



# ALBERTVILLE

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# CITY SCHOOL SYSTEM

## 2025-2026 Elementary Curriculum Handbook

Albertville City Schools’ elementary curriculum is based on the Alabama Courses of Study content standards. Each academic content area provides a vertically aligned framework to help prepare students to be successful as they move from one grade to the next. Teachers support student learning by incorporating best practices, including but not limited to, direct instruction, multi-sensory strategies and technology to address academic needs. Students’ physical, social and emotional aspects of the learning process are also recognized as we strive to meet the needs of all learners. Each Alabama Course of Study can be found here [Alabama Course of Study](#) on the Alabama Standards webpage.

ELEMENTARY Grades K-6	
English Language Arts	<a href="#">Alabama Course of Study English Language Arts</a>
Math	<a href="#">Alabama Course of Study Mathematics</a>
Science	<a href="#">Alabama Course of Study Science</a>
Social Studies	<a href="#">Alabama Course of Study Social Studies</a>
Physical Education	<a href="#">Alabama Course of Study Physical Education</a>

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

SPECIAL AREA CLASSES			
AKPK	APS	AES	AIS
Counseling	Art	Art	Art
Library Media	Counseling	Counseling	Counseling
Music	Library Media	Library Media	Library Media
STEM/Computer Science	Music	Music	Music
**Piano	STEM/Computer Science	STEM/Computer Science	STEM/Computer Science

**ART**

*Grade: 1, 2, 3, 4, 5, 6*

Art instruction provides students with opportunities to explore, plan, and create visual artwork utilizing any number of mixed media materials. Students develop skills by following a sequence of steps, gaining an understanding of color and contrast, identifying visual qualities of art and exploring cultural differences in art.

**COUNSELING**

*Grade: K-6*

The school counseling and guidance program is a vital part of the education process and is available to all students. The counseling program includes whole class instruction as well as small group and individual settings based on students' needs. The program is designed to ensure all students can be successful in their academic, career, and personal/social development.

**LIBRARY MEDIA**

*Grade: K-6*

Each school's library exists to enhance the classroom curriculum by providing students and teachers with additional reading material. The library media program helps set the foundation for students to become lifelong readers. It provides access to reading collections and technology to extend students' learning. Attendance and frequency of visits to the school library varies depending on the school/grade level and can be in a class setting or by individual student.

**MUSIC**

*Grade: K-6*

The goal of music education in the elementary grades is music literacy which consists of knowledge, understanding and skills required to participate in music. The standards taught in music classes help students participate in performing, creating, responding to and connecting to music.

**PIANO**

*Grade: K*

One-on-one piano lessons are given on the campus of AKPK during the school day to a limited number of students. Students are selected through a process that includes completion of an application, attending a parent meeting and payment of a one-time class fee. This is based on a first-come, first-serve basis until spots are filled.

**STEM/COMPUTER SCIENCE**

*Grade: K-6*

STEM is the acronym for Science, Technology, Engineering, and Mathematics. In STEM class, students are introduced to the Career and Technical Education program as they gain knowledge and skills of design, production and application in a variety of activities inside the STEM lab or on the STEM bus. Computer science creates an environment where students learn to collaborate with others as well as how to be innovative problem solvers. The class offers students enhanced learning opportunities to gain understanding of what it means to be a computational thinker and how to be good digital citizens.

## ELEMENTARY GRADING SCALE

In grades K-6 report cards follow a traditional A-F grading scale.

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

## PROMOTION AND RETENTION

### Elementary School

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

### Middle School

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

### High School

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

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

### English Language Learners (ELL)

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

### Special Education

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

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