

i3 Academy High School
Course Catalog
2026-2027



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English

01001G1000 English 9

In Grade 9, students understand the importance of aesthetic decisions by the author and 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. This format represents an effort to show that successful communication requires multifaceted receptive and expressive skills emphasizing the literature of varied times and places. Both 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.

NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

01001E1000 Advanced English 9

Advanced English 9 focuses on the 9th grade ELA standards as defined by the state of Alabama, however it is an enriched course which dives deeper into the content knowledge of context through a multicultural diversity of text and types of text, and it provides an extension of the regular grade course work in relation to expression and reception.

NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

01001X1001 English Essentials-9

This ninth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing, speaking, and listening skills. It is designed to prepare students for postsecondary education and employment.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

01037X1001 AAS:English Language Arts-9

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following:

Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

01002G1000 English 10

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.

NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

01002E1000 Advanced English 10

Local districts develop an enriched course which dives deeper into the content knowledge of context through a multicultural diversity of text and types of text, and it provides an extension of the regular grade course work in relation to expression and reception.

NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

01002X1002 English Essentials-10

This tenth grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing, speaking, and listening skills. It is designed to prepare students for postsecondary education and employment.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

01037X1002 AAS:English Language Arts-10

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in English language arts using alternate achievement standards (Extended Standards). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following: Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

01003G1000 English 11

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, and its study encourages a cross-curricular understanding and appreciation of qualities that distinguish American literature specifically and American culture in general with a primary focus on American 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. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

01003E1000 Advanced English 11

Local districts develop an enriched course which dives deeper into the content knowledge of context through a multicultural diversity of text and types of text, and it provides an extension of the regular grade course work in relation to expression and reception. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

01003X1003 English Essentials -11

This eleventh grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing, speaking, and listening skills. It is designed to prepare students for postsecondary education and employment.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

01037X1003 AAS: English Language Arts - 11

This course is designed for students with significant cognitive disabilities who are enrolled in English Language Arts using Alternate Achievement Standards (AAS). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following: Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

Mathematics

02073G1000 Geometry with Data Analysis

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. The prerequisite for Geometry with Data Analysis is either Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.

NOTE: THIS COURSE FULFILLS A MATH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

02073E1000 Advanced Geometry with Data Analysis

Advanced Geometry with Data Analysis is the first of three required courses in high school mathematics. In Advanced 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. The prerequisite for Advanced Geometry with Data Analysis is either Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Advanced Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.

NOTE: THIS COURSE FULFILLS A MATH CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

02073X1000 Essentials Geometry with Data Analysis

Essentials Geometry with Data Analysis is the first of three required courses in high school mathematics for students on the Essentials Pathway. In Essentials 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. The prerequisite for Essentials Geometry with Data Analysis is Grade 8 Mathematics.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

02052G1000 Algebra I w/Probability

Algebra I with Probability builds upon algebraic concepts studied in Grade 7 and Grade 8 Mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Algebra I with Probability is the second of three courses

required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9 or by completing both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics. Students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.

Credit: 1.0

02052E1000 Advanced Algebra I w/Probability

Advanced 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. Advanced 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 Advanced Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.

Credit: 1.0

02052X1000 Essentials Algebra I with Probability

Essentials 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. Essentials Algebra I with Probability is the second of three courses required for students on the Essentials Pathway. Students may enroll in this course after completing Essentials Geometry with Data Analysis.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

02056G1000 Algebra II with Statistics

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

Credit: 1.0

02056X1001 Essentials Algebra II with Statistics

Essentials Algebra II with Statistics builds on the students' experiences in previous mathematics in Essentials Geometry with Data Analysis and Essentials Algebra I with Probability. It is the third of three required courses for students on the Essentials Pathway, and it is to be taken following the successful completion of Essentials Geometry with Data Analysis and Essentials Algebra I with Probability. 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. Essentials Algebra II with Statistics is the prerequisite for Essentials Algebra with Finance and Essentials Mathematical Modeling.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

02056E1000 Algebra II w/Statistics, Advanced

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.

Credit: 1.0

02110G1000 Precalculus

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

Credit: 1.0

Social Studies

04053G1000 World History, 1500-Present

Chronological history of the world: the emergence of a global age; the Age of Revolutions; the Age of Isms; era of global war; the world from 1500 to present.

Credit: 1.0

04053E1000 Advanced World History, 1500-Present

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; the world from 1500 to present.

Credit: 1.0

04051X1000 Essentials I: World History

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

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

04439X1001 AAS: Social Studies-9

This course is designed for students with significant cognitive disabilities who are enrolled in social studies using Alternate Achievement Standards (AAS). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following: Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

04102G1000 United States History I: Gr 10

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.

Credit: 1.0

04102E1000 Advanced United States History I: Gr10

Advanced work in the 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.

Credit: 1.0

04102X1011 Essentials II: U.S. History to 1877

This course follows a chronological study of major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and Alabama perspective.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

04439X1002 AAS: Social Studies: Gr 10

This code applies to students with significant cognitive disabilities who are working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are enrolled in social studies using alternate achievement standards (Extended Standards). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following “ Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

04103G1000 United States History II: Gr 11

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.

Credit: 1.0

04103E1000 Advanced United States History II: Gr 11

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

Credit: 1.0

04103X1011 Essentials III: U.S. History from 1877

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

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

04439X1003 AAS: Social Studies-11

This course is designed for students with significant cognitive disabilities who are enrolled in social studies using Alternate Achievement Standards (AAS). A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama

certification is held in one of the following: Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

22999C1008 DUAL ENROLL US HISTORY 201--COLLEGE/UNIV

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

NOTE: PREREQUISITE- ORIENTATION TO COLLEGE COURSE

Credit: 1.0

22999C1008 DUAL ENROLL US HISTORY 202--COLLEGE/UNIV

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

Credit: 1.0

NOTE: PREREQUISITE- ORIENTATION TO COLLEGE COURSE AND DUAL ENROLL US HISTORY 201

Science

03051G1000 Biology 1

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.

NOTE: THIS COURSE FULFILLS A SCIENCE CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

03051E1000 Advanced Biology 1

Advanced engagement and sense-making to develop an increasing depth of understanding of life science standards from earlier grades to include advanced engagement and sense-making 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.

NOTE: THIS COURSE FULFILLS A SCIENCE CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

03051X1000 Essentials: Biology

This course is designed to provide students with practical knowledge of Biology including process and application skills; cell processes; cell theory; photosynthesis and cellular respiration; genetics; classification; plants; animals; ecology; biogeochemical cycles.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

03159G1000 Physical Science

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.

NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT.

Credit: 1.0

03159E1000 Advanced Physical Science

Advanced engagement and sensemaking to build 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.

NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT.

Credit: 1.0

03159X1000 Essentials: Physical Science

This course is designed to provide students with practical knowledge of Physical Science including scientific process and application skills; periodic table; solutions; bonding; chemical formulas; physical and chemical change; gravitational, electromagnetic, and nuclear forces; motion; energy; energy transformation; electricity and magnetism; nuclear science; metric units.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

03101G1000 Chemistry

NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT. In-depth and progression of understanding and knowledge of the properties and interactions of matter including matter and its interactions, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life with a focus on the application of biology, earth science, environmental science, and physiology to the study of chemistry. Includes the integration of engineering design, crosscutting concepts, and science and engineering practices from the science framework.

Credit: 1.0

03101E1000 Chemistry, Advanced Level

NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT. Advanced level in-depth and progression of understanding and knowledge of the properties and interactions of matter including matter and its interactions, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life with a focus on the application of biology, earth science, environmental science, and physiology to the study of chemistry. Includes the integration of engineering design, crosscutting concepts, and science and engineering practices from the science framework.

Credit: 1.0

03008G1000 Earth and Space Science

NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY OR PHYSICAL SCIENCE. Comprehensive application of all science disciplines with a focus on concepts of the universe and its Stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology; includes integration of engineering, technology and application of science core ideas.

Credit: 1.0

03008E1000 Earth and Space Science, Adv Level

NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY OR "A PHYSICAL SCIENCE". Advanced comprehensive application of all science disciplines with a focus on concepts of the universe and its Stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology; includes integration of engineering, technology and application of science core ideas.

Credit: 1.0

03008X1000 Essentials: Earth and Space Science

This course is designed to provide students with practical knowledge of Earth and Space Science including scientific process and application skills; energy in the Earth system; weather; seasons; theories for origin and age of the universe; stars, pulsars, quasars, black holes, and galaxies; Earth and space scientists; space exploration.

NOTE: PRIOR APPROVAL NEEDED TO REGISTER FOR ESSENTIAL CLASSES.

Credit: 1.0

22999C1008 DUAL ENROLL SOC SCIENCE--COLLEGE/UNIV

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

Credit: 1.0

Career Technical Education

22153G1000 Career Preparedness

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.

Credit: 1.0

19258X1001 AAS: Life Skills - Career Preparation

This code applies to students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards (AAS) Pathway and are assessed using alternate achievement standards. Course objectives emphasize increasing independence and self-determination skills. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following: Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

19151G1001 Foundations in Education (Semester Course)

Foundations in Education is the foundational course for both the Educators in Training and the Early Childhood Education programs. It presents a broad overview of the work of education professionals, the history of education, the roles and responsibilities of educators, strategies for creating and presenting engaging lessons and activities, methods of measuring student progress, and the domains of development. Foundations in Education is the gateway to specialized courses and internship opportunities in the Education and Training cluster.

Credit: 1.0

10152G1001 Programming Foundations (Semester Course)

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.

Credit: 1.0

12053G1000 Entrepreneurship (Semester Course)

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

NOTE: PREREQUISITE- CAREER PREPAREDNESS

Credit: 1.0

12166G1002 Customer Service and Sales (Semester Course)

Customer Service and Sales is designed to provide instruction on basic principles of customer service and selling. This course focuses on the identification and classification of customer services, technology literacy issues related to customer service, and the human relations, leadership, organizational, and communication skills necessary for success in customer service. In addition, this course offers instruction related to selling and sales, including professional sales, sales presentations, types of compensation, and characteristics and traits associated with successful selling.

NOTE: PREREQUISITE- AT LEAST TWO CREDITS FROM EITHER CAREER PREPAREDNESS, BUSINESS SOFTWARE APPLICATIONS, OR PROGRAMMING FOUNDATIONS

Credit: 1.0

12047G1002 CTE Lab in Business Management and Administration (Semester Course)

CTE Lab in Business Management and Administration is designed to enhance the student's general understanding and mastery of the cluster. 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.

NOTE: PREREQUISITE- AT LEAST TWO CREDITS FROM EITHER CAREER PREPAREDNESS, BUSINESS SOFTWARE APPLICATIONS, OR PROGRAMMING FOUNDATIONS

Credit:1.0

22999C1010 Dual Enrollment Arts Ed--College/University

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

Credit: 1.0

22999C1009 Dual Enrollment World Language--College/University

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

Credit: 1.0

Fine Arts

05102G1001 Concert Band I

This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a concert band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Credit: 1.0

05102G1002 Concert Band II

PREREQUISITE: INTRODUCTION TO CONCERT BAND OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Credit: 1.0

05102G1003 Trad & Emer Ens, Concert Band III

PREREQUISITE: CONCERT BAND II OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Credit: 1.0

05149G10C1 Comp and Theory, Elective I

This is a one credit course, novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

Credit: 1.0

05149G10C2 Comp and Theory, Elective II

PREREQUISITE: INTRODUCTION TO MIXED CHORUS I OR APPROVAL OF THE INSTRUCTOR. This is a one credit course, intermediate level, designed for students with at least one year of experience to continue to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

Credit: 1.0

05149G10C3 Comp and Theory, Elective III

PREREQUISITE: MIXED CHORUS II OR APPROVAL OF THE INSTRUCTOR This is a one credit course, proficient level, designed for students to increase artistry by exploring choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

Credit: 1.0

Physical Education/Health

08017G1000 Beginning Kinesiology

Stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Highly recommended that students take Beginning Kinesiology in Grade 9. Prerequisite for all physical education elective courses.

NOTE: THIS COURSE FULFILLS A CREDIT REQUIRED FOR GRADUATION.

Credit: 1.0

08017G1001 Advanced Kinesiology

Elective course that covers the knowledge base of kinesiology, the importance of physical activity in daily life, and the different career paths associated with a degree in kinesiology. This class is for students who wish to pursue a career as a physical education teacher, athletic, trainer, physical therapist, personal trainer, movement-related research specialist, or other careers related to health, fitness, and sports.

NOTE: PREREQUISITE- BEGINNING KINESIOLOGY

Credit: 1.0

08051X1001 AAS: Life Skills Health

This code applies to students with significant cognitive disabilities enrolled in a course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards (Extended Standards). Course objectives are aligned with the content standards in the Alabama Course of Study: Health Education. A special education teacher will be considered properly certified to teach students with disabilities who take AAS courses at any grade level if valid Alabama certification is held in one of the following Collaborative Special Education K-6; Collaborative Special Education 6-12; Early Childhood Special Education P-3; or Special Education P-12, excluding gifted.

Credit: 1.0

08051G0500 Health Education (Semester Course)

This is a half-credit course which is REQUIRED for graduation. It is recommended that students take this course in Grade 10.

Credit: 0.5

Other

22006X1000 Academic Success (Study Hall)

Supervised independent study.

Credit: 0.0

08152G1000 Driver and Traffic Safety Education (Semester Course)

Safe driving theory; in class study; driving hazards; boating safety; behind the wheel experience; safety practices.

Credit: 0.5

22051X1001 Office Aide

Supervised student assistance, e.g., Teacher Aide, Office Aide, Lab Assistant.

Credit: 0

11104X100 Yearbook

Assisting in production/maintenance of school publications, e.g., Yearbook, Newspaper, E-papers, Web site maintenance, Newsletter.

Credit: 0

23991C1000 Dual Enrollment Orientation to College

PREREQUISITE: As required by college. This course aids new students in their transition to the institution; exposes new students to the broad educational opportunities of the institution; and integrates new students into the life of the institution. PREREQUISITE: As required by program.

Credit: 0.5