (BIO L100)*
EDU 3305**

Senior Year - Fall

ENG 271 (ENG 2205)*
Government and Economics
MTH 231 (MTH 2251)*
SPE 3340**

Senior Year - Spring

ENG 272 (ENG 2206)*
PHS 112 (PHS 2233)* and (PHS L233)*
Education and Training Internship
EDU 4400**

*Wallace Community College
**Troy University

Appendix A - Early Graduation Packet

Early Graduation Procedures and Criteria

The Ozark City Board of Education authorizes early graduation for students who meet all system and state graduation requirements, demonstrate College and Career Readiness, and meet the following criteria.

Early Graduation Procedures and Criteria:

- Students must meet all graduation requirements as outlined by The Alabama State Department of Education and the Ozark City School System.
- Students must be able to demonstrate College and Career Readiness before their intended graduation date.
- Students must have passed the Alabama Civics Test.
- Students who plan to graduate early must follow course sequence/prerequisites.
- Students must submit an Early Graduation Application to the senior counselor one semester prior to their intended graduation date.
- Students must complete the FAFSA or FAFSA waiver.
- The student must provide one of the following before final approval is granted: Letter of Acceptance to a postsecondary institution, Letter of Acceptance to the military, or letter from employer verifying employment in the workplace.

The following are items that should be considered before submitting an Application for Early Graduation:

- Students who graduate early will not be permitted to take part in organized school activities (such as athletics, clubs, field trips, etc.) with the exception of those explicitly mentioned in the second bullet. They will be permitted to attend school functions open to the public, like any other member of the adult community.
- Upon exiting, the student will receive an unofficial transcript and a copy of the completed application form. School records will indicate completion of all graduation requirements for the purposes of employment or post-high school education/training.
- No formal diploma or commencement activities will be held before May. Early graduates will be permitted to return for prom and graduation activities, if they so desire and commit to the mandatory practices, meetings, and expectations. Early graduates will not be eligible for Valedictorian or Salutatorian due to the reduced number of credits completed by the student.
- Students considering early graduation should verify with their insurance provider concerning a change in coverage. Students who are 18 years older may lose social security benefits if not in school on a full-time basis.
- Early graduates will not be allowed to re-enroll in high school.

Ozark City School Early Graduation Application

The Ozark City Board of Education authorizes early graduation for students who meet all system graduation requirements, demonstrate College and Career Readiness, and pass the Alabama High School Civics Test. The student must complete and submit this application to the senior counselor one semester prior to their intended graduation date. Upon review of the application, the counselor will schedule a meeting with the student, parent, or guardian, and school administration for final approval.

Section I: DEADLINE - last day of the semester prior to the student's graduating semester.

Name: _____

Address: _____
**include city and zip code*

Phone: _____ **Requested Graduation Month & Year:** _____

Section II: To be completed by the student

1. What are your goals after graduation? (attach a letter of acceptance or employment)

2. How does early graduation support these goals?

3. Which College and Career Readiness Indicator have you obtained?

4. Have you passed the Alabama Civics Exam and completed a FAFSA application or waiver?

Section III: Signatures For Application

My signature verifies that I have received, read, and understand the guidelines and procedures of the Ozark City School Early Graduation Policy. I understand that if the master schedule does not accommodate students' requests, early graduation may not be possible.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Section IV: School Official Approval

This student ☐ has been granted early graduation approval ☐ has NOT been granted early graduation approval

Counselor Signature: _____ Date: _____
Principal Signature: _____ Date: _____

Appendix B - Dual Enrollment Packet

Ozark City Schools

Dual Enrollment Agreement

General Information:
Carroll High School and Carroll High School Career Center work in partnership with several colleges to offer students dual credit for college coursework. Courses taken for dual credit must be approved prior to enrollment. Please read this page carefully for information regarding procedures for enrolling in college courses for dual credit.

Student Eligibility and Qualifications:
Students must meet the following criteria to be considered for Dual Enrollment courses:

- The student must meet all eligibility requirements set forth by the college two weeks before the start of the high school semester.
- The student must be free of any school issued truancy warnings.

General Guidelines:

- The school will follow the ALSDE Course List to award equivalent high school credit for courses completed through the college.
- Students pursuing four year degrees after graduation should access Alabama Transfers to identify courses aligned to their degree program.
- Students will be required to enroll in a complete (full time) schedule each semester.
- If a student is enrolled in a college course that does not meet on the high school campus, the student is expected to be off campus each day during their scheduled time. If the student's class does not meet one day, the student is expected to be at home or on the college campus spending that time studying and preparing for their college course.
- Students must have reliable transportation to and from college classes; carpooling will not be allowed. A copy of the student and/or parent's driver's license and college schedule must be on file before the student will be allowed to check out to attend an off campus course. (If transportation becomes a problem, the student's schedule is subject to change.)

Student Agreement:

- I understand enrolling in dual enrollment courses begins by college transcript.
- I understand that it is my responsibility to submit all paperwork at the time of registration and that I will only be allowed to register for courses on my registration form.
- I understand that I must provide my own transportation to and from the college campus for college courses.
- I understand that I am required to meet with the College and Career Counselor for an individual guidance session before enrolling in dual enrollment courses.
- I understand that potential scheduling conflicts between high school and college courses may prevent enrollment in dual enrollment.

- I understand that I must provide my counselor with an updated schedule if any changes are made to my college schedule after initial registration.

Parent Agreement:

- I understand that enrolling my student in a Dual Enrollment course begins a college transcript.
- I understand that college students (including dually enrolled students) operate independently of their parents. Therefore, as a parent, I will not have access to grades, progress, or the instructor at the college level.
- I understand that Carroll High School and Carroll High School Career Center do not have access to students' grades in a dual enrollment course until final grades are posted.
- I understand that any tuition, fees, and materials associated with the course will be the responsibility of the parent; and tuition must be paid by the deadline set forth by the college.
- I understand that I, or my student, will be responsible for providing transportation to and from courses taught on the college campus.
- I agree to all guidelines set forth in this document.

By signing below, I acknowledge all stated procedures regarding Dual Enrollment courses and commit to the statements above.

College that I plan to attend for Dual Enrollment: _____

Courses that I plan to enroll in:

- _____
- _____
- _____
- _____
- _____

I have read and understand the Dual Enrollment procedures. I know that I am responsible for costs and transportation associated with my enrollment. I further understand that I am responsible for providing the school counseling office with both a copy of the college course schedule and final grade. I understand that progress toward earning my high school diploma supersedes my Dual Enrollment obligations.

Student Name (print): _____ Grade: _____

Student's Signature: _____ Date: _____
Parent's Signature: _____ Date: _____

Carroll High School &
Carroll High School Career Center

141 Eagle Way
Ozark, AL 36360
334-774-4915

DATE: _____

My child, _____, may ____ may not ____ leave the Carroll High
Please print your child's name
School campus each day during the _____ semester to attend dual enrollment courses.

I am requesting approval for my child to be off campus for the following courses:

COURSE	DAYS OF THE WEEK	TIME

As the parent/guardian, I understand and agree that I am responsible for the following:

- cost and liabilities associated with the dual enrollment program
- transportation to and from the college campus (students may not carpool)
- my child's presence at mandatory Carroll High School tests and events

Once this form is completed and returned, students may sign themselves in and out at the student service desk each day for the courses listed. Students are expected to use the days their classes do not meet to study and prepare for their college coursework off campus.

Please submit the following documents with your signed release form.

- ☐ A copy of the driver's license of the student or parent who will be driving the child to and from the college campus
- ☐ A copy of the student's college schedule

Student Signature: _____ Date: _____
Parent Signature: _____ Date: _____
Principal Signature: _____ Date: _____

Appendix C: Credit Recovery Request Form

Credit Recovery Request Form

Name: _____ Date: _____

Course	Original Course Grade	Teacher	Term/Year

I have read the Credit Recovery Plan for Ozark City Schools. I am aware that a maximum grade of 70 is available through credit recovery and that should I desire a higher grade, I will be required to retake the entire course. My signature and that of my parent/guardian convey our understanding of the grading procedures outlined in the Credit Recovery Plan.

_____ _____

Student Signature Date

_____ _____

Parent Signature Date

_____ _____

Counselor Signature Date

_____ _____

Principal Signature Date