



# ALBERTVILLE

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# CITY SCHOOL SYSTEM

## 2025- 2026 Middle School Curriculum Handbook

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

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

Secondary Grades 7-8	
English Language Arts	<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>
Career Preparedness	<a href="#">Alabama Course of Study Career Preparedness</a>
Arts Education	<a href="#">Alabama Course of Study Arts Education</a>
Digital Literacy and Computer Science	<a href="#">Alabama Course of Study Digital Literacy and Computer Science</a>

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

## CORE CLASSES

English Language Arts	
Course	Grade
English 7	7
Advanced English 7	7
English 8	8
Advanced English 8	8
Mathematics	
Math 7	7
Advanced Math 7	7
Math 8	8
Advanced Math 8	8
Science	
Science 7	7
Advanced Science 7	7
Science 8	8
Advanced Science 8	8
Social Studies	
Social Studies 7	7
Advanced Social Studies 7	7
Social Studies 8	8
Advanced Social Studies 8	8
Physical Education	
Physical Education	7,8

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

## Electives

Electives	
Course	Grade
Beginning Brass	7
Beginning Woodwinds	7
Beginning Percussion	7
Beginning Art	7
General Music	7,8
Stage Crew	7,8
Advanced Band	8
Instrumental Techniques	8
Advanced Percussion	8
Advanced Art	8
Mixed Choir	7,8
Vocal Point	7,8
Visual Arts	7,8
Theatre	7,8

Digital Media	7,8
Computer Science Discoveries	7
Healthcare Science	7,8
Business Skills Development	8
Pre-Agriscience	7,8
Project Lead the Way	8
Library Aides	7,8
Office Aides	8

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

## MIDDLE SCHOOL GRADING SCALE

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

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

### **PowerSchool Student Progress Reports**

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

### **PowerSchool Report Cards**

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

## PROMOTION AND RETENTION

### **Elementary School**

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

### **Middle School**

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

### **High School**

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

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

#### English Language Learners (EL)

Any student receiving EL 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 EL Committee should meet to discuss appropriate next steps.

#### Special Education

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

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