

St. Mary Parish



SCHEDULING GUIDE

Disclaimer: This scheduling guide is a living document subject to change.
Updates may be made to ensure compliance as Louisiana Department of Education (LDOE) requirements change.
Please refer to the most current version for the latest information.

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St. Mary Parish Pupil Progression Plan

The St. Mary Parish Pupil Progression Plan for the current school year contains all scheduling information. For detailed and up-to-date information, please refer to the [SMP Pupil Progression Plan](#).

Public Notice of Nondiscrimination

St. Mary Parish School System and all of its entities (including Career and Technical Education Programs) do not discriminate on the basis of age, race, religion, national origin, disability, or sex in its educational programs and activities (including employment and application for employment). Discrimination on the basis of sex is prohibited by Title IX of the Education Amendments (20 U.S.C. §1681), and discrimination on the basis of disability is prohibited by Section 504 (42 U.S.C. §794). *Any person having inquiries concerning the St. Mary Parish School District's compliance should contact the following individuals:* **Title IX Coordinator- Barbara Lancelin**, St. Mary Parish School Board, PO Box 580, Franklin, LA 70538. Phone: (337) 828-1767. Email: blancelin@stmaryk12.net. **Section 504 Implementation- Debra McClarity**, Director of Special Services, St. Mary Parish School Board, 474 Hwy. 317, Centerville, LA 70522. Phone: (337) 828-1767. Email: dmccclarity@stmaryk12.net.

For more information on Title IX processes, visit the [Title IX](#) page on the SMP District website.

Scheduling Timeline (Secondary Schools)

November/December	Schedule Review and Adjustments
	Review schedules to ensure all graduation requirements are met.
	Print and review student transcripts.
	Discuss at-risk seniors with administration, students, and parents (ongoing).
	Make necessary adjustments to spring schedules after finalizing fall grades.
January	Preparation for Scheduling Presentations
	Review course offerings for upcoming school year.
	Plan comprehensive guidance sessions for high school students to review transcripts.
	Organize individual or group meetings for middle school students to review IGP's.
	Coordinate and plan parent meetings for incoming freshmen, sophomores and juniors.
	Communicate scheduled events via emails, JTEXTS, & media/flyers.
	Submit finalized dates to the supervisor by end of the month.
February	Conduct Scheduling Presentations
	Meet with grade levels to review transcripts and IGP's (if not completed in January).
	Conduct small group meetings with students to discuss scheduling, providing scheduling forms for completion and necessary signatures.
	Host parent nights to discuss the scheduling process.
	Collect all schedule requests by the end of month.
	Communicate events via emails, JTEXTS, JCALLS, & media/flyers.
March	Course Requests/Master Schedule Creation
	Enter student course requests into JCAMPUS by mid-March.
	Develop the master schedule based on student requests.
April	Finalize Scheduling
	Develop the master schedule based on student requests.
	Balance class numbers and make adjustments as needed.
	Complete all scheduling tasks by the end of April, prior to testing.
May/June	Finalizing and Maintaining Schedules
	All schedules should be thoroughly reviewed and finalized before the last scheduled work day for counselors.
	Revisions should only be made during the summer if absolutely necessary due to critical issues such as staff changes, course cancellations, or conflicts that directly impact student graduation requirements or academic progress.
	Avoid making non-essential changes to maintain stability and minimize disruptions for students, parents, and staff.
	Any essential adjustments should be communicated promptly and clearly to all affected parties to ensure a smooth start to the school year.

Middle School Course Requests

All middle school students are required to submit course requests for the following academic year during the spring semester. They will also meet with the school counselor in the spring to review courses on the IGP for the upcoming year.

- **Core Courses:** All students must schedule grade-level core courses in English, Math, Social Studies, and Science. These courses are required for progression to the next grade level. Honors courses are designated for 7th and 8th math courses only. The honors policy can be found in the appendix.
- **Elective Courses:** In addition to core courses, students are required to select at least one elective each school year. Elective options allow students to explore different areas of interest and develop additional skills.
- **Program Availability:** Certain elective programs, such as JAG, Choir, and MS Spanish, may only be offered at specific school sites. Students should be aware that their ability to take these courses depends on the availability at their assigned school.

High School Course Requests

All high school students are required to submit course requests for the following academic year during the spring semester.

- **Freshmen, Sophomores, and Juniors** must schedule eight (8) classes.
- **Seniors** have the flexibility to schedule between four (4) and eight (8) classes, depending on the courses needed to fulfill graduation requirements and support their academic goals. Students are required to take a minimum of two courses each semester according to the St. Mary Parish Pupil Progression Plan.
 - Seniors enrolled in off-campus vocational programs can count **travel** time as one of these periods.
 - Waivers may be requested based on extenuating circumstances and will be reviewed by the superintendent.
- **Student Classifications for High School**
 - High school students are classified by grade level based on the number of Carnegie units (credits) they have earned.

Grade Level	Carnegie Units Required
9th – Freshman	0 – 5.5
10th – Sophomore	6 – 11.5
11th – Junior	12 – 17.5
12th – Senior	18 or more

Required Courses are those that every public high school student in Louisiana must complete and pass to graduate. If a student fails a required course, it must be retaken until passed.

Elective Courses are optional classes that may not be required for graduation but allow students to explore areas of interest. If a student fails an elective, they may either retake the same elective or choose another in its place.

Course availability is based on student requests, teacher availability, and the absence of scheduling conflicts. In some cases, counselors may need to choose between two requested courses if they are scheduled at the same

time. Students are asked to provide alternate course choices. All programs are offered without regard to race, color, national origin, sex, or disability.

IGP (Individual Graduation Planning)

By the end of eighth grade, each student—working with their parent or legal guardian, school counselor, and, when applicable, their IEP team—will begin developing an [Individual Graduation Plan \(IGP\)](#). The IGP helps guide course selection for the upcoming academic year, supports students in exploring educational and career options, and assists in making informed decisions about secondary and post-secondary education as part of their overall career and post-secondary goals. All students at each grade level (8-12) will review their current Individualized Graduation Plan (IGP), which includes upcoming courses. **The student, parent/guardian, and school designee must sign the plan.** A sample can be found in the appendix.

High School Graduation Requirements

To graduate from a Louisiana public high school, students must earn a minimum of 24 Carnegie units (credits) for a TOPS Diploma and 23 Carnegie units (credits) for the Jump Start Diploma and meet specific course requirements. These include credits in core subjects such as English, Math, Social Studies, and Science, as well as credits in electives, physical education, and a financial literacy course. Additionally, students must complete state-mandated assessments and meet other graduation criteria set by the Louisiana Department of Education. Specific pathways and requirements may vary based on the student’s chosen diploma track, such as the TOPS University Diploma or the Career Diploma. For the most [current graduation requirements](#), visit the LDOE’s website.

Accountability Expectations from LDOE

Louisiana’s revised accountability system, named **Grow. Achieve. Thrive.**, anticipates raising the bar for academic success and highlights the importance of career education. It focuses on three core student expectations: students will **grow** academically each year, **achieve** proficiency in key subjects, and **thrive** beyond high school.

This new system went into effect in the 2025-2026 school year. Here is the [Accountability link](#) to the LDOE website, which will continue to provide updates with new information and resources as they become available.

High School Assessments

Assessment results will account for 15% of the final grade in all LEAP 2025 courses.
To earn a standard diploma, students must meet the following assessment requirements:

Graduation Requirements	LEAP 2025 Assessments
Must pass one from each row to graduate. <i>Note: Freshmen entering the 2024-2025 school year must pass Biology or Civics.</i>	- Algebra I or Geometry
	- English I or English II
<i>Students entering high school prior to the 2024 – 2025 school year must pass U.S. History. 2026 – 2027 will be the last operational year for the U.S. History LEAP.</i>	- Biology or U.S. History

Beginning with students entering ninth grade in the 2026–2027 school year, Louisiana high schools will implement a new comprehensive exam model for English Language Arts (ELA) and Math. Under this model, students will take one comprehensive exam in ELA and one in Math at the end of tenth grade, rather than taking multiple tests in each subject throughout high school.

Student Progression for Comprehensive Exams (Transitional students entering 2026-2027)			
School Year	Student Status	Cohort Year	What This Means
2026-2027	T9 Year	Not counted	Student is in T9 (Transition 9). This year does not count as Year 1.
2027-2028	9th Grade Entry Year	Year 1	Student officially enters the cohort.
2028-2029	10th Grade	Year 2	Student takes the ELA and Math comprehensive exams at the end of this year.

Student Progression for Comprehensive Exams (Freshmen entering 2026-2027)			
School Year	Student Status	Cohort Year	What This Means
2026-2027	9th Grade Entry Year	Year 1	Student officially enters the cohort.
2027-2028	10th Grade	Year 2	Student takes the ELA and Math comprehensive exams at the end of this year.

This transition from six tests to four total tests supports the rollout of Louisiana’s new Student Standards for ELA and Math. The change helps ensure classroom instruction and state assessments are better aligned and focused on preparing students for college, careers, and lifelong learning.

Current LDOE Graduation Requirements

(Based on St. Mary Parish course offerings)

TOPS UNIVERSITY DIPLOMA			CAREER/JUMP START DIPLOMA		
Subjects	# Units	Courses	# Units	Courses	
English	1	English I	1	English I	
	1	English II	1	English II	
	1	English III	2	The remaining units shall come from the following: English III, English IV, Business English, Technical Writing	
	1	English IV			
Math	1	Algebra I	1	Algebra I	
	1	Geometry	1	Geometry (Beginning with Incoming Freshmen 23—24)	
	1	Algebra II	1	Financial Literacy (Beginning with incoming freshmen 24—25)	
	1	One of the following: Algebra III, Adv. Math	1	The remaining unit shall come from the following: Algebra II, Algebra III, Adv. Math Functions & Statistics, Adv. Math Pre-Calculus, Calculus, Business Math, Math Essentials, Transitional Geometry	
	1	Functions & Statistics, Adv. Math Pre-Calculus, or Calculus			
Science	1	Biology I	1	Biology I	
	1	Chemistry I	1	One of the following: Environmental Science, Physical Science, Chemistry, Biology II, Chemistry II, Physics, or Agriscience I and II	
	2	Two units chosen from the following: Physical Science, Environmental Science, Biology II, Chemistry II, Physics or Agriscience I and II			
Social Studies	1	US History	1	US History	
	1	Civics	1	Civics	
	2	Two units chosen from the following: World Geography, World History, African American History, Western Civilization DE, Psychology DE			
Health and Physical Education	0.5	Health Education	0.5	Health Education	
	1.5	Physical Education I and II; JROTC may be substituted	1.5	Physical Education I and II; JROTC may be substituted	
World Language	2	Two units from the same language			
Art	1	Art, Music, Dance, Theatre, or Fine Arts Survey			
Financial Literacy	1	Financial Literacy (Beginning with incoming freshmen 24 – 25)			
Electives/ Jump Start	2	Electives	9	One of the following: Quest for Success, JAG or Agriscience I The remaining units shall come from the Jump Start pathway course sequence, workplace experiences, and approved credentials. <i>A minimum of one industry-based credential is required for graduation.</i>	
Total Units	24		23		

Refer to [Bulletin 741](#) and the [LDOE Graduation Requirements](#) page for the most current information.

Credit Recovery Courses and Units

1. **Program Inclusion:** Starting in the 2020-2021 school year, the LEA's credit recovery program and policy will be incorporated into the local pupil progression plan submitted to the Louisiana Department of Education (LDOE).
2. **Credit Recovery Limits:**
 - Students may earn a maximum of **seven credit recovery units** towards graduation requirements, with no more than **two Carnegie units** allowed annually.
 - The school system must report annually to the LDOE the rationale for any student:
 - a. Receiving more than two credit recovery units in a single year and/or
 - b. Applying more than seven total credit recovery units toward graduation requirements.
3. **Eligibility for Credit Recovery:**
 - To earn Carnegie credits in a credit recovery course, a student must have previously attempted and failed the course.
 - Previously attempted coursework is considered an academic record and must be recorded on the official transcript.
4. **Transcript Documentation:**
 - All completed credit recovery courses must be clearly labeled and recorded on the official transcript.
 - No grade higher than a **C** can be earned for a credit recovery course. The prior course failed and the credit recovery course grade are both averaged into the GPA.
5. **Instructional Requirements:**
 - Students enrolled in credit recovery courses are **not** required to meet the instructional minute requirements specified in Bulletin 741.
6. **Alignment with Standards:**
 - Credit recovery courses must be aligned with state content standards.
 - These courses must include both a pre-assessment to identify unfinished learning and a post-assessment to demonstrate proficiency in the identified non-proficient content.
7. **Teacher Qualifications:**
 - Credit recovery courses delivered in a classroom setting using online courses must be taught by a **certified Louisiana teacher** or a certified teacher through a state reciprocity agreement.
8. **LEAP 2025 Assessments:**
 - The weight of the LEAP 2025 assessment in a student's final grade must be the same for both traditional and credit recovery courses.
 - Students who have passed the LEAP 2025 assessment but failed the course may retain their previous exam score instead of taking the exam again.
9. **Proficiency Credit:**
 - **Proficiency credit** for a Carnegie Unit will **not** be allowed, as per LDOE guidelines. Proficiency credit can be awarded to students who achieve a passing grade (P) on the course assessment (non-LEAP) without the need for enrollment in the course.

Jump Start TOPS Tech Pathway

Students who complete a **Jump Start TOPS Tech pathway** will earn an industry-based credential (IBC) and be prepared for post-secondary opportunities. We encourage all students to consider earning an Industry-Based Credential (IBC), regardless of their diploma pathway, as it provides valuable skills and enhances future career opportunities.

- **Integrated Learning:** Combines academic and occupational learning, blending school-based and work-based experiences and establishing connections between high schools and post-secondary institutions.
- **Career Readiness:** Prepares students for employment in various occupational clusters or industry sectors.
- **Industry Experience:** Provides hands-on experience and a comprehensive understanding of the chosen industry.
- **Awarding Credentials:** Students receive a high school diploma or equivalent, a certificate or diploma for completing 1-2 years of post-secondary education, and/or a skill certificate.

The pathway includes a variety of delivery methods, such as career academies, industry-based certification, school-based enterprises, and work-based learning opportunities like job shadowing, internships cooperative education, and apprenticeships. By selecting a career major, students can earn articulated credit or concurrently enroll at a post-secondary institution to pursue a 2-year degree.

Some students may continue their education through a registered apprenticeship program, while others may enter the military or begin working immediately. The Jump Start pathway includes at least **9 Carnegie units** in a career cluster, culminating in an industry-based credential.

The **Board of Elementary and Secondary Education (BESE)** has approved **11 Jump Start 2.0 pathways**, with a waiver process for adjustments during students' progression. BESE has also tasked a panel, including CTE directors, to recommend further updates to Jump Start 2.0, including additional universal courses.

Students choosing this pathway must complete a declaration form with all necessary signatures.

SELECT THE LINK BELOW TO ACCESS THE PATHWAYS.

[Agriculture, Food, & Natural Resources](#)

[Human Services](#)

[Architecture & Construction](#)

[Information Technology](#)

[Arts, A/V Technology & Communication](#)

[Law, Public Safety, Corrections & Security](#)

[Business Management](#)

[Manufacturing](#)

[Health Sciences](#)

[Pre-Educator](#)

[Hospitality & Tourism](#)

[Transportation, Distribution, & Logistics](#)

All CTE programs are offered without regard to race, color, national origin, sex, or disability.

Industry Based Credentials (IBC)

Disclaimer: Students may be transported to other schools to earn Industry-Based Credentials (IBCs) in courses that are not offered at their school site. Additionally, IBC offerings are subject to change depending on the school site and the availability of resources.

IBCs	Jumpstart Pathway	MCHS	BHS	PHS	CHS	FHS	WSM	SoLAcc
EMERGING CREDENTIALS								
Carpenter International Training Fund (CITF): Career Connections Pre-Apprentice Core Skills	Architecture & Construction	*		*	*	*	*	
NRF Foundation Customer Service and Sales	Business Management Hospitality and Tourism	*	*	*	*	*	*	
Meat Processing	Agriculture, Food & Natural Resources					*	*	
NCCER Core	Architecture & Construction Manufacturing	*		*		*		
OSHA 10	Architecture & Construction Manufacturing	*	*	*	*	*	*	
S/P2 Safety and Pollution Prevention	Transportation, Distribution, and Logistics	*	*	*	*	*	*	
BASIC CREDENTIALS								
Adobe Certified Professional: Photoshop OR Illustrator	Information Technology Arts, A/V Technology, & Communication Business Management	*	*	*	*	*	*	
NRF Foundation Business of Retail	Business Management	*	*	*	*	*	*	
Carpenter International Training Fund (CITF): Career Connections Level 1	Architecture & Construction	*		*	*	*	*	
Emergency Medical Responder (EMR)	Health Sciences & Human Services Law, Public Safety, and Corrections & Security	*	*	*	*			
FAA Part 107: Small Unmanned Aircraft Operations	Architecture & Construction Agriculture, Food & Natural Resources Arts, A/V Technology, & Communication Law, Public Safety, and Corrections & Security Transportation, Distribution, and Logistics	*	*	*		*		
Louisiana Pre-Education Credential- Basic	Pre-Educator	*	*	*	*	*	*	
NCCER Welding Level 1	Architecture & Construction Manufacturing	*		*		*		
NIMS Machining Level 1 Certification	Manufacturing							*
Nurse Assistant	Health Science							*

ADVANCED CREDENTIALS								
Adobe Certified Professional: In Visual Design (Photoshop + Illustrator)	Arts, A/V Technology, & Communication Business Management Information Technology	*	*	*	*	*	*	
Carpenter International Training Fund (CITF) Career Connections: Level 2	Architecture & Construction	*		*	*	*	*	
Louisiana Pre-Education Credential- Basic	Pre-Educator	*	*	*	*	*	*	
NCCER Welding Level 2	Architecture & Construction Manufacturing	*				*		
NIMS Machining Level 2 Certification	Manufacturing							*
Certified Clinical Medical Assistant	Health Sciences	*	*	*	*			
Louisiana Agritechology Specialist	Agriculture, Food & Natural Resources		*		*	*	*	

Community Diploma Endorsement

School systems may award a Community Service Endorsement to students completing a minimum of 80 hours of service anytime between ninth and twelfth grade. Students may earn service hours identified in [the Community Service Diploma Endorsement Categories](#). To earn the Community Service Endorsement, the student must have 80 documented community service hours by graduation. The school system will use the [Community Service Diploma Endorsement Tracking Form](#) to summarize the student efforts recorded on the [Community Service Diploma Endorsement Student Documentation Form](#). Documentation is housed at the local level. Students interested can access the [Community Service Diploma Video](#) which outlines requirements and offers examples of service and can explore ways to earn the diploma seal by reviewing [Career Service Opportunities](#).

Early Graduation Program

- **Graduation Options:** Students may graduate in **December** or **May**, with full participation in graduation ceremonies. December graduates must be approved by the superintendent.
- **Dual Enrollment:** Available on all high school campuses, allowing students to earn both high school and college credit. Dual enrollment courses are taught by **university approved credentialed teachers or facilitators** and follow an aligned curriculum from the university. Seniors may take one additional dual enrollment course not offered on campus by meeting with their school counselor to schedule the course.
- **CLEP Testing:** Offered on all high school campuses, allowing students to earn both high school and college credit. Students must follow the LDOE list of approved **CLEP** exams for Carnegie Unit credit.

Dual Enrollment for High School Students

Earning College Credit While in High School

Students can begin earning college credit through dual enrollment (DE) courses or the College Level Examination Program (CLEP) Exam **starting in their junior year**.

- **Dual Enrollment (DE):** This allows high school students to take college courses for **dual credit**—both college and high school credit. The credits are recorded on both the student's secondary and post-secondary academic records.
 - **Eligibility:** To enroll in DE courses, students must meet minimum requirements set by the Louisiana Board of Regents, including a specified **cumulative GPA**, **ACT scores**, and/or **Pre-ACT** or **LEAP 2025 scores**. Counselor recommendations can also be submitted to universities for review.

- **CLEP Exam:** The CLEP program allows students to earn college credit for introductory-level courses by achieving satisfactory scores on subject-specific tests.

Dual Enrollment General Student Eligibility Requirements

1. **Current Enrollment:** The student must be enrolled in a St. Mary Parish public high school.
2. **Good Standing:** The student must be in good academic standing, as defined by the district.
3. **Parental and School Permission:** The student must have permission from both the high school and their parent/guardian to enroll.
4. **Course Alignment:** The student must be enrolled in the corresponding high school course for the selected dual enrollment course. The college course grade will appear on the student's college transcript, while the high school transcript will be calculated approximately as 80% from the college course and 20% from additional high school assignments.
5. **Board of Regents Requirements:** The student must meet the Louisiana Board of Regents' eligibility requirements for academic course enrollment. For the most current eligibility requirements, please visit the [Louisiana Board of Regents](#).
6. **Prerequisite Requirements:** The student must meet the prerequisite requirements for both the college and high school courses.

Additional Student Eligibility Requirements and Considerations

1. **Prerequisites:** Some dual enrollment courses have additional prerequisite requirements beyond the general eligibility criteria.
2. **Course Commitment:**
 - Enrolling in a dual enrollment course is a significant commitment.
 - **Withdrawing from a course:** A "W" on the student's college transcript could affect both the current high school schedule and future course planning.
 - A withdrawal may require substantial adjustments to the student's high school schedule for the remainder of the year or even the next school year.
3. **Attendance Policy:**
 - Universities have strict attendance policies, often limiting absences to **three** per course.
 - Students with a history of excessive absences in 9th and 10th grades should carefully consider this before enrolling in dual enrollment courses.
4. **Course Rigor:**
 - College-level courses are more rigorous than high school courses, with a greater emphasis on **independent reading and writing**.
 - Fewer grades contribute to the final grade, meaning students must be prepared for a heavier workload and higher academic expectations.
5. **Learning Environment:**
 - Dual enrollment courses must mirror the **university environment**, requiring a higher level of maturity and responsibility from students.
6. **Academic Integrity:**
 - **Cheating and plagiarism** are subject to penalties from the university or the St. Mary Parish district policy.
 - Be sure to review the university's policy on these issues in the course syllabus, as there may also be consequences at the school level.

7. Dropping a Dual Enrollment Course:

- **Deadline for Dropping:** Students must drop courses by the **university's established deadline**.
- **Schedule Adjustments:** When a student drops a dual enrollment course, the school's administrative team will work with the student to adjust their schedule, based on the existing master schedule. Potential changes include:
 - Switching to the corresponding non-dual enrollment course.
 - Adjusting to an elective, with the non-dual enrollment course taken the following year.
 - For juniors: additional courses may be required during senior year.
 - For seniors: dropping a course may jeopardize graduation in May.
- **Impact on College Transcript:**
 - A "W" will permanently remain on the student's college transcript.
 - If the university's drop date has passed, the student will receive a failing grade ("F") on their college transcript.

Course Choice

The Course Choice Program provides Louisiana students the opportunity to enroll in courses not offered at their home school. This includes dual enrollment, advanced placement (AP), career and technical education (CTE), and other specialized courses that support graduation, college readiness, and career goals. Its statutory purpose is to ensure that all Louisiana students have access to the type and format of education that best meets their individual needs, and to include parental choice in those educational decisions.

- Students may access courses not available at their school—expanding pathways for rigorous academic, college credit, or high-demand workforce preparation.
- Supports alignment with graduation pathways, college readiness (e.g., TOPS-aligned credit), and career/technical credentials.
- Ensures equity of access, especially for students whose school or course catalog may be limited.
- Strengthens the role of parents and families in course selection, fostering greater alignment between student goals and course choices.

Eligible Courses and Providers:

Approved course providers deliver courses online or in-person, including dual enrollment and CTE-based offerings. Courses must align with state requirements (e.g., graduation requirements, work-based learning, industry-based certifications) and be approved by the Louisiana Board of Elementary and Secondary Education (BESE).

Funding & Prioritization:

School systems receive a supplemental allocation (Supplemental Course Allocation) to cover tuition and fees for eligible students in Course Choice courses. Funding and course selection must be prioritized in the following order:

1. Seniors who require a course to graduate or access TOPS-aligned courses not available at the home school.
2. Students enrolling in courses required for an associate degree under a Fast Forward pathway or a technical certificate aligned with high-wage/high-demand jobs.
3. Students seeking TOPS-aligned college credit.
4. Students attending schools designated as CIR or UIR-A.
5. Students needing credit recovery in academic or career/technical courses aligned to the state's Focus List.

6. Students enrolling in courses to improve scores on nationally recognized assessments (ACT, SAT, CLT, WorkKeys, ASVAB).
7. Other priorities defined by the school system and approved by LDOE as part of the district's pupil-progression plan.

Parental/School Responsibilities:

- Schools must inform students and families of available Course Choice opportunities, funding priorities, and enrollment deadlines.
- Written parental or legal guardian permission is required before a student may enroll.
- The course selected must be academically appropriate for the student's graduation pathway.
- A designated staff member at the school or district must oversee reporting through the Course Choice portal.

Implementation in Our District:

Counselors and scheduling teams will work with students and families during course selection to identify Course Choice options aligned to their academic and career intentions. The district will maintain and distribute a list of approved Course Choice providers, deadlines, and informational materials. Students seeking courses outside the regular school catalog will submit a Course Choice request form with parent signature. Funding will be allocated in alignment with the state priorities; requests made earlier by seniors or TOPS-aligned students will receive first consideration. Enrollment approval depends on eligibility, alignment, and available funds.

Requesting a Transcript

After completing their senior year, students who have taken dual enrollment courses must request a transcript from the university where the courses were completed.

Grading Policy for DE Courses

Course grades will be derived from assignments, assessments, and exams listed on the university course syllabus. Dual Enrollment Instructors will provide university course syllabi on the first day of the course. Grading in dual enrollment courses will be factored on a 5-point quality point scale (A=5; B=4; C=3; D=2; F=0). Two examples of how GPA is determined with classes that are worth five qualities points are below.

Example 1	Grade earned	Quality points
English (5-point class)	A	5
history	A	4
math	A	4
science	B	3
elective	A	4
Quality Points / Credits = GPA 20 / 5 = 4.0 GPA for this example		20 total quality points

Example 2	Grade earned	Quality points
English (5-point class)	A	5
history	A	4
math	A	4
science	A	4
elective	A	4
Quality Points / Credits = GPA 21 / 5 = 4.2 GPA for this example		21 total quality points

South Louisiana Community College (SoLAcc) – SMP Policy

Student Eligibility Requirements

1. **Current Enrollment:** The student must be enrolled in a St. Mary Parish public high school.
2. **Good Standing:** The student must be in good academic standing, as defined by the district.
3. **Permission:** The student must have approval from both the high school and their parent/guardian to enroll in SoLAcc programs.
4. **Graduation Readiness:** The student must be on track to graduate on time. Transcripts will be reviewed before and during enrollment. Students at risk of not graduating may be removed from the SoLAcc program.
5. **Transcript Recording:** Grades earned in SoLAcc courses will be recorded on the student's high school transcript.
6. **SoLAcc Requirements:** The student must meet all SoLAcc eligibility requirements before enrolling in SoLAcc courses. Please note that just because a student is enrolled in courses at SoLAcc does not automatically mean they are earning college credit. Instead, they have the opportunity to earn an IBC upon successful completion of the course.

High School Student Transcripts- Tell Your Story!

A high school transcript is important because it provides a detailed record of your academic journey, showcasing your achievements, strengths, and areas of growth. It reflects not only your grades but also the courses you've taken, how you've challenged yourself, and how you've progressed over time. For colleges, scholarships, and future employers, your transcript tells the story of your dedication, work ethic, and potential. It helps paint a full picture of who you are as a student and how you've developed academically during your high school years. A sample transcript can be found in the appendix.

SMP District Master Course List- Middle School

Disclaimer: Middle school courses that count as high school Carnegie credits will be recorded on the high school transcript. These credits are part of the student's high school academic record and may impact their GPA and graduation requirements. **Courses that count as high school credit are denoted with an asterisk (*).**

CODE	MATH COURSE	Special Notes
160306	Math 6	All 6 th graders take this course.
160378	Math A7	Honors 7 th Grade Course
160378	Math B7	Non-Honors 7 th Grade Course
160378	Math B8	Non-Honors 8 th Grade Course
160321	Algebra I*	Honors 8 th Grade Course
CODE	ENGLISH COURSES	
120306	English 6	All 6 th graders take this course.
120378	English 7	All 7 th graders take this course.
120378	English 8	All 8 th graders take this course.
CODE	SCIENCE COURSES	
150806	Science 6	All 6 th graders take this course.
150807	Science 7	All 7 th graders take this course.
150908	Science 8	All 8 th graders take this course.
CODE	SOCIAL STUDIES COURSES	
220006	Social Studies 6	All 6 th graders take this course.
220078	Social Studies 7	All 7 th graders take this course.
220078	Social Studies 8	All 8 th graders take this course.
CODE	HEALTH/PE	
190198	PE 6 (M) OR PE 6 (F)	All 6 th graders take this course.
190198	PE 7 (M) OR PE 7 (F)	All 7 th graders take this course.
190198	PE 8 (M) OR PE 8 (F)	All 8 th graders take this course.
CODE	Electives	
051001	MID SCH Speech	This course is for 6 th graders.
400098	Intro to STEM	7th and 8th graders only at participating school sites.
	Exploratory Computer Science	This course is for 7 th and 8 th graders.
042010	JAG JR High 1 (U)*	7th and 8th graders only at participating school sites. (FJHS, PJHS, MCJHS, BEB)
080411	Quest for Success (U)*	This course is for 8 th graders.
030299	Band 6	This course is for 6 th graders.
030299	Band 7	This course is for 7 th graders
030301	Intermediate Band*	This course is for 8 th graders.
030309	Choir 6	This course is for 6 th graders at MCJHS.
030312	Advanced Choir I*	This course is designed for talented music students at MCJHS only.
122500	MS Spanish	This course is designed for EL students at MCJHS.
CODE	SPECIALTY COURSES	
500099	ACA Resource	Specifically designed courses to meet student IEP needs.

SMP District Master Course List / Offerings- High School

Disclaimer: Students who wish to take courses not offered at their school site may be transported to other schools where the courses are available. Additionally, course offerings are subject to change based on the school site and the availability of resources. **All CTE programs are offered without regard to race, color, national origin, sex, or disability (JAA).**

CODE	MATH COURSE	Pre-Requisites	IBC Offered
160321	Algebra I	No pre-requisite required.	No IBCs are offered in these courses.
160322	Algebra II OR Algebra II (H)	Algebra I	
165040	Transitional Geometry		
160323	Geometry OR Geometry (H)	Algebra I	
160347	Advanced Math - Functions and Statistics (H)	Algebra II	
160346	Advanced Math - Pre-Calculus (H)	Algebra II	
160326	Calculus (H)	Advanced Math Pre-Calculus or Algebra III	
160500	Algebra III DE: CMAT 1213 College Algebra	Algebra II + Board of Regents Requirements	
160501	Pre Calc DE: CMAT 1223 Trigonometry	Algebra III DE: CMAT 1213 College Algebra	
160506	Calc DE: CALC DE CMAT 2115	Pre Calc DE: CMAT 1223 Trigonometry	
160351	Math Essentials	No pre-requisite required.	
040307	Business Math	No pre-requisite required.	
160345	Financial Literacy	No pre-requisite required.	
160345	Personal Finance (H)	No pre-requisite required.	
CODE ENGLISH COURSES			
120331	English I OR English I (H)	No pre-requisite required.	No IBCs are offered in these courses.
120332	English II OR English II (H)	English I	
120333	English III	English II	
120334	English IV	English III	
120606	English III DE: CENL 1013 English Composition I	English II + Board of Regents Requirements	
120607	English IV DE: CENL 1023 English Composition II	English III DE + Board of Regents Requirements	
120336	Business English	No pre-requisite required.	
120350	Technical Writing (U)	No pre-requisite required.	
CODE SCIENCE COURSES			
150301	Biology I OR Biology I (H)	No pre-requisite required.	No IBCs are offered in these courses.
150303	Biology II (H)	Biology I	
150400	Chemistry I (H)	Physical Science	
150402	Chemistry II (H)	Chemistry I	
150310	Environmental Science	No pre-requisite required.	
150802	Physical Science OR Physical Science (H)	No pre-requisite required.	
150699	Physics (H)	Biology I OR Chemistry I	
CODE SOCIAL STUDIES COURSES			
220506	Law Studies (U)	No pre-requisite required.	No IBCs are offered in these courses.
220501	Civics or Civics (H)	No pre-requisite required.	
220403	US History OR US History (H)	No pre-requisite required.	
220300	World Geography	No pre-requisite required.	
220512	African American History	No pre-requisite required.	
220511	African American History DE CHIS 2103	Board of Regents Requirements	
220400	World History (H)	No pre-requisite required.	
225011	CPSY2013 Introduction to Psychology DE	Board of Regents Requirements	
220447	Western Civ DE: CHIS 1023 Western Civ II	US History + Board of Regents Requirements	

CODE	HEALTH/PE		
190500	Health M	No pre-requisite required.	No IBCs are offered in these courses.
190500	Health F	No pre-requisite required.	
190105	Physical Education I	No pre-requisite required.	
190105	Physical Education I M/F	No pre-requisite required.	
190106	Physical Education II	No pre-requisite required.	
190106	Physical Education II M/F	No pre-requisite required.	
190107	Physical Education III	No pre-requisite required.	
190107	Physical Education III M/F	No pre-requisite required.	
190108	Physical Education IV	No pre-requisite required.	
190108	Physical Education IV M/F	No pre-requisite required.	
CODE	FOREIGN LANGUAGES		
122501	Spanish I (H) (U)	No pre-requisite required.	No IBCs are offered in these courses.
122502	Spanish II (H) (U)	Spanish I	
121001	French I (H) (U)	No pre-requisite required.	
121002	French II (H) (U)	French I	
CODE	CAREER & TECHNICAL COURSES		
010301	Agriculture Science I (U)	No pre-requisite required.	Meat Processing (Emerging)
010302	Agriculture Science II	Agriscience I	
010303	Agriculture Science III	Agriscience II	Louisiana Agritechnology Specialist (Advanced)
010304	Agriculture Science IV	Agriscience III	
090101	Allied Health Services I (1C)	No pre-requisite required.	No IBCs are offered in this course.
090104	Allied Health Services II (1C)	Allied Health Services I	
040400	BCA: Business Computer Applications (U)	IBCA	
080202	CDF-Qualifying CTE Internship I (1C) (U)	Must have a job.	
080201	CDF-Qualifying CTE Internship II (1C) (U)	Must have a job.	
100604	Child Development (1C)	No pre-requisite required.	
080230	CITF Pre-Apprenticeship I (1C) (U) Carpentry	Technical Math	CITF Career Connections Level I (Basic)
080233	CITF Pre-Apprenticeship II (1C) (U) Carpentry	CITF Pre-Apprenticeship I & Technical Math	CITF Career Connections Level II (Adv)
040218	Cyber Society (U)	No pre-requisite required.	No IBCs are offered in this course.
080800	Digital Media I	No pre-requisite required.	Adobe Photoshop (Basic) Adobe Illustrator (Basic) <i>Both equal Advanced IBC.</i>
110795	Drones: Intro to Remote Ctrl Vehicle Tech	No pre-requisite required.	FAA Part 107 Small Unmanned Aircraft Operations (Basic)
090473	EKG I	No pre-requisite required.	No IBCs are offered in this course.
090474	EKG II	No pre-requisite required.	No IBCs are offered in this course.
090711	Emergency Medical Responder 1C (U)	Age Requirement- 16 years old & Background Check	EMR (Basic)
100401	Family and Consumer Sciences I (1 C)	No pre-requisite required.	No IBCs are offered in this course.

155040	Food Science	Family and Consumer Science I	No IBCs are offered in this course.
040401	IBCA: Intro. to Business Computer APP (U)	No pre-requisite required.	No IBCs are offered in this course.
890810	IMEL: Alternating Current Circuits	Courses offered at SoLAcc. Must follow program pathway instated by SoLAcc.	College credit only.
890811	IMEL: Digital Circuits		
890812	IMEL: Direct Current Circuits		
891301	IMEL: Industrial Marine Hydraulics		
891302	IMEL: Motor Controls		
891303	IMEL: Programmable Logic Controllers		
891304	IMEL: Semiconductors & Transistor Circuits		
311903	Industrial Machine Shop I 3C	Courses offered at SoLAcc. Must follow program pathway instated by SoLAcc.	NIMS Machining Level 1 (Basic) NIMS Machining Level 2 (Advanced)
890327	INTE: Cloud Technologies	Courses offered at SoLAcc. Must follow program pathway instated by SoLAcc.	College credit only.
890328	INTE: Configuring Advanced Servers		
890329	INTE: Implementing Network Security		
890332	INTE: Intro. to Client/Server Network		
890333	INTE: Intro. to Routing & Switching		
890334	INTE: Intro. to UNIX/LINUX		
890335	INTE: Managing Network Security		
890336	INTE: Networking Technologies		
890337	INTE: Operating Systems		
890338	INTE: Server Network Infrastructure		
890339	INTE: SQL Database		
042010	JAG: Jobs for America's Graduates 1 (U)	No pre-requisite required.	No IBCs are offered in this course.
042020	JAG: Jobs for America's Graduates 2 (U)	JAG I	
042030	JAG: Jobs for America's Graduates 3 (U)	JAG II	
042040	JAG: Jobs for America's Graduates 4 (U)	JAG III	
170001	JROTC I	No pre-requisite required.	
170002	JROTC II	JROTC I	
170003	JROTC III (U)	JROTC II	
170004	JROTC IV (U)	JROTC III	
010330	Meat Processing *Proficiency Only	No pre-requisite required.	Meat Processing (Emerging)
090251	Medical Assistant	Seniors only	Certified Clinical Medical Assistant (Advanced)
090151	Medical Terminology I	No pre-requisite required.	No IBCs are offered in this course.
110742	NCCER Welding Technology I 2C	No pre-requisite required.	NCCER Welding Level I (Basic) NCCER Welding Level II (Advanced)
110748	NCCER Welding Technology II 3C	NCCER Welding Technology I	
090236	Nurse Assistant I	Courses offered at SoLAcc. Must follow program pathway instated by SoLAcc.	Certified Nurse Aid (Basic)
100302	Nutrition and Food (1 C)	No pre-requisite required.	No IBCs are offered in this course.
222001	Psychology	No pre-requisite required.	
225001	Psychology DE	Board of Regents Requirements	

040306	Principles of Business (U)		Customer Service (Basic) Business of Retail (Basic)
		No pre-requisite required.	
050603	Publications I (Yearbook)	No pre-requisite required.	No IBCs are offered in this course.
050604	Publications II (Yearbook)	Publications I	
080411	Quest for Success (U)	No pre-requisite required.	
051101	Speech I (Business Communications) (U)	No pre-requisite required.	
165010	Technical Math (U)	No pre-requisite required.	CITF Core (Emerging)
100678	Foundations of Education	No pre-requisite required.	No IBCs are offered in this course.
100677	Multicultural Learning Communities	No pre-requisite required.	
080207	Virtual Workplace Experience II (1 C)	No pre-requisite required.	
CODE	ARTS COURSES		
030501	Art I	No pre-requisite required.	No IBCs are offered in these courses.
030502	Art II	Art I	
030503	Art III	Art II	
030504	Art IV	Art III	
030332	Survey of Arts	No pre-requisite required.	
030593	Fine Arts DE: CART 1013 Exploring the Arts	Board of Regents Requirements.	
030303	Wind Ensemble	These courses follow a sequence and placement per band director.	
030307	Percussion Ensemble		
030312	Advanced Chorus		
030600	Dance I (color guard)		
030621	Dance II (color guard)		
030631	Dance III (color guard)		
030641	Dance II (color guard)		
CODE	SPECIALTY COURSES		
500100	Study Skills I	These courses follow a sequence.	No IBCs offered in these courses.
500101	Study Skills II		
500102	Study Skills III		
500103	Study Skills IV		
120301	ENGLISH SECOND LANGUAGE I	These courses follow a sequence	
120302	ENGLISH SECOND LANGUAGE II		
120303	ENGLISH SECOND LANGUAGE III		
120304	ENGLISH SECOND LANGUAGE IV		

Resources for High School Students

Financial Aid Planning

Louisiana no longer mandates that all public school students complete the FAFSA. However, school counselors will continue to offer guidance and support to any students seeking assistance with the process.

Non-traditional Courses

Non-traditional courses include online classes, blended learning, distance learning, credit recovery, independent study, and similar formats. For a nontraditional program to be approved, it must meet the following criteria:

- **NCAA Course Requirements:** The courses must meet NCAA core course standards.
- **Teacher Interaction:** Courses must include ongoing, teacher-initiated interaction for teaching, evaluation, and support. Examples of acceptable interaction include emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- **Defined Time Frame:** Each course must have a defined time period for completion, outlining both the fastest and slowest paths to successfully finishing the course.

Non-traditional courses may **not meet NCAA core-course requirements** if they:

- Lack regular and ongoing interaction between the teacher and student throughout the course.
- Do not require students to complete the entire course.
- Allow students to take too many courses simultaneously, particularly in the same subject area or in sequential courses.
- Do not adequately prepare students for four-year college coursework.
- Do not maintain official student grade records.

Louisiana High School Athletic Association

The Louisiana High School Athletic Association (LHSAA) serves as the governing body for all high school athletics and establishes guidelines for academic eligibility for students in grades 9 through 12. The LHSAA Handbook, updated annually, outlines these requirements in detail. Other rules concerning eligibility may also apply. For additional information regarding LHSAA, please visit the [LHSAA Handbook](#).

NCAA Eligibility Resources

Competing in college sports offers student-athletes valuable opportunities to learn, compete, and succeed, with top academic support, medical care, coaching, and facilities. Studies show they graduate at higher rates and are better prepared for life after college. If you're a college-bound student-athlete planning to enroll in a Division I or II school, register with the [NCAA Eligibility Center](#) to ensure you meet amateurism standards and are academically prepared. [Download these resources](#) to learn more about NCAA eligibility requirements and the steps to get started.

Course Descriptions for High School

Disclaimer: The courses listed in the course directory are courses that have been offered in St. Mary Parish. A course is only available if the student demand is great enough to justify a section.

English Courses

Business English (State Code: 120336) –1 credit

Prerequisite: Successful completion of English I and II

Required Assessment: ACT WorkKeys Assessment

This course was specifically designed for the JumpStart diploma track. For students on this track, it can take the place of English III or English IV. The primary focus of this class is to prepare students for the business world and the world beyond high school.. Students are expected to read, comprehend, interpret, and analyze literary and informational texts and to create and publish documents. All these topics and skills will be measured by the ACT WorkKeys® job skill assessment system.

English I (State Code: 120331) –1 credit

Required Assessment: LEAP 2025

English I is the foundation for all other English courses. Students in English I read frequently and learn to become active readers by annotating their texts to raise their level of comprehension. This course focuses on reading a variety of literary and informational texts that will build the students' knowledge of universal themes, plot development, and interpretation of complex texts. These skills will aid students to analyze both fiction and non-fiction texts and gather evidence to support their analyses. Students will complete Performance Task Assessments, selection quizzes, selection tests, and Cold Read Assessments. Students will also learn to use MLA format and learn to cite their evidence.

English I Honors (State Code: 120331) –1 credit

Recommendation: At least a "B" average in 8th grade English and "Mastery" on the Leap is recommended.

Required Assessment: LEAP 2025

English I Honors courses is only for students who plan to pursue a college education. All English I requirements will be met at an advanced rate to challenge students with advanced abilities. In addition, students in English I Honors can expect to read some additional texts, to complete extra assignment components, and to be assigned more independent work. Students at the honors level are held to the honors program's high expectations.

English II (State Code: 120332) – 1 credit

Prerequisite: Successful completion of English I

Required Assessment: LEAP 2025

English II is one of the foundational classes that will prepare students to become college and career ready. Students should have the ability to independently read a variety of texts within the multiple genres of literature. Students will gain the ability to annotate, read, and gather evidence from a text. English II focuses on the analysis of universal social themes across multiple genres to develop oral and written communication about these social issues. Included skills are as follows: replace an opening sentence with a thematic statement, provide well-developed support for claims through textual evidence and analysis, integrate quotations as evidence, document sources with textual citations, replace a closing sentence with a universal statement, use MLA style for construction of typed assignments, construct an MLA Works Cited page, increase the spectrum of vocabulary usage with academic, tone, transition, and high-frequency content specific words, and maintain grammar, mechanics, and convention skills of standard English. To achieve these objectives, the students will

be engaged in various preparatory and grade-level content specific activities. The assigned texts and tasks are utilized to assist students to build skills and make connections to perform the necessary required skills in the Cold Reading Assessments. These summative assessments are a combination of composition, research, and project-based skills.

English II Honors (State Code: 120332) –1 credit

Recommendation: At least a “C” average in English I Honors is recommended. In addition, student should preferably have earned a score of Mastery or Advanced on the LEAP assessment to be adequately prepared for an English II Honors course.

Required Assessment: LEAP 2025

English II Honors is intended only for students who plan to pursue a college education. All English II requirements will be met at an advanced rate to challenge students with advanced abilities. In addition, students in English II Honors can expect to read additional texts, to complete extra assignment components, and to be assigned more independent work and outside readings. Students at the honors level are held to the honors program expectations.

English III (State Code: 120333) –1 credit

Prerequisite: Successful completion of English II

English III is designed for students who plan to begin their post-secondary education at a four-year university. Students in English III read a variety of texts frequently and annotate those texts extensively. Since English III focuses on interpretation and analysis of American Literature, students can expect to read texts from the American literary canon as well as other contemporary literary, informational, and non-print texts. Connections will be made between and among these texts in class, through assignments, activities and discussion, as well as in Cold Read Assessments. Students in this class are expected to always use MLA format and should be prepared to further develop their citation skills. Many major assessments are composition-based, center around American Literature-based anchor texts, informational texts, and non-print texts that are discussed extensively in class and may involve independent research.

English Composition I: CENL 1013 (State Code: ENG III- 120601; ENG IV- 120606) –1 credit- Grade 11

Prerequisite and/or Admission Policies: Established by the post-secondary institution

Designed to introduce students to the critical thinking, reading, and writing skills required in the college/university and beyond. Course will focus on writing effectively with audience, style, and grammar awareness.

English IV (State Code: 120334) –1 credit

Prerequisite: Successful completion of English III

English IV is a capstone course that is intended only for students who are serious about pursuing a college education. Students in English IV read frequently and extensively. Due to the rigor of this course, it is expected that students can read, annotate, and gather evidence from a text with limited guidance from the teacher. Since English IV focuses on interpretation and analysis of British Literature, students can expect to read texts from the British literary canon as well as other literary, informational, and non-print texts from the contemporary and wider world. Connections will be made between and among these texts in class, through assignments and activities and Cold Reading Assessments. Students in this class are expected to always use MLA format and should be prepared to further develop their citation skills. Many major assessments are composition-based, and some involve independent research.

English Composition II: CENL 1023 (State Code: 120607) –1 credit-Grade 12

Prerequisite and/or Admission Policies: Established by the post-secondary institution

Designed to build upon a student's introductory composition course. Course focuses on rhetorical strategies, argumentative writing and research.

Technical Writing (State Code: 120350) - 1 credit - Grade 9

Prerequisite: Successful completion of 8th grade English

Technical Writing is designed for incoming freshman students who successfully completed 8th grade English but who scored Unsatisfactory or a low Approaching Basic on the 8th grade LEAP 2025 test. The goal of the course is for students to demonstrate proficiency in the prerequisite skills to assist them in being successful in English I. Freshman counselors will advise students who should schedule Technical Writing in the 9th grade year.

Math Courses

Advanced Math Pre-Calculus Honors (State Code: 160346) –1 credit-Grades 11-12

Prerequisite: Successful completion of Geometry Honors and Algebra II Honors, and a least a “B” average in both Geometry Honors and Algebra II Honors is highly recommended.

This course further covers topics such as exponential, logarithmic, rational, and radical functions, trigonometry, conic sections, sequences, series, and limits. This course is a prerequisite for Calculus. Additional expectations for pre-calculus honors include: a faster pace, higher level problem-solving skills (more challenging problems), more rigorous evaluations, and more homework.

Algebra I (State Code: 160321) –1 credit-Grades 9, 10

Prerequisite: A score of Basic or higher on the 8th grade LEAP exam or successful completion of Math Essentials

Required Assessment: LEAP 2025

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle school grades. The modules deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra II (State Code: 160322) –1 credit-Grades 10-12

Prerequisite: Successful completion of Algebra I and Geometry.

This course further develops topics introduced in Algebra I and includes others which serve as a foundation for basic college mathematics courses required in most fields of study. The Algebra II course is comprised of standards from the following conceptual categories: the real and complex number system, along with quadratic, polynomial, rational, and logarithmic functions.

Algebra II Honors (State Code: 160322) –1 credit-Grades 10-12

Prerequisite: Successful completion of Algebra I Honors and Geometry Honors. At least a “C” average in both courses is highly recommended.

This is an accelerated math course designed for college-bound students who plan to major in math-related fields. The Algebra II course is comprised of standards from the following conceptual categories: the real and complex number system, along with quadratic, polynomial, rational, and logarithmic functions. Additional expectations for honors algebra II may include: a faster pace, higher level problem-solving skills (more challenging problems), more rigorous evaluations, and more homework.

Algebra III DE: CMAT 1213 College Algebra (State Code: 160500) –1 credit - College Algebra Grades 11,12

Prerequisite: LA Board of Regents Student Eligibility Requirements for Academic Courses (BOR Policy).

Solving equations and inequalities; function properties and graphs with transformations; inverse functions; linear, quadratic, polynomial, rational, exponential, and logarithmic functions with applications; systems of equations.

Business Math (State Code: 040307) – I credit- Grades 10-12

Prerequisite: Successful completion of Algebra I.

Required Assessment: ACT WorkKeys Assessment

Business Math is designed for students who are pursuing a high school diploma in compliance with the Jump Start-TOPS Tech track. The Business Math Course is typically used to fulfill the third of four required math credits in the Jump Start curriculum. In this course, students will demonstrate an understanding of information from workplace graphics and applied math. With workplace graphics, students will learn how to interpret visuals from charts to graphs, diagrams to floor plans, identify what information is being presented and understand how to use it are critical to success. With Applied Math, students will learn how to think critically, reason mathematically, and problem solve situations that actually occur in today’s workplace. While individuals may use calculators and conversion tables to help with the problems on the assessment, math skills are still needed to think them through.

Calculus Honors (State Code: 160326) – 1 credit-Grade 12

Prerequisite: At least a “B” in either Pre-Calculus-H or Math 1022

This is an accelerated math course designed for college-bound students who plan to major in engineering, architecture, pre-med, computer technology, or mathematics. Topics covered will be presented in the first Calculus class in college. Students enrolled in this course should have been prepared in the last four years to continue to college and begin their math career with Calculus. Additional expectations for honors calculus include: a faster pace, higher level problem-solving skills (more challenging problems), more rigorous evaluations, and more homework. The topics to be covered will be limits, derivatives, and applications of derivatives; if there is time at the end of the semester an introduction of integrals may occur.

Financial Literacy (State Code: 160345) –1 credit-Grades 9-12

This course is designed to provide students with the knowledge and skills necessary to make informed, responsible financial decisions in their personal and professional lives. This course focuses on practical applications of key financial concepts, including budgeting, banking, insurance, taxes, credit management, and saving for future goals. Students will explore the importance of creating and maintaining a budget, understanding the role of credit and loans, and learning how to protect themselves with insurance. Additionally, students will gain insights into managing taxes and planning for major life events such as purchasing a car or

home, investing for retirement, and planning for unexpected financial challenges. Throughout the course, students will engage in real-world scenarios, helping them develop critical financial decision-making skills that will serve them as productive members of society.

Advanced Math Functions and Statistics Honors (State Code: 160347) – 1 credit – Grades 11, 12

Prerequisite: Successful completion of Algebra I, Geometry, and Algebra II. At least a “C” average in all three courses is highly recommended.

This course will cover several key mathematical topics designed to build upon prior knowledge and prepare students for advanced study. Students will begin with a review and extension of functions, including linear relations and functions, systems of linear equations, the nature of graphs, and the fundamentals of polynomial and rational functions introduced in Algebra II. The trigonometry unit will explore degrees and radians, right triangle trigonometry, the laws of sine and cosine, basic trigonometric identities, the unit circle, and the basics of graphing sine and cosine functions. In probability, students will study permutations, combinations, odds, and probability concepts. The statistics component will focus on frequency, measures of central tendency, normal distribution, sample sets, data distributions, confidence intervals and margins of error, and methods for determining the significance of experimental results.

Transitional Geometry (State Code: 165040) –1 credit-Grades 10, 11

Prerequisite: Successful completion of Algebra I.

Transitional Geometry functions as Part I of the Geometry sequence and is designed to bridge the gap between Algebra I and formal Geometry. This course introduces basic concepts in Euclidean geometry and helps students develop a strong foundation in mathematical reasoning. Topics include analyzing and solving right triangles and trigonometric functions, understanding congruence through transformations, and developing area and volume formulas for rotational solids and solids with known cross-sections. Students will learn to clearly explain their reasoning throughout problem-solving processes.

Geometry (State Code: 160323) –1 credit-Grades 10, 11

Prerequisite: Successful completion of Algebra I.

Required Assessment: LEAP 2025

This is a basic course in Euclidean geometry and is designed to develop a strong sense of mathematical reasoning. Students will read, analyze, and solve right triangle and trigonometric functions within contextual situations, gain an understanding of congruence in terms of transformations, develop area formulas necessary for determining volumes of rotational solids, solids with known cross sections, and explain work clearly so that the reasoning process can be followed throughout the solution.

Geometry Honors (State Code: 160323) –1 credit-Grades 9, 10

Prerequisite: Successful completion of Algebra I Honors. At least a “C” average in prerequisite course is highly recommended.

Note: Geometry Honors is required to take Algebra II Honors.

Required Assessment: LEAP 2025

This course is designed for students with a strong mathematical background. This is a basic course in Euclidean geometry and is designed to develop a strong sense of mathematical reasoning. Students will read, analyze, and solve right triangles and trigonometric functions within contextual situations, gain an understanding of congruence in terms of transformations, develop area formulas necessary for determining volumes of rotational solids, solids with known cross sections, and explain work clearly so that the reasoning process can be followed

throughout the solution. Additional expectations for honors geometry may include: a faster pace, higher level problem-solving skills (more challenging problems), more rigorous evaluations, and more homework.

Calculus DE: Calculus I CMAT 2115- State Code: 160506) – 1 credit- Grade 12 *Prerequisite: LA Board of Regents Student Eligibility Requirements for Academic Courses plus an appropriate ALEKS placement score. Integrals of algebraic, exponential, logarithmic, and trigonometric functions, with applications.*
Limits, derivatives, and integrals of algebraic functions, applications of derivatives and integrals.

Math Essentials (State Code: 160351) - 1 credit - Grade 9

The goal of the course is for students to demonstrate proficiency in the prerequisite skills to assist them in being successful in Algebra I. Counselors will advise students who should schedule Math Essentials in the 9th grade year. A student designated an T-9 will automatically be scheduled into Math Essentials per state remediation laws.

Advanced Math Pre-Calc DE: CMAT 1223 Trigonometry (State Code: 160501) –1 credit-Grades 11, 12 *Prerequisite: LA Board of Regents Student Eligibility Requirements for Academic Courses plus either minimum ACT Math score of 25 (SAT of 590) or minimum grade of “C-” in MATH 1021. Pre-ACT and PSAT scores may not be used to meet the prerequisite requirements for this course.* Trigonometric functions with applications; graphs with transformations; inverse functions; fundamental identities and angle formulas; solving equations; solving triangles with applications; polar coordinate system; vectors.

Social Studies Courses

Law Studies (State Code: 220506) – 1 credit

In the high school Law Studies course, students explore the fundamental principles and processes of law and the legal system in the United States. This course is designed to provide students with an understanding of the structure of law, the role of legal institutions, and how laws affect society. Students will study topics such as civil rights, criminal law, constitutional law, and legal procedures, while gaining insights into the relationship between law and society. In today’s social studies curriculum, students move beyond traditional lecture-based learning, engaging in critical analysis of legal issues, evaluating sources, and developing well-supported arguments. They will apply their knowledge to real-world scenarios, cultivating skills that prepare them for future roles as informed citizens and critical thinkers.

Civics (State Code: 220501) – 1 credit

Required Assessment: LEAP 2025

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic. In today’s social studies courses, students no longer spend their time in lectures, taking notes, and studying facts about people, places, and events. Instead, students strive to become critical consumers of information by exploring and evaluating sources, making connections to develop claims, and expressing claims that include content-based knowledge.

Civics Honors (State Code: 220501) – 1 credit

Required Assessment: LEAP 2025

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic. In today's social studies courses, students no longer spend their time in lectures, taking notes, and studying facts about people, places, and events. Instead, students strive to become critical consumers of information by exploring and evaluating sources, making connections to develop claims, and expressing claims that include content-based knowledge.

US History (State Code: 220403) –1 credit

Required Assessment: LEAP 2025

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Declaration of Independence through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a deeper understanding of the factors that have shaped U.S. history. In today's social studies courses, students no longer spend their time in lectures, taking notes, and studying facts about people, places, and events. Instead, students strive to become critical consumers of information by exploring and evaluating sources, making connections to develop claims, and expressing claims that include content-based knowledge.

U.S. History Honors (State Code: 220403) –1 credit

Required Assessment: LEAP 2025

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Declaration of Independence through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a deeper understanding of the factors that have shaped U.S. history. In today's social studies courses, students no longer spend their time in lectures, taking notes, and studying facts about people, places, and events. Instead, students strive to become critical consumers of information by exploring and evaluating sources, making connections to develop claims, and expressing claims that include content-based knowledge.

World Geography (State Code: 220300) –1 credit

In the high school world geography course, students will develop geographic and spatial thinking skills to better understand the different people, places, and environments around the world. Students will examine various themes including population, culture, migration, urbanization, agriculture, economics, and political systems.

African American History (State Code: 220512) –1 credit

This course examines the social, political, and economic impact of African American communities in the United States. The class is aimed at familiarizing students with the general problems, needs, and goals of African American populations in hopes of demonstrating the ways in which those material realities and cultural norms are contingent on a dynamic and continuous exchange with the rest of the United States that makes African Americans both consumers and creators of the broader American culture.

African American History DE: CHIS 2103 African American History (State Code: 220511) –1 credit-Grade 12

This course examines the social, political, and economic impact of African American communities in the United States. Beginning with the mass importation of Africans as a labor force in the late fifteenth century, the survey serves as an introduction to the history of achievement and exploitation in one of the most culturally influential populations in world history. The course covers that history into the late twentieth century looking at African American impact on American society and politics into the postmodern era. The class is aimed at familiarizing students with the general problems, needs, and goals of African American populations in hopes of demonstrating the ways in which those material realities and cultural norms are contingent on a dynamic and continuous exchange with the rest of the United States that makes African Americans both consumers and creators of the broader American culture.

World History Honors (State Code: 220400) –1 credit

World History is a comprehensive study of human civilization from ancient times to the modern era, aligned with the Louisiana Student Standards for Social Studies. Students will explore major civilizations and regions—Africa, Asia, Europe, and the Americas—examining how geography, culture, trade, conflict, and innovation shaped societies over time. Key topics include ancient civilizations, classical empires, the Middle Ages, the Renaissance and Reformation, global exploration, revolutions, the world wars, and contemporary global issues. Through the analysis of primary and secondary sources, students will develop critical thinking and historical reasoning skills, connecting past events to current global trends to better understand the world today.

World History DE: Western Civilization II (State Code: 220447) –1 credit- Grade 12

Prerequisite: *LA Board of Regents Student Eligibility Requirements for Academic Courses.*

This humanities course provides a survey of trajectory of western civilization from 1500 CE to the present with an emphasis on the impact of ideas and actions on Europeans and others in the world. Students will learn about religion, intellectual developments, social changes, high and popular culture, and a series of political shifts during the period.

Psychology DE: Introduction to Psychology (State Code: 225011) –1 credit-Grades 11, 12

Prerequisite: *LA Board of Regents Student Eligibility Requirements for Academic Courses.*

Psychology is the study of people and their behavior. It promotes the understanding of oneself and others. Outside projects and a variety of research may be required. Topics discussed include psychology background, the nervous system, sleep/dreams, memory, and disorders. A brief introduction to sociology is also discussed.

Science Courses

Biology (State Code: 150301) –1 credit-Grade 10

Prerequisite: *Successful completion of either Environmental Science or Physical Science.*

Required Assessment: *LEAP 2025*

There are four life science topics in high school, which is the focus of this course: Structure & Processes, Interactions, Energy & Dynamics, Inheritance & Variation of Traits, and Unity & Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines.

Biology Honors (State Code: 150301)–1 credit-Grade 10

Prerequisite: Successful completion of Physical Science or Environmental Science. At least a “C” average in the prerequisite course is highly recommended.

Required Assessment: LEAP 2025

There are four life science topics in high school, which is the focus of this course: Structure & Processes, Interactions, Energy & Dynamics, Inheritance & Variation of Traits, and Unity & Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. Additional expectations for honors biology may include: a faster pace and greater depth in the coverage of certain topics, higher level problem-solving skills, more rigorous evaluations, and more homework.

Biology II Honors (State Code: 150303) –1 credit-Grades 11, 12

Prerequisite: Algebra II Honors and Chemistry I Honors. At least a “C” average in both prerequisite courses is highly recommended.

Biology II is designed for the student who has a keen interest in biology and who plans on studying medical sciences after the completion of high school. Students explore advanced topics selected from cellular biology, biochemistry, biotechnology, genetics, microbiology, evolution, behavior, ecology, plant and animal anatomy, and physiology. Research and advanced laboratory techniques are emphasized. This course includes a laboratory component, which includes dissections. Since the assumption is that students who enroll in this class plan to take more advanced biology classes, participation in the laboratory component is mandated to pass the class. Biology II honors requires more critical thinking and synthesizing of information. Additional expectations for honors biology II may include: a faster pace and greater depth in the coverage of certain topics, higher level problem-solving skills (more challenging problems), greater quantitative applications, more rigorous evaluations, and more homework.

Chemistry I Honors (State Code: 150400)–1 credit-Grades 11, 12

Prerequisite: Successful completion of Physical Science Honors and Algebra I Honors. At least a “C” average in the prerequisite courses is highly recommended.

This course is designed for college bound and academically strong students who have the capability to perform independent study activities. This course focuses on the four core ideas for Chemistry: Matter & Its Interactions, Forces & Interaction, and Energy. The high school performance expectations in chemistry blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. Several scientific practices are a focus in chemistry: developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and using these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Additional expectations for honors chemistry may include: a faster pace and greater depth in the coverage of certain topics, higher level problem-solving skills (more challenging problems), greater quantitative applications, more rigorous evaluations, and more homework.

Chemistry II Honors (State Code: 150402)–1 credit-Grades 11, 12

This course is designed as a second-year high school, college preparatory chemistry course that focuses on diving deeper into the principles of chemistry. Students will exit the course having demonstrated their understanding of these principles and mathematical and laboratory-based problems and solutions.

Environmental Science (State Code: 150310) -1 credit-Grades 9, 10, 11, 12

This course is designed for students to develop understanding of key concepts that help them make sense of the interactions between Earth science, physical science, and life science. There are six topics in environmental science: Resources & Resource Management, Environmental Awareness & Protection, Personal Responsibilities, Earth's Systems, Human Sustainability, and Interactions, Energy, & Dynamics. The performance expectations in environmental science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied to understanding, explaining, and improving human interactions with earth systems and resources. The performance expectations reflect the aspects of environmental science with an emphasis on using engineering and technology concepts to design solutions to challenges facing human society.

Physical Science (State Code: 150802) –1 credit-Grade 9

This course focuses on the four core ideas for Physical Science: Matter & Its Interactions, Forces & Interactions, Energy, and Waves & Their Applications. The high school performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation.

Physical Science Honors (State Code: 150802) –1 credit-Grade 9

*Recommendation: "C" or better in 8th grade GT Math or "C" or better in 8th grade math **and** Basic or higher on the 8th grade science LEAP*

This course is designed for college bound and academically strong students who have the capability to perform independent study activities. This course focuses on the four core ideas for Physical Science: Matter & Its Interactions, Forces & Interactions, Energy, and Waves & Their Applications. The high school performance expectations in Physical Science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Additional expectations for honors physical science may include: a faster pace and greater depth in the coverage of certain topics, higher level problem-solving skills (more challenging problems), more rigorous evaluations, and more homework.

Physics I Honors (State Code: 150699) –1 credit-Grades 11, 12

Prerequisite: Algebra II Honors and Chemistry I Honors. At least a "C" average in both prerequisite courses is highly recommended.

This course expands on three core ideas from Physical Science: Forces & Interactions, Energy, and Waves & Their Applications in Technologies for Information Transfer. The high school performance expectations in physics blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. The scientific practices focused on physics include analyzing and interpreting data, using mathematical and computational

thinking, constructing explanations and designing solutions, planning and conducting investigations, developing and using models, and engaging in argument from evidence. Students will be required to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices, including design and evaluation. Additional expectations for honors Physics may include: a faster pace and greater depth in the coverage of certain topics, higher level problem-solving skills (more challenging problems), greater quantitative applications, more rigorous evaluations, and more homework.

Physical Education Courses

All Physical Education students must have a PE uniform. Students are required to dress out in all Physical Education courses except for Comprehensive Health Education.

Physical Education I (Course Code 190105) - ½ credit

Physical Education I introduces students to the fundamental concepts of physical fitness, movement, and wellness. This entry-level course provides exposure to a variety of physical activities including team, individual, and lifetime sports. Students develop foundational motor skills, learn the benefits of regular physical activity, and practice fitness components such as cardiovascular endurance, muscular strength, flexibility, and coordination. Emphasis is placed on participation, sportsmanship, and establishing lifelong habits that promote physical and mental well-being.

Physical Education II (Course Code 190106) - 1 credit

Physical Education II builds upon the skills and knowledge introduced in PE I. Students engage in more complex physical activities and refine their techniques in a wider variety of team, individual, and lifetime sports. The course emphasizes personal fitness planning, fitness assessment, and goal setting. Students take greater responsibility for monitoring their own progress and may begin exploring leadership or peer-instruction roles. Topics include wellness, nutrition, and lifelong fitness strategies designed to encourage continued participation in physical activity.

Physical Education III & IV (Course Codes 190107 & 190108) - 1 credit

Physical Education III and IV are advanced-level courses for students who wish to continue their physical education beyond the state requirement. These courses promote lifelong fitness through advanced personal fitness programs, individualized conditioning plans, and participation in a range of lifetime and recreational sports. Emphasis is placed on leadership, teamwork, and responsibility—students may assist in organizing activities, leading warm-ups, or mentoring peers.

Comprehensive Health Education (State Code: 190500) -½ credit

The goal of this course is for students to develop health literacy through communication, problem solving, resource access and utilization, linking and generating knowledge, and citizenship. Students will develop understanding of high-risk behaviors and unhealthy lifestyles such as tobacco use, poor physical activity, alcohol and drug abuse, unhealthy dietary behaviors, behaviors that result in accidents and injuries, sexual behaviors that result in sexual transmitted infections and diseases and unintended pregnancy. Students learn strategies for developing and keeping healthy habits.

****Athletic PE focuses on the strength and conditioning of student athletes for their respective sports.**

Foreign Language Courses

French I Honors (State Code: 121001) –1 credit

Recommendation: At least a “C” average in English I Honors and “Mastery” on the Leap is recommended.

All French I requirements will be met at an advanced rate to challenge students with advanced abilities. In addition, students in French I Honors can expect to read some additional texts, to complete extra assignment components, and to be assigned more independent work. Students at the honors level are held to the honors program’s high expectations.

French II Honors (State Code: 121002) –1 credit

Prerequisite: Successful completion of French I Honors

All French II requirements will be met at an advanced rate to challenge students with advanced abilities. In addition, students in French II Honors can expect to read some additional texts, to complete extra assignment components, and to be assigned more independent work. Students at the honors level are held to the honors program’s high expectations.

Spanish I Honors (State Code: 122501) – 1 credit

Recommendation: At least a “C” average in English I Honors and “Mastery” on the Leap is recommended.

All Spanish I requirements will be met at an advanced rate to challenge students with advanced abilities. In addition, students in Spanish I Honors can expect to read some additional texts, to complete extra assignment components, and to be assigned more independent work. Students at the honors level are held to the honors program’s high expectations.

Spanish II Honors (State Code: 122502) –1 credit

Prerequisite: Successful completion of Spanish I Honors

All Spanish II requirements will be met at an advanced rate to challenge students with advanced abilities. In addition, students in Spanish III Honors can expect to read some additional texts, to complete extra assignment components, and to be assigned more independent work. Students at the honors level are held to the honors program’s high expectations.

Business Courses

Cyber Society (State Code: 040218)- 1 credit- Grades 9-12

Cyber Society is a set of liberal arts units designed to introduce students to how the world of cyber affects their lives every day. The skills they learn from these modules will help them be more confident in how they interact with the ever-growing and connected world around them. The modules throughout this course will better prepare students to become educated members of the future cyber workforce. Modules include Law, Politics, Terrorism, Ethics and Social Issues, Communities, Business, Artificial Intelligence, Media Literacy and Analysis and Investigation of Cyber -based Scenarios.

Digital Media: Adobe Photoshop, Illustrator (State Code: 080800)—1 credit

Students will learn to create, edit, and enhance digital images for both web and print using Adobe Photoshop, focusing on photo manipulation, composition, and design techniques. In addition, they will develop skills in Adobe Illustrator, exploring drawing strategies, design concepts, and specialized illustration techniques to produce professional-quality vector graphics and digital artwork. This course offers IBC’s in Adobe Photoshop and Illustrator.

Business Computer Applications (State Code 040400) -1 Credit-Grades 10-12

Business Computer Applications (BCA) is a hands-on course designed to develop students' technology and productivity skills using the Microsoft Office Suite. Students will learn to create, format, and edit professional documents in Microsoft Word, organize and analyze data using formulas and functions in Microsoft Excel, and design engaging multimedia presentations in Microsoft PowerPoint. Emphasis is placed on real-world applications of these tools in academic, business, and personal settings. By the end of the course, students will be prepared to apply their computer skills effectively in future coursework, the workplace, and everyday life.

Principles of Business (State Code: 040306) - 1 Credit-Grades 9-12

This course introduces students to the role of business in the lives of individuals, consumers, workers, and citizens. Coverage includes small-business management, business fundamentals, career planning, social responsibility and ethics, basic economics, technology, financial operations, risk management, consumer decision-making, insurance, and customer service. This course offers an IBC in Customer Service and Business of Retail.

Speech I (State Code: 051101) – 1 Credit – Grades 9-12

This course develops student confidence and speaking skills which are essential to success in any career pathway. These skills are developed through frequent interactive and peer group activities.

Family and Consumer Science Courses**Child Development (State Code: 100604)- 1 credit – Grades 9-12**

The course is a study of the principles of child growth and development from conception through adolescence. The focus of the course is on meeting children's physical, social, emotional, and cognitive needs in their homes and classrooms.

Family & Consumer Sciences I (State Code: 100401)–1 credit-Grades 9-12

This course begins with a focus on personal development, relationships, and communications skills in all aspects of life. Next the course moves to getting ready to cook by practicing kitchen safety, learning tools and equipment, learning, and preparing foods. The course continues with an introduction to sewing tools and equipment, practicing basic sewing, and caring for clothes.

Nutrition and Food (State Code: 100302) —1 credit—Grades 9-12

This course discusses kitchen safety and sanitation, basic principles of nutrition, preparation and service of simple foods, optimal use of the food dollar, planning, preparing and serving foods, and job opportunities in food-related occupations at the entry level.

Food Science (State Code: 100315)- 1 credit – Grades 9-12

This course is designed to teach physical science concepts as they relate to the preparation of food. Topics include measurement, sensory evaluation of food, elements, compounds and mixtures, chemical and physical changes, water, acids and bases and energy. This is accomplished through completion of textbook assignments and lab experiments.

Arts Courses

Art I (Basic Design-State Code: 030501) – 1 credit-Grades 9-12

Art I is a fine arts course introducing the student to the elements and principles of art as well as a brief survey of art history. The course introduces basic techniques in drawing, printmaking, painting, and hand building with clay.

Art II (Advanced Design-State Code: 030502) – 1 credit-Grades 10-12

Prerequisite: Art I

Art II is a continuation of Art I with a focus on exposure to a variety of media and intermediate techniques with pencil, pastels, charcoal, pen and ink, acrylic, and hand building with clay. This course is designed for a more in-depth study of color theory, art history, and art criticism.

Art III (State Code: 030503) –1 credit-Grades 10-12

Prerequisite: Art I and Art II

Art III is designed for self-motivated students who can create goal plans, with the help of the teacher, to guide themselves toward a career in art. Students focus on developing more advanced techniques in their chosen medium. This course focuses on developing creative expression, aesthetic perception and more exposure to arts heritage, and critical analysis.

Art IV (Metal/Sculpture State Code: 030504) -1 credit - Grades 10-12

Prerequisite: Art I, II, III

Art IV is designed for self-motivated students who can create goal plans, with the help of the teacher, to guide themselves toward a career in art. Students focus on developing more advanced techniques in their chosen medium. This course focuses on developing creative expression, aesthetic perception and more exposure to arts heritage, and critical analysis.

Advanced Band Winds (State Code: 030303)-1 credit- Grades 9-12

This course focuses on the refinement of musical techniques and ideas. Participation in Marching and Symphonic or Concert Band is Mandatory. Successful completion requires attendance at all extracurricular activities, rehearsals, and performances-including several festivals and competitions.

Percussion Ensemble (Percussion-State Code: 030307)-1 credit-Grades 9-12

This course focuses on the refinement of musical techniques and ideas specific to percussion instruments. Participation in Marching and Symphonic or Concert Band is Mandatory. Successful completion requires attendance at all extracurricular activities, rehearsals, and performances-including several festivals and competitions.

Chorus (State Code: 030312) -1 credit- Grades 9-12

This class is open to all grade levels. They are designed for those who desire to develop skills in vocal performance. No previous musical instruction is required. The classes cover music reading and proper singing technique. Music performed will be from all genres, including classical, pop, jazz, and musical theater..

Dance (Color Guard) (State Code: 030600, 030621, 030631, 030641)-1 credit-Grades 9-12

Color guard is a specialty performing unit of the Band Program. Membership is determined by audition. This class allows for specialized performance techniques on auxiliary equipment used with the Band

Program. Successful completion requires attendance at all extracurricular activities, rehearsals, and performances-including several festivals and competitions.

Fine Arts Survey (State Code: 30332) – 1 credit- Grade: 11-12

This course is designed as an introduction to the four arts: dance, drama, music, and visual arts; their relationships; and how they each touch our daily lives. This course is not an in-depth study but an appreciation and history of the arts.

Fine Arts Survey DE- Exploring the Arts- CART 1013 (State Code: 30593) – 3 credits- Grade: 11-12

The fine arts (music, visual art, drama, and dance) as they relate to the human experience. Related subjects such as film and architecture will also be discussed.

Publications I and II (Yearbook-State Code: 050603, 050604) - 1 credit - Grades 10-12

This course introduces students to the creative and technical aspects of graphic design through the use of computer applications and digital media. The primary project for the course is the production of the school's yearbook, allowing students to apply design, photography, and teamwork skills in a real-world setting. Students collaborate to plan, design, and complete projects, sharing responsibilities to achieve common goals. Course activities include photographing school and community events, learning to capture and edit digital images using a 35mm SLR camera, and exploring the use of digital video equipment. In addition, students gain insight into the principles of advertising and visual communication, expanding their understanding of design in professional contexts.

Health Services Courses

Allied Health Services I (State Code: 090101) –1 Credit-Grades 9, 10, 11, 12

This course includes an overview of therapeutic, diagnostic, health informatics, support services, and biotechnology research and development pathways in the health science career cluster. The course focuses on health careers exploration, healthcare systems roles, leadership, employability, and communication skills. Students will develop a concept of health maintenance practices, safety, teamwork, and legal and ethical responsibilities. Subject matter will include career choices and application of health concepts relative to becoming a healthcare professional.

Allied Health Services II (State Code: 090104) –1 Credit-Grades 9, 10, 11, 12

This course includes a fundamental foundation of anatomy and physiology of the human body and introduces medical terminology that pertains to the various body systems. This fundamental foundation is geared for students to become more acquainted and knowledgeable with the depths of each of the twelve human body systems.

EKG (State Code: 090473) 1 credit – Grade 11 or 12

This course prepares individuals to perform non-invasive tests to monitor the human heart, circulatory system health, and administer prescribed treatments under the supervision of a licensed health professional.

Emergency Medical Responder (State Code: 090711) 1 credit – Grade 11 or 12

This course offers the opportunity for students to become Emergency Medical Responder (EMR) Certified through the Bureau of Emergency Medical Services. Students are taught how to respond to various medical and trauma emergencies. Students must be able to pass not only written tests but skills check off tests that prove that

the student is competent and knowledgeable in treating a victim or patient. Students must complete 25 hours of teacher approved work in addition to the instructional time. This course provides the opportunity for students to earn an IBC of Emergency Medical Responder (EMR). Students must earn American Heart Association BLS for Healthcare Providers certification, which will be taught at start of semester, to be eligible for EMR certification.

Medical Assistant (State Code: 090251) – 1 Credit – Grade 12

The Medical Assistant course prepares students for a career in the healthcare field by providing knowledge and hands-on experience in both clinical and administrative medical procedures. Students will learn essential skills such as patient care, vital sign measurement, medical terminology, anatomy and physiology, infection control, medical office operations, and basic laboratory procedures. Emphasis is placed on professionalism, communication, and ethical standards within healthcare settings. Upon successful completion of the course, students will have the opportunity to earn the Certified Clinical Medical Assistant (CCMA) IBC, demonstrating readiness for entry-level employment in clinics, hospitals, and other medical facilities.

Medical Terminology (State Code: 090151) –1 Credit-Grades 10, 11, 12

This entry level course is for students interested in the health profession. Major emphasis is placed on learning the language of medicine by identifying terminology related to the structure of the 12 systems of the human body. Other concepts covered are pathological disease processes, drug classifications, diagnostic and therapeutic procedures, and employability skills.

Additional CTE Courses

CTE Internship I (State Code: 080202)– 1 credit, Grades 9-12

Internship is a structured work-based learning experience that allows students to explore a specific occupation or industry through meaningful, supervised workplace activities. Guided by a formal internship agreement outlining learning objectives and responsibilities, students engage in tasks that may include special projects, job sampling, or focused duties within a single career field. Internships include both classroom instruction—occurring at least once per week, either in person or virtually—and on-the-job training, totaling 7,965 instructional minutes for one Carnegie Unit. Students must complete a minimum of 106.2 hours of paid workplace training in addition to 26.55 hours of related classroom instruction, with classroom time comprising no more than 20% of the total. Under the supervision of a teacher-coordinator, interns gain hands-on experience, develop professional skills, and strengthen their readiness for postsecondary and workforce opportunities.

General Cooperative Education I (State Code: 080300)– 3 credits, Grades 9-12

Cooperative Education is a work-based learning program that combines classroom instruction with paid, supervised on-the-job training in a student's chosen career pathway. Through a partnership between the school and local employers, students receive five hours per week of related CTE classroom instruction and complete a minimum of 15 hours per week of on-the-job training aligned to industry standards and individualized training objectives. Under the guidance of a certified teacher-coordinator, students gain real-world experience, develop essential employability and technical skills, and strengthen their readiness for postsecondary education and the workforce.

Intro to Remote Control Vehicle Technology (Drones) (State Code: 110795)- 1 credit – Grades 9-12

This course introduces the fundamental principles and concepts of small drone (a quadcopter weighing less than 5 pounds) operation. Includes history, categories, air space regulation, ground support equipment, optical systems, operation theory, mission planning and control for still image and video capture, instruction and understanding of reported weather conditions (METARS and TAFS) for safe operations of UAS, and the Federal Aviation Administration (FAA) Certificate of Authorization process. Students have the opportunity to earn FAA Part 107 IBC.

Foundations of Education (State Code: 100678)- 1 credit – Grades 9-12

This course is designed for students interested in exploring the field of education. Students will learn the foundations of education, observe teaching (Kindergarten - 12th grade and Special Education), and practice teaching skills.

Multicultural Learning Communities (State Code: 100677) – 1 credit – Grades 9-12

This course explores the principles of diversity, equity, and inclusion within educational settings. Students will examine strategies for creating supportive learning environments that celebrate cultural differences, foster belonging, and promote success for all learners. Through collaborative projects and real-world case studies, participants will gain the skills needed to address challenges in multicultural education and build bridges across diverse communities.

JAG (Jobs for America's Graduates) (State Code: 042010, 042020, 042030, 042040)– 1 credit, Grades 9-12

Jobs for America's Graduates (JAG) is a career readiness course designed to prepare students for success in both postsecondary education and the workforce. Students will create career-focused documents, participate in project-based learning activities, and develop a personalized plan for their future. The course emphasizes employability skills such as communication, teamwork, problem-solving, and leadership. In addition, students will receive mentoring, leadership development, and job placement services to support their transition from high school to college or career opportunities.

JROTC (State Code: 170001, 170002, 170003, 170004)– 1 credit, Grades 9-12

The JROTC program prepares Cadets for leadership roles, giving practical lessons that help them develop into active and engaged learners and leaders. The program promotes academic achievement and leadership development, providing Cadets with skills that they will use for the rest of their lives.

Technical Math (State Code: 165010)- 1 credit – Grades 9-12

This course covers general math, fractions, decimals, and measurement as they apply to the carpentry trade. Practical hands-on applications will be emphasized. This course is prerequisite for CITF Carpentry. Students have the opportunity to earn CITF Core IBC.

Quest for Success (State Code: 080411) – 1 credit-Grade 9-12

Quest for Success' nine units are carefully planned to help students progress from knowing and being aware of themselves and themselves in relation to others, to leading responsibly, and leveraging these skills in identifying personal and career goals and planning for the future. Informed by business and industry and other experts, the curriculum includes a variety of industry-aligned performance tasks that simulate the real world of work and support development of a variety of in-demand, cross-sector, employability skills (e.g., collaboration, resource management, communication). Additionally, students will learn about high-growth, industry sectors (e.g.,

information technology, health care, advanced manufacturing) and related career pathways, apply a variety of technology skills, and be asked to continuously reflect on their learning.

Agriscience Courses

Agriscience I (State Code: 010301) –1 credits-Grades: 9

This course provides students with basic knowledge of agriculture and its history and the science applications in agriculture. This course includes units in animal science, soil science, plant science, agricultural mechanics, basic carpentry, food science technology, and agricultural leadership. Mathematics, science, English, biology, and human relations skills will be reinforced in the course.

Agriscience II (State Code: 010302) –1 credits-Grades: 10

This course provides students with basic knowledge of agriculture and science applications in agriculture. This course includes units in animal science, soil science, plant science, agricultural mechanics, and agricultural leadership. Mathematics, science, English, biology, and human relations skills will be reinforced in this course.

Agriscience III (State Code: 010303) –1 credits-Grades: 11 and 12

This course is an advanced study in Agriscience based upon the local agricultural workforce and economic needs of the community. The major areas of study should include personal development skills, animal systems, plant systems, environment issues, and mechanical skills. Mathematics, science, English, biology, and human relation skills will be reinforced in the course. Students have the opportunity to earn Louisiana Agritechnology Specialist IBC.

Agriscience IV (State Code: 010304) –1 credits-Grades: 11 and 12

This course is an advanced study in Agriscience based upon the local agricultural workforce and economic needs of the community. The major areas of study should include personal development skills, animal systems, plant systems, environment issues, and mechanical skills. Mathematics, science, English, biology, and human relation skills will be reinforced in the course. Students have the opportunity to earn Louisiana Agritechnology Specialist IBC.

Vocational Courses

Carpentry I (CITF): (State Code: 080230 (1credit) 080231 (2 credits) Grade: 11 and 12

This course is designed to prepare individuals to construct wood structures for residential and non-residential use. This includes layout of a construction site, blueprint reading, layout and cutting of structural members, material estimating, and finishing interior and exterior. The course content is organized into competency-based units of instruction that specify occupational competencies which the student must successfully complete. Students have the opportunity to earn CITF Career Connections Carpentry Level 1 IBC.

Carpentry II (CITF): (State Code: 080233 (1 credit), 080234 (2 credits) Grade: 11 and 12

This course is a continuation of Carpentry I. Students have the opportunity to earn CITF Career Connections Carpentry Level 2 IBC.

NCCER Welding I Tech (State Code: 110742) –1 credit-Grades: 9, 10, 11, 12

In this course, students learn safety, oxyfuel cutting, plasma arc cutting, air-carbon arc cutting and gouging, base metal preparation, weld quality, shielded metal arc welding, joint fit-up and alignment, and fillet and groove welds. Students have the opportunity to earn NCCER Welding Level 1 IBC.

NCCER Welding II Tech (State Code: 110748) – 1 credit- Grades: 9, 10, 11, 12

Prerequisite: Welding I

This course students learn advanced welding skills including welding symbols, reading welding detail drawings, physical characteristics and mechanical properties of metals, GMAW, FCAW, and GTAW equipment and plates, and more. Students have the opportunity to earn NCCER Welding Level 2 IBC.

Virtual Workplace Experience (VWE II) (State Code: 080207) -- Grades 10, 11, 12

VWE II is a career readiness course that provides students with real-world exposure to various professions through virtual learning platforms and industry partnerships. Students will explore career pathways, develop employability skills, and gain an understanding of workplace expectations and professional behavior. The course emphasizes communication, time management, problem-solving, and digital collaboration skills essential for success in today's workforce. In addition, students will receive targeted instruction and practice in WorkKeys preparation, helping them strengthen the foundational skills needed to earn a National Career Readiness Certificate (NCRC). Through project-based assignments and virtual mentorship opportunities, students will connect classroom learning to real-world applications, preparing them for internships, employment, or postsecondary education.

SoLAcc Courses

HVAC (State Code: 310103) –3 credits-Grades 11, 12

This program prepares individuals for work as an entry-level technician. Technicians work with heating, air conditioning, and refrigeration systems. Duties and work environments are varied and involve installing, maintaining, diagnosing, and repairing HVAC systems. Topics include mathematics for HVAC technician, blueprint reading, fundamentals of electricity, electrical systems, air conditioning/refrigeration, computer skills, residential technology, and EPA certification.

Machine Tool Technology (State Code: 311903) – 3 credits- Grades 11,12

The Manufacturing Technology program involves operating machine shop equipment such as: manual lathe, milling machines, drill presses, surface grinders, and computer numerical control equipment. Students will get a foundation in manual machining. Additionally, a brief overview of CNC principles will be taught. Some of the basic principles that will be taught are measurements, blueprint reading, turning, boring, tapering, threading/tapping, knurling, and etc.

Nursing Assistant I (State Code: 090238) –3 credits-Grades 11, 12

Prerequisite: Biology or Medical Terminology or First Responder or Human Anatomy

This course is designed for students who plan to pursue nursing or health care as a career. Emphasis is placed on the practical, bedside arts of nursing. Instructional topics include a review of body systems, nursing concepts and employability skills. Students work in a hospital or nursing home setting. Successful completion of the clinical program and exam leads to a Certified Nursing Assistant (CNA) certificate. A scrub uniform, physical exam, PPD (TB Test), background check, malpractice insurance and hepatitis vaccine or declination form and an up-to-date shot record are required.

Elective Course Descriptions for Middle School

Disclaimer: The courses listed in the course directory are courses that have been offered in St. Mary Parish.

Choir 6 (State Code: 030309) –Grade 6

This introductory choir class is open to all 6th-grade students interested in learning basic vocal techniques and music appreciation. Students will develop their vocal skills, learn music reading, and practice proper singing posture and technique. The class will explore a variety of musical genres, including pop, classical, and musical theater, and will prepare for a semester concert. Students will also have the opportunity to participate in school events and develop teamwork and performance skills. No prior music experience is required, and all students are welcome to join.

MS Speech (State Code: 051001) –Grade 6

This course is designed to introduce students to the fundamentals of effective communication. Students will develop skills in public speaking, active listening, and expressing ideas clearly and confidently. Through a variety of activities, including presentations, group discussions, and speech writing, students will learn to organize their thoughts, practice proper body language, and use persuasive techniques. MS Speech emphasizes building self-confidence and effective communication skills that are essential for academic and social success. This course provides a strong foundation for future public speaking and communication courses.

6th Grade Band – (State Code: 030299) –Grade 6

This introductory band class is open to all 6th-grade students interested in learning to play a musical instrument. Students will be introduced to the basics of music theory, instrument technique, and ensemble performance. The class provides an opportunity for students to explore different instruments, learn how to read music, and develop their musical ear through practice and group performance. While there is no credit awarded for this course, students will gain valuable skills in teamwork, discipline, and musical appreciation. This class also prepares students for potential participation in the school band program in later grades.

Advanced Choir (State Code: 030312) – 1 credit, Grades 7-8

Advanced Choir is a selective course designed for talented and experienced music students who demonstrate a strong aptitude for vocal performance. This class will focus on advanced music reading, harmonization, and performing more complex repertoire across genres like classical, pop, and musical theater. Students will have the opportunity to perform in concerts, participate in the spring musical, and represent the school in district or state events. Admission is based on previous choir experience and musical ability. After-school rehearsals and performances are required for credit. This course offers students the chance to refine their vocal techniques, take on leadership roles, and collaborate with other skilled musicians.

Intro to STEM (State Code: 400098) – Grade 7

This course introduces students to the world of Science, Technology, Engineering, and Mathematics (STEM). Students will engage in hands-on activities and projects designed to spark curiosity and build foundational skills in problem-solving, critical thinking, and teamwork. Topics may include basic engineering principles, coding, robotics, and environmental science. Students will explore how STEM careers impact the world and begin to develop skills applicable to various fields of study and future career opportunities. This course serves as an introductory experience, laying the groundwork for further STEM courses in higher grades.

Intermediate Band (State Code: 030301) – 1 credit, Grades 7-8

Intermediate Band is designed for 7th and 8th-grade students who have prior experience playing a musical instrument and have developed basic music-reading skills. This class builds fundamental techniques, expanding students' knowledge of music theory, improving their individual instrument proficiency, and enhancing their ability to perform in a group. Students will work on more challenging repertoire, focusing on rhythm, tone quality, and dynamics, and will perform in school concerts and other events. The class emphasizes teamwork, discipline, and musical expression. Students are expected to participate in rehearsals and performances to receive credit. This course prepares students for advanced band classes in high school and encourages continued growth as musicians.

JAG Jr High (Jobs for America's Graduates - Junior High) (State Code: 042010) – 1 credit, Grades 7-8

JAG Jr. is designed to help students develop essential skills for success in school, work, and life. Through project-based learning, students will create a personal success plan, build leadership abilities, and develop workplace readiness skills. The course focuses on topics such as career exploration, financial literacy, teamwork, and communication. Students will also have access to mentoring and guidance to support their academic and personal growth. JAG Jr. can be taken in both 7th and 8th grade as an introduction to the more advanced JAG program available in high school.

MS Spanish (State Code: 070520) –Grades 6-8

This Spanish course is designed specifically for English Language (EL) learners who need an integrated approach to developing both their Spanish language skills and English proficiency. The course focuses on building foundational vocabulary and grammar in Spanish while simultaneously supporting language development in English through interactive, real-world activities. Students will engage in basic communication exercises, cultural exploration, and practice listening, speaking, reading, and writing in both languages. This course emphasizes a supportive environment for students to strengthen their bilingual abilities, gain confidence in their language skills, and build a bridge to future language learning opportunities. The curriculum is designed to be inclusive and responsive to the unique needs of EL students.

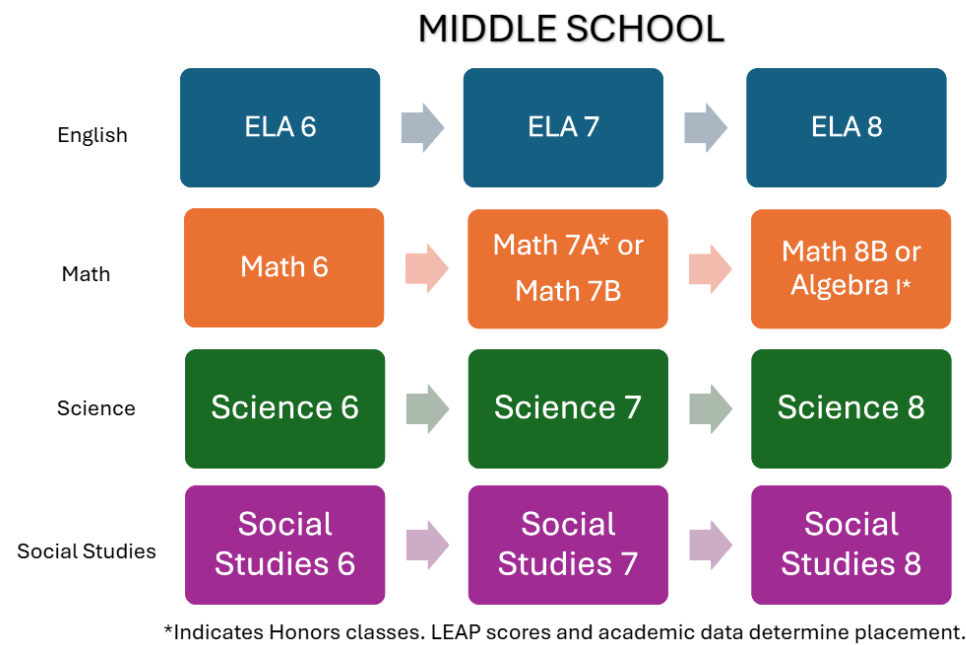
Appendix

Links

	Links
Board of Regents	Louisiana Board of Regents (Dual Enrollment Eligibility)
Community Endorsement Diploma Seal	Community Service Diploma Endorsement Categories Community Service Diploma Endorsement Tracking Form Community Service Diploma Endorsement Student Documentation Form Career Service Opportunities
IGP- Individualized Graduation Plan	Individual Graduation Plan (IGP)
JumpStart Pathways per LDOE	Agriculture, Food, & Natural Resources Human Services Architecture & Construction Information Technology Arts, A/V Technology & Communication Law, Public Safety, Corrections & Security Business Management Manufacturing Health Sciences Pre-Educator Hospitality & Tourism Transportation, Distribution, & Logistics
LDOE- Accountability	Accountability LDOE
LDOE Graduation Requirements	Current Graduation Requirements
LHSAA	LHSAA Handbook
NCAA	NCAA Eligibility Center Download the Resources (NCAA)
SMP Pupil Progression Plan	SMP Pupil Progression Plan

Course Progressions for Middle School

Disclaimer:
This flow chart is intended to provide a general overview of potential course progressions for middle school students. Course availability may vary depending on the specific school, district, or state requirements. This chart is subject to change and does not guarantee the availability of all listed courses.



MIDDLE SCHOOL ELECTIVES

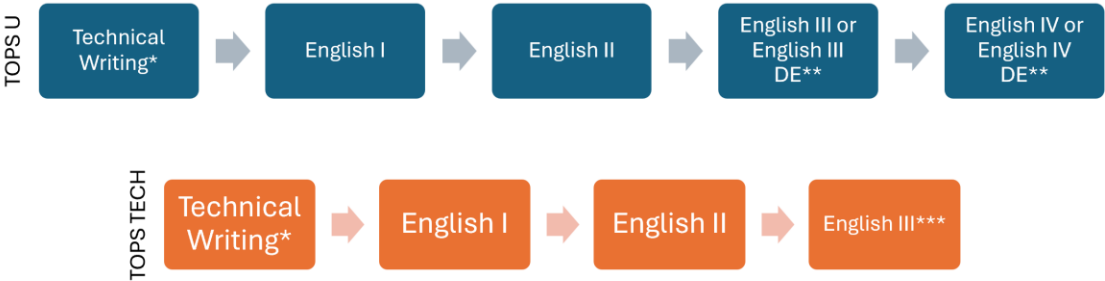
6	7	8
• Middle School Speech • Band • Resource • Middle School Spanish (EL only)	• Intro to STEM • Exploratory Comp. Sci. • JAG • Band • Resource • Middle School Spanish (EL only)	• Quest for Success • Exploratory Comp. Sci. • Intro to STEM • JAG • Band • Resource • Middle School Spanish (EL only)

Course Progressions for High School

Disclaimer:

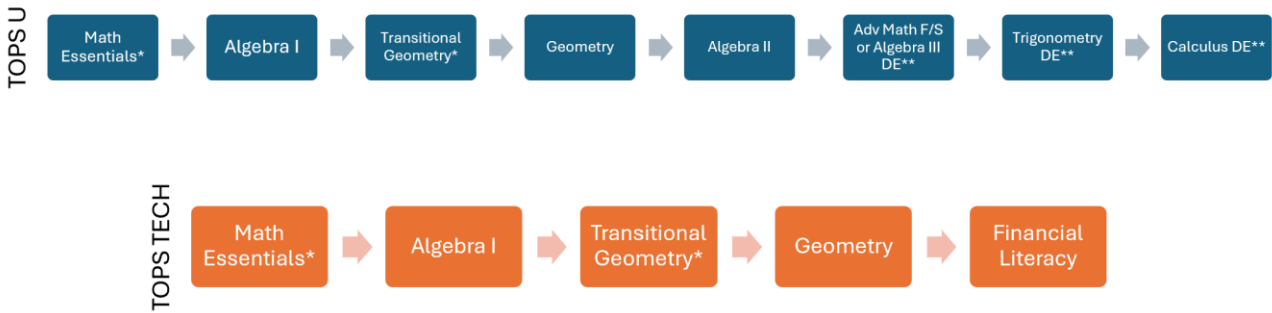
This flow chart is intended to provide a general overview of potential course progressions for high school students. Course availability, prerequisites, and sequencing may vary depending on the specific school, district, or state requirements. Students should consult with their school counselor to create a personalized academic plan (IGP) that aligns with graduation requirements and post-secondary goals. This chart is subject to change and does not guarantee the availability of all listed courses.

ENGLISH



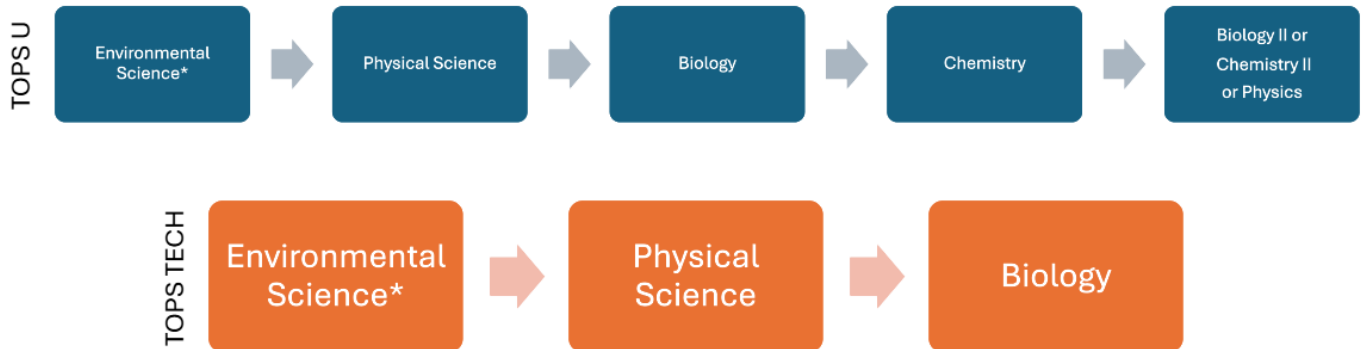
*8th grade ELA LEAP scores will be used to determine placement
**Based on LA Board of Regents Requirements
***English III will focus on progressional standards as T9 students will take comprehensive assessment in the 3rd year.

MATH



*8th grade Math LEAP scores will be used to determine placement in Math Essentials, and Algebra I grades will be used to determine if Transitional Geometry is needed.
Students who took Algebra I in the 8th grade will take Algebra II in 9th grade and Geometry in 10th grade.
**Based on LA Board of Regents Requirements

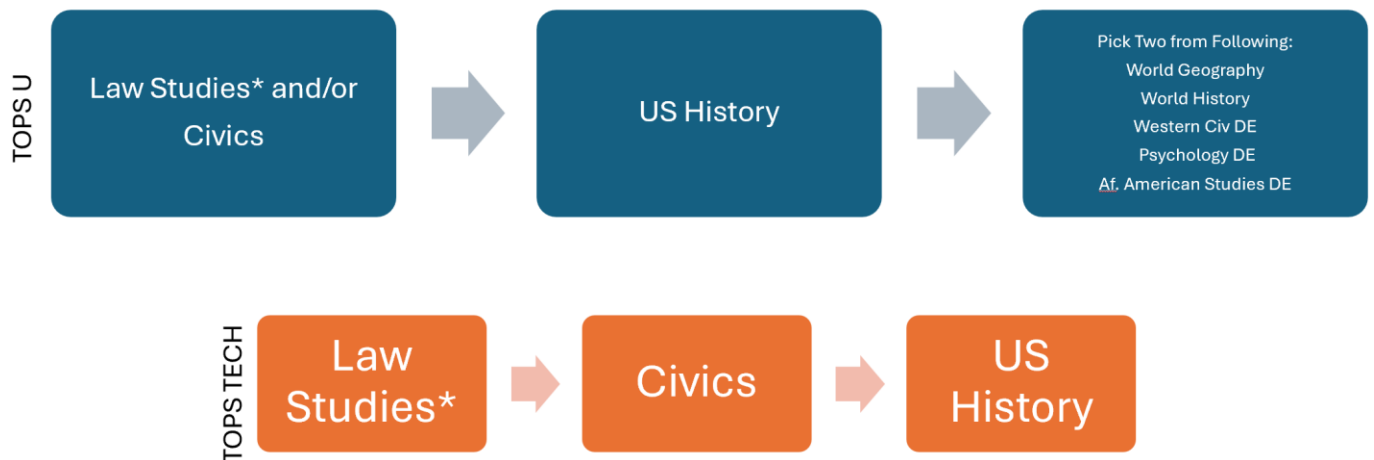
SCIENCE



*8th grade Science LEAP scores will be used to determine placement in Environmental Science

SOCIAL STUDIES

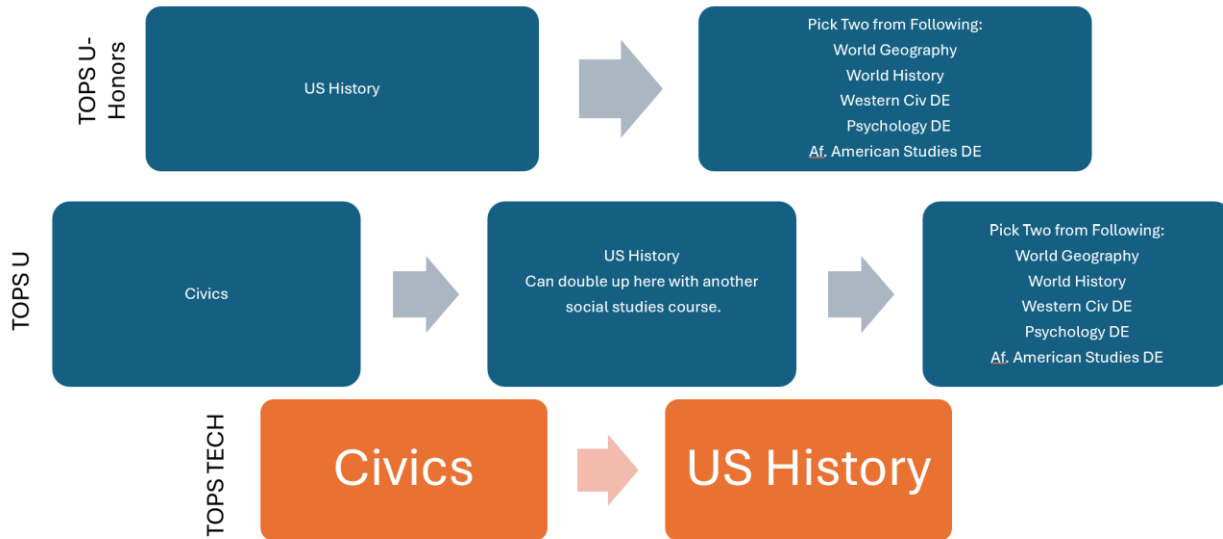
Freshmen entering 26-27 (2030 Cohort)



*8th grade Social Studies LEAP scores will be used to determine placement in Law Studies.

SOCIAL STUDIES

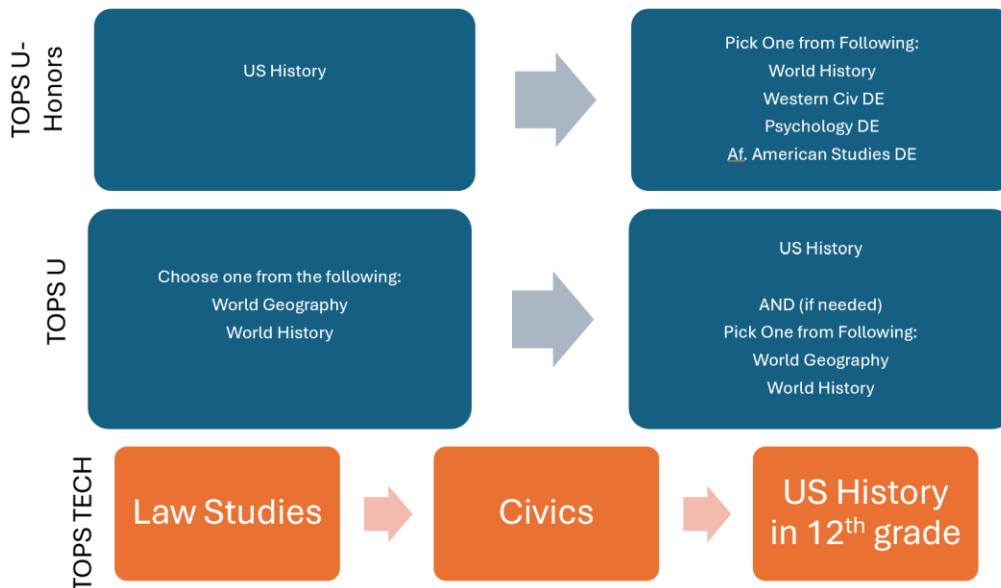
Freshmen entered 25-26 (2029 Cohort)



*8th grade Social Studies LEAP scores will be used to determine placement in Law Studies.

SOCIAL STUDIES

Freshmen entered 24-25 (2028 Cohort)



SOCIAL STUDIES

Freshmen entered 23 – 24 (2027 Cohort)

TOPS U

Pick One from Following:

World Geography

World History

Western Civ DE

Psychology DE

Af. American Studies DE

TOPS TECH

Requirements should be met.

US History & Civics



St. Mary Parish Schools Diploma Track Declaration

It is the recommendation of the _____ administration team that your child enroll in the following diploma track. This decision is made based on the student's academic progress, interests, and future goals.

Student Name _____

Year Entered 9th Grade _____

Recommended Track (Circle one):

TOPS University Diploma

Career Diploma/Jump Start

If Career Diploma/Jump Start track was circled, select pathway below:

- ☐ Agriculture, Food, and Natural Resources
- ☐ Architecture and Construction (Carpentry)
- ☐ Arts, AV Technology, and Communication (Adobe)
- ☐ Business Management (Business of Retail)
- ☐ Health Sciences (EMR/CNA)
- ☐ Hospitality and Tourism
- ☐ Human Services
- ☐ Informational Technology
- ☐ Law, Public Safety, Corrections, and Security
- ☐ Manufacturing (Welding)
- ☐ Pre-Educator
- ☐ Transportation, Distribution, and Logistics

Parent/Guardian, initial one of the following:

_____ I agree that the **TOPS University Diploma** track is the best option for my child. I understand the requirements of this diploma track.

_____ I agree that the **Career Diploma (Jump Start)** pathway is the best option for my child. I understand the course and IBC requirements of this diploma track

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Admin/Counselor Signature _____ Date _____

Refer to [Bulletin 741](#) and the [LDOE Graduation Requirements](#) page for the most current information.

The St. Mary Parish School Board does not discriminate on the basis of race, color, national origin, sex, disability, or age in admission to or participation in CTE programs or any of its educational offerings.

IGP- Individualized Graduation Plans (8-12 Grades)

An Individual Graduation Plan (IGP) is a personalized roadmap designed to guide a student through their high school education, ensuring they meet all the necessary academic requirements for graduation and are prepared for post-secondary opportunities, whether that involves higher education or entering the workforce. The plan is developed by school counselors, in consultation with the student and their family, and is tailored to the student's goals, abilities, and interests.

LOUISIANA

INDIVIDUAL GRADUATION PLAN

BASIC INFORMATION				EDUCATION GOALS								
Name: [REDACTED] High School Attending: [REDACTED] 9th Grade Entry Date: 08/07/2024 Originating Middle School: [REDACTED] Grade: 09 Sidno: [REDACTED] FAFSA: [REDACTED] ☐ Academic Support Plan Attached (T9 Only)				Diploma Type: [REDACTED] Diploma Pathway: TOPS University Diploma Diploma Endorsements: [REDACTED] Post Secondary Plans: [REDACTED] Scholarships Eligibility: [REDACTED]								
CAREER GOALS												
Career Specialty/Occupation (Option 1): Career Cluster (Option 1): Jump Start Grad. Pathway/Area Of Concentration: Career Specialty/Occupation (Option 3): Career Cluster (Option 3): Jump Start Grad. Pathway/Area Of Concentration: Post-High School Work Force Plans:				Career Specialty/Occupation (Option 2): Career Cluster (Option 2): Jump Start Grad. Pathway/Area Of Concentration: Career Specialty/Occupation (Option 4): Career Cluster (Option 4): Jump Start Grad. Pathway/Area Of Concentration:								
COURSE SELECTIONS FOR YOUR CHOSEN PATHWAY												
Subjects	6th-8th/T9	9th	10th	11th	12th	Graduation Tracker						
						Required	Earned	Remaining	Enrolled	Request		
English		ENG I (H) (1.0)				4.0	1.0	3.0				
Math	ALG I (H) 2P (B 1.0) FINAN LITERACY (P 1.0)	GEOMETRY (H) (1.0)				4.0	3.0	1.0				
Science		PHY SCI (H) (1.0)				4.0	1.0	3.0				
SS		WRLD GEOG (0.0)				4.0		4.0	1.0			
Health		HEALTH EDU (F) (0.0)				0.5		0.5	0.5			
PE		PHYS. ED. I				1.5		1.5	0.5			
FL						2.0		2.0				
Arts						1.0		1.0				
Elective/CTE	INTRO TO BCA (A 1.0) QUEST SUCC JR HI (B 1.0)	ALLIED HLT I (1.0)					3.0					
Electives	KEYBOARDING (A 0.5)	ACA TAL THEA HS PRIN OF BUSINESS (0.0) SPEECH I (0.0)					0.5		2.0			
Total Electives						3.0	3.5		2.0			
Total Credits	4.5	4.0				24.0	8.5	16.0	2.0			
EXTRACURRICULAR & EMPLOYMENT ACTIVITIES												
Activities												
Extracurricular	JSH Junior High Softball JGV Junior High Girls Volleyball JHC Junior High Cheerleaders	VLB Volley Ball										
Employment												
Community Service												
ASSESSMENTS												
Assessment	Courses	Sc	Courses	Sc	Courses	Sc	Courses	Sc	Courses	Sc	Personal	
											Instrument	Scores
College And Career Readiness											ASVAB	
											Basic Skill Inventory	
											Career Interest	
LEAP 2025	ALGEBRA I	MAS	ENGLISH I	MAS							Learning Styles	
			GEOMETRY	MAS							ONET Profiler	
											Other	
EOC												
ADVANCED COURSES												
G/T Courses		AP & IB Courses		Clep Exams		Articulated Cred		DE Courses				
Course	Credit	Course	Score	Course	Score	Course	Credit	Course	Credit			
ACA TAL THEA HS	0.0											
SIGNATURE APPROVAL												
	8th/T9	Date	9th	Date	10th	Date	11th	Date	12th	Date		
Student												
Parent												
Special Education Teacher												
Counselor/Advisor												

In the IGP, the following components are typically included:

1. **Basic Information:** This includes the student's name, grade level, high school, diploma type, and unique identifiers such as student ID. It may also include information about scholarships, FAFSA status, and any academic support plans.
2. **Course Selections:** The IGP outlines the required and elective courses the student will take during their high school years. It tracks the courses completed, the credits earned, and any remaining requirements for graduation. The courses are generally aligned with the student's diploma pathway, such as a university, career, or technical track.
3. **Extracurricular & Employment Activities:** This section highlights the student's involvement in extracurricular activities (like sports, clubs, or community service) and any work or volunteer experience. These activities are important for developing a well-rounded resume for college applications or job opportunities.
4. **Assessments & Career Readiness:** The IGP may include assessments taken by the student, such as standardized tests (e.g., LEAP 2025, ASVAB), and any skills or career interest inventories completed to help guide the student's career exploration. It ensures the student is on track to meet college and career readiness standards.
5. **Career Goals:** The IGP also includes space to set post-high school career and education goals. It may explore potential career clusters, industries, and occupations the student is interested in, helping to align their high school education with future aspirations.

The IGP is a living document, meaning it can be updated and revised throughout the student's high school years to reflect changes in goals, course selections, or career interests. It helps both students and educators ensure the student is on the right track to achieve their academic and career goals upon graduation.

How to Read an IGP

Basic Information:

- **Student Name:**
- **Grade:** 9th grade
- **High School:**
- **Diploma Type:** TOPS University Diploma
- **Student ID:**
- **Diploma Pathway:** Not specified
- **FAFSA:** Yes, applied
- **Scholarships Eligibility:** Mentioned but not detailed
- **Academic Support Plan:** Attached for 9th grade, if necessary

Course Selections:

This section tracks the required courses for graduation and the student's progress through them:

- **English:** Completed 1.0 credit in English I (H), with 3.0 credits remaining.
- **Math:** Completed 1.0 credit in Algebra I (H), with 3.0 credits remaining. Other math courses like Financial Literacy and Geometry (H) are also noted.
- **Science:** Completed 1.0 credit in Physical Science (H), with 3.0 credits remaining.
- **Social Studies:** World Geography, 4.0 credits required, 1.0 credit remaining.
- **Health:** Completed 0.5 credit in Health Education.
- **Physical Education:** Completed 1.5 credits.
- **Foreign Language:** Completed 2.0 credits.
- **Arts:** Completed 1.0 credit.
- **Electives/CTE:** Includes Intro to BCA, Quest Success Jr. High, Keyboarding, Allied Health I, etc.

Extracurricular & Employment Activities:

- **Extracurricular:** Junior High Softball, Junior High Girls Volleyball, Junior High Cheerleaders, etc.
- **Employment & Community Service:** Not listed.

Assessments & Career Readiness:

- **ASVAB:** Participated.
- **LEAP 2025:** Included as part of the student's progress in Algebra I and Geometry.
- **Career Interest:** Mentioned with a focus on future career goals, though specific career clusters and pathways are not fully detailed.

Career Goals:

- **Post-High School Plans:** Not completely filled out, but there is a section for work force plans, career specialty, and occupation options.

This document gives an overview of the student's educational journey, including course requirements, extracurricular activities, and future career aspirations. It also serves as a tool for tracking progress towards graduation and exploring potential career options.

Transcript Sample- Tell Your Story!



Diploma Path: CCA TOPS Tech Jumpstart Career Diploma
Diploma Endorsements: 105 Adobe Certified Professional Photoshop, 106 Adobe Certified Professional Illustrator, 456 Adobe Certified Professional Visual Design Specialist, 470 FAA Part 107: Small Unmanned Aircraft Operation
Career Options: U19 Arts, A/V Tech & Communication
Concentration:
FAFSA:
Grad Test: YES

LEAP 2025 Scores
ENGLISH I: BASIC
ENGLISH II: MASTERY

ALGEBRA I: APPROACHING BASIC
GEOMETRY: BASIC

BIOLOGY: BASIC
U.S. HISTORY: BASIC

ACT WorkKeys Scores
Applied Math: 4 Graphic Literacy: 4 Workplace Documents: 4 Overall Level: Silver

Year Entered Grade 9: 2021	Cohort:			Cumulative GPA 2.8125				Rank: N/A		Total Units	24.0
ACT English	22	Math	14	Reading	21	Science/Reasoning	18	Composite	19	Test Date	03/2024
The above named student has passed all required components of the Graduation Test: YES											

Transcript Legend

- **Group:** The subject area (e.g. English, Math, Science).
- **Course:** Specific course title (e.g. ENG I, Geometry, Biology I).
- **Yr:** The school year when the student took the course (for instance, “22” might be their 9th-grade year if they started in 2021–22).
- **Sem 1 / Sem 2:** The letter grades for each semester.
- **Final:** The final overall grade for the course once both semesters (and any recovery or summer school) are factored in.
- **CP (Carnegie Units / Credit Points):** How many credits the course is worth (often 1.0 for a full-year class, 0.5 for a semester class).
- **CE (Credit Earned):** Indicates whether the student actually earned the credit (1.0 if passed, 0 if failed).
- **H / G / S-Code:** These can flag Honors or Gifted courses, or special scheduling codes such as summer school (S), credit recovery (CR), etc.
- **Grade Source / DS:** Local administrative codes showing the school where the grade was recorded or the student’s diploma status.

Other Sections Noted on the Document

- **Diploma Path & Endorsements:** Shows whether the student is on a TOPS Tech (CCA) or TOPs University (CTU) pathway. This section will also list any earned IBCs (e.g., Adobe Certified Professional).
- **LEAP 2025 Scores:** State assessment results in core subjects (e.g. English II, Algebra I, Geometry). Terms like “Mastery,” “Basic,” “Approaching Basic” indicate performance levels.
- **ACT / ACT WorkKeys:** Standardized testing scores. ACT sub-scores (English, Math, Reading, Science) and the composite. WorkKeys measures career readiness (levels such as Bronze/Silver/Gold/Platinum).

Key Takeaways and the Student’s Story

1. Overall Academic Progress

- The student has earned the **24.0 total credits** needed to graduate (shown in the “Total Units” area).
- Their **cumulative GPA** is around **2.8**, indicating mostly C’s and B’s, with a few A’s or D’s mixed in.

2. Coursework and Strengths

- **English & Reading:** Despite some early struggles (e.g., F or D in early English classes), the student finishes with passing—and in at least one semester, higher—grades. The ACT sub-score for English (22) is a relative strength.
- **Math & Science:** The transcript shows some D or C grades early on, and state tests (Algebra I, Geometry) mostly at the “Basic” or “Approaching Basic” level. On the ACT, Math (14) is noticeably lower than Reading/English.

- **Social Studies / Electives:** Generally stronger performance (seeing B's and A's in Civics, U.S. History, and certain arts electives). The student also took band and art/graphic design classes, suggesting creative interests.

3. Career/Technical Focus

- The student pursued a **Jumpstart Career Diploma** with endorsements in **Adobe Certified Professional** Photoshop, Illustrator, and Visual Design. This points to an interest in **Arts, A/V Technology, and Communication**.
- **WorkKeys “Silver”** certification indicates a solid level of workplace-readiness skills.

4. Testing Milestones

- **LEAP 2025** results: Mostly “Basic” across Algebra, Geometry, Biology, U.S. History, with an exception of “Mastery” in English II.
- **ACT Composite:** 19 (English 22, Math 14, Reading 21, Science/Reasoning 18). The profile suggests relatively stronger verbal skills and more challenges in math.

5. Graduation Status

- The document confirms the student has **passed all required components** (state assessments, coursework).
- With **24 credits** and the required test scores, the student appears to meet the **graduation requirements** for their chosen diploma path.



Parental/Guardian and Student Contract

To the Parents/Guardians of: _____

Your child has been placed in the following honors course(s) for the 2025-2026 school year:

_____ 7th Grade Pre-Algebra

(This is a pre-requisite to take Algebra I in middle school).

_____ 8th Grade Algebra I

(This is a Carnegie unit for high school that will be placed on the student's high school transcript and impact both middle and high school GPA).

Eligibility Requirements

- ✓ Cumulative GPA of 2.5 or above **AND**
- ✓ Subject-specific scores of *Mastery* or *Advanced* on LEAP 2025 Assessment

OR

- ✓ Counselor recommendation based on overall student performance and historical grade trends in the subject area.

Additional Considerations

- ✓ Due to a challenging level of rigor, students taking honors courses must consider the **commitment** and **overall work ethic** needed to be successful in an honors course.
- ✓ The pacing of honors courses moves quicker than a traditional course. **Attendance is essential** in being successful; students who have been excessively absent will want to reconsider taking an honors course.

Grading Policy

- ✓ All honors/accelerated course will be graded on a 10-point scale.
100-90 (A), 89-80 (B), 79-70 (C), 69-60 (D), 59-0 (F)

Transfer from an Honors/Accelerated Course

- ✓ To remain in the accelerated and honors courses, students must maintain a “B” average. If a student earns a “C” average, the student is put on probation for a 9-week period. If the student fails to bring the grade to at least a “B” average, the student is transferred from the class and placed in the regular course for the student's grade level.

****Required Permission****

Student Name: _____ **Current Grade Level:** _____

Please sign and return this form by: _____

_____ After reading the middle school honors/accelerated course policy and after all considerations given to my child's academic cumulative GPA of a 2.5 or higher, as documented in historical grade trends, LEAP 2025 scores, and with consideration given to the honors/accelerated course workload, rigor, attendance policy, grading policy, and transfer policy, I can commit to supporting my child's placement in honors/accelerated course(s). I also understand that my child must maintain at least a "B" average to remain in the honors/accelerated course.

(Please check if you DO NOT wish for your child to be placed in honors math.)

_____ I **DO NOT** want my child to be placed in honors for the 2025-26 school year. I realize this takes my child out of the honors math track.

Parent's Signature: _____

Student Signature: _____

St. Mary Parish Dual Enrollment Policy

A. Dual Enrollment General Student Eligibility Requirements

1. Student must be currently enrolled in a St. Mary Parish public high school.
2. Student must be in good standing as defined by the district.
3. Student must have permission from the high school and his/her parent/guardian to enroll.
4. Student must be enrolled in the high-school course which corresponds to the selected DE course. The grade earned in the college course will be recorded on the student's college transcript. The grade on the student's high-school transcript will be composed of 80% college course assignments and 20% from additional assignments in the high school course.
5. Student must meet the Louisiana Board of Regents Student Eligibility Requirements to enroll in academic courses.
6. Student must meet the prerequisite requirements of a college and high-school courses.

B. 2022-2023 Louisiana Board of Regents Student Eligibility Requirements for DE Enrollment

1. Student must have a 2.5 minimum high school GPA, **AND**
2. Student must demonstrate subject-specific readiness in mathematics (for mathematics and science courses) or subject-specific readiness in English (for English, foreign language, history, social science, humanities, and arts survey courses) through either a minimum score on any assessment listed on the Board of Regents Assessment Table below,

Board of Regents Assessment Table		
Assessment	English Minimum Score	Mathematics Minimum Score
ACT	18	19
PreACT	18	19
LEAP 2025	English II Mastery	Geometry Mastery and Algebra II grade of C

3. **OR** the high-school counselor may recommend a student for DE eligibility based on overall student performance in grades 8-10 when analyzing LEAP scores and grade trends in the content area of the selected DE course.

C. Additional Student Eligibility Requirements and Considerations:

1. Some Dual Enrollment courses have prerequisite requirements in addition to those listed in parts A and B above.
2. Students and parents must understand that enrolling in a Dual Enrollment course is major commitment for the student and withdrawing from a course could drastically affect the student's current and future high-school and college schedules. Withdrawing with a W will result in a W on the student's permanent college transcript. The revised high-school schedule needed after a DE course withdrawal will result in significant alterations to the student's overall class schedule for the current and subsequent school year.
3. Students considering DE enrollment must be aware of the strict university attendance policy which results in a failing grade. Universities generally limit course absences to three; therefore, students who have been excessively absent in 9th and 10th grade will want to consider this before seeking enrollment into DE courses.
4. The college syllabus in each content area is much more rigorous than high-school courses. There is a heavy emphasis on independent reading and writing at the college level, and fewer grades will be averaged into the final grade at the end of the course. Due to this level of rigor, students interested in enrolling in DE classes must consider the commitment and overall work ethic needed to successfully meet university course standards.
5. The learning environment in these elevated DE courses must be one that mirrors the university setting.

D. Dropping a Dual Enrollment Course

1. Any student seeking to drop a course must do so by the deadline established by the university.
2. If a student drops a dual enrollment course, the administrative team will work with the student to adjust the student's schedule according to the school's existing master schedule. Some options may include:
 - Student's schedule may be adjusted to the corresponding non-dual enrollment course.
 - Student's schedule may be adjusted to an elective and the student may have to take the corresponding non-dual course the following year.
 - If the student is a junior, he/she may have additional courses required during the senior year.
 - If the student is a senior, he/she could be jeopardizing a May graduation.
3. Any student dropping a dual enrollment course with a grade of W must understand that the W will permanently remain on the college transcript. If the university drop date has passed, a failing grade of "F" will stand on both the college transcript **and** the high-school transcript.

F. Requesting a Transcript

Upon completion of the senior year, any student that has taken dual enrollment courses will need to request a transcript from that university.

D. Grading Policy

Course grades will be derived from assignments, assessments, and exams listed on the university course syllabus. Dual Enrollment Instructors will provide university course syllabi on the first day of the course. Grading in dual enrollment courses will be factored on a 5-point quality point scale (A=5; B=4; C=3; D=2; F=0). Two examples of how GPA is determined with classes that are worth five qualities points are below.

Example 1	Grade earned	Quality points
English (5-point class)	A	5
history	A	4
math	A	4
science	B	3
elective	A	4
Quality Points / Credits = GPA 20 / 5 = 4.0 GPA for this example		20 total quality points

Example 2	Grade earned	Quality points
English (5-point class)	A	5
history	A	4
math	A	4
science	A	4
elective	A	4
Quality Points / Credits = GPA 21 / 5 = 4.2 GPA for this example		21 total quality points

Parent/Guardian Commitment:

After reading this district dual-enrollment policy and after all considerations given to my child's academic performance as documented with grades, LEAP scores, ACT scores and with consideration given to the university course workload, rigor, attendance policy, grading policy, and drop policy, I can commit to supporting my child's enrollment in university DE courses.

Parent/Guardian Signature: _____ Date: _____

Student Commitment:

After reading this district dual-enrollment policy and after all considerations given to my academic performance as documented with grades, LEAP scores, and ACT scores and with consideration given to the university course workload, rigor, attendance policy, grading policy, and drop policy, I commit to enrollment in university DE courses.

Student's Signature: _____ Date: _____

St. Mary Parish SLCC Enrollment Policy

A. General Student Eligibility Requirements

1. Student must be currently enrolled in a St. Mary Parish public high school.
2. Student must be in good standing as defined by the district.
3. Student must have permission from the high school **and** his/her parent/guardian to enroll. High school counselors will coordinate with the student to enroll in SLCC courses.
No student should enroll through SLCC without assistance from the high school counselor.
4. Student must be on track to graduate high school on time to participate in SLCC programs. Student transcripts will be reviewed before and during the enrollment in SLCC programs. Students at risk for not graduating can be removed from the SLCC program.
5. Student grades earned in SLCC courses will be recorded on the student's high school transcript.
6. Student must meet SLCC requirements prior to enrollment in SLCC courses.

B. Additional Student Eligibility Requirements and Considerations:

7. Some courses at SLCC have prerequisite requirements in addition to those listed above.
8. Students and parents must understand that enrolling in a enrollment course at SLCC is a **major commitment** for the student and withdrawing from a course could affect the student's current and future high-school and college schedules. The revised high-school schedule needed after a course withdrawal could result in significant alterations to the student's overall class schedule for the current and subsequent school year.
9. Students considering SLCC enrollment must be aware of the strict attendance policy which results in a failing grade if too many absences accumulate. Students who have been excessively absent in 9th and 10th grade will want to consider this before seeking enrollment into SLCC courses. Attendance will be reported to district level weekly to ensure students are attending classes.
10. The learning environment in these elevated courses must be one that mirrors the setting of post-secondary studies at SLCC. Students are representatives of the district and should act accordingly following all policies listed by SLCC and SMP.
11. Acts of cheating and/or plagiarism are subject to consequences from SLCC. Be sure to read the policy for the course in the syllabus provided by the SLCC instructor. There may also be consequences at the school level.

C. Dropping an SLCC Course

12. Any student seeking to drop a course must do so by the deadline established by the university.
13. If a student drops an SLCC course, the administrative team will work with the student to adjust the student's schedule according to the school's existing master schedule.

Some options may include:

- Student schedule may be adjusted to a corresponding course.
 - Student schedule may be adjusted to an elective, and the student may have to take the corresponding course the following year if it is a high school requirement.
 - If the student is a junior, he/she may have additional courses required during the senior year.
 - If the student is a senior, he/she could be jeopardizing a May graduation.
14. Any student dropping a dual enrollment course with a grade of W must understand that the W will permanently remain on the college transcript. If the university drop date has passed, a failing grade of "F" will stand on the college transcript.

D. Requesting a Transcript

Upon completion of the senior year, any student that has taken dual enrollment courses will need to request a transcript from that university.

E. Grading Policy

Course grades will be derived from assignments, assessments, and exams listed on the SLCC course syllabus. Instructors will provide course syllabi on the first day of the course. Course instructors provide district with grading for each course.

Please sign below acknowledging that you are aware of the expectations of St. Mary Parish in coordination with SLCC.

List the Course or Program of Interest:

Parent/Guardian Commitment:

After reading this district SLCC enrollment policy and after all considerations given to my child's academic performance as documented with grades, LEAP scores, ACT scores and with consideration given to the university course workload, rigor, attendance policy, grading policy, and drop policy, I can commit to supporting my child's enrollment in SLCC courses.

Parent/Guardian Signature: _____ Date: _____

Student Commitment:

After reading this district SLCC enrollment policy and after all considerations given to my academic performance as documented with grades, LEAP scores, and ACT scores and with consideration given to the university course workload, rigor, attendance policy, grading policy, and drop policy, I commit to enrollment in SLCC courses.

Student's Signature: _____ Date: _____

Student Progress Center Instructions for Parents

The Student Progress Center is a secure site for parents/guardians to keep track of a child's grades, attendance, and transcript information. Follow the steps on the below to set up your account and you will be able to check grades and attendance from home.

STEPS TO CREATE AN ACCOUNT (You will need to create a separate account for each child).

1. Click on the [Student Progress Center](https://stmary.edgear.net/progress). <https://stmary.edgear.net/progress>.
2. Click on REGISTER A NEW USER to create an account.
 - You will have to create a separate account for each child.
3. Click on the arrow under RELATIONSHIP INFORMATION. Select a relation. Under NAME INFORMATION, enter the PARENT'S first name, the PARENT'S middle name, and the PARENT'S LAST NAME. Make sure you enter the information for the person you selected under RELATIONSHIP INFORMATION.
 - **The PSN is the last 5 digits of the STUDENT'S social security number.**
 - For the address, fill in the home address that is listed with the school.
 - Fill in the home phone number that is listed with the school.
 - Click on SUBMIT.
4. Create a login name, password, and answers to the 2 security questions.
 - Remember that you must create separate accounts for each child. Choose account names you will remember.
 - For example, you may choose a login name of LASTNAME1, and change the number for each child.
 - Click SUBMIT.
5. Click on LOGOUT. You will then return to the homepage.
 - Enter your Username and Password. You will then click on your child's name. It will appear in blue.

St. Mary Parish Schools
Elective Scheduling Form (7th and 8th Grade)



Student Name:
First & Last

Circle ONE elective choice.

7th Grade

Band

Introduction to STEM

Exploratory Computer Science

Jr. High JAG

Middle School Spanish (EL only)

Resource

8th Grade

Band

Introduction to STEM

Exploratory Computer Science

Jr. High JAG

Middle School Spanish (EL only)

Resource

St. Mary Parish Schools Scheduling Form (Incoming Freshmen)



Student Name:
First & Last

Counselors will develop a student's IGP for freshman course scheduling. Eighth-grade LEAP scores will be used to determine core course placement (Math, English, Science, Social Studies).

Agriscience I	Family/Consumer Science I
Allied Health I	JAG I, II
Band	JROTC I, II
Business Computer App. I (BCA)	Publications I (Yearbook)
Cyber Society	Quest for Success
Digital Media I	Speech I

List your elective course choices in order of preference. Number **1** should represent your top choice.

1.

2.

3.

Parents/Guardians and Students: Students who do not return a signed schedule form will have a schedule made for them. The student choices from this course selection sheet will be used to develop your school's master schedule. Your signature below indicates that you understand that course placement will be designed by the school counselor and your child's requests and received a copy of the most recent IGP.

Parent Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

The St. Mary Parish School Board does not discriminate on the basis of race, color, national origin, sex, disability, or age in admission to or participation in CTE programs or any of its educational offerings.

St. Mary Parish Scheduling Form – Sophomores

St. Mary Parish Schools Scheduling Form (Sophomores) 		
Student Name: First & Last	PLEASE SELECT ONE OPTION: ☐ TOPS University Diploma ☐ JumpStart TOPS Tech Diploma	
Counselors will develop a student's IGP for sophomore course scheduling. Credits earned and LEAP scores will be used to determine core course placement (Math, English, Science, Social Studies).		
ACT Prep Agriscience I Agriscience II Agriscience III Agriscience IV Allied Health I Allied Health II Art I-IV (MCHS Only) BCA Technical Math (Pre-Requisite for Carpentry)	VWE II Child Development Cyber Society Computer Science Desktop Publishing Digital Media I Drones (*Must be 16 years old) EKG I EMR Band (Fall and Spring) FACS I Food and Nutrition	Food Science JAG I, II, III, IV JROTC I, II, III, IV Medical Terminology Pre-Educator– Foundations of Education Pre-Educator – Multicultural Learning Principles of Business Publications I (yearbook) Publications II (yearbook) Quest for Success Speech I
List your elective course choices in order of preference. Number 1 should represent your top choice.		
1.		
2.		
3.		

Parents/Guardians and Students: Students who do not return a signed schedule form will have a schedule made for them. The student choices from this course selection sheet will be used to develop your school's master schedule. Your signature below indicates that you understand that course placement will be designed by the school counselor and your child's requests and received a copy of the most recent IGP.

Parent Signature _____ **Date:** _____

Student Signature _____ **Date:** _____

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St. Mary Parish Scheduling Form – Juniors

St. Mary Parish Schools Scheduling Form (Juniors)



Student Name:
First & Last

PLEASE SELECT ONE OPTION:

☐ TOPS University Diploma

☐ JumpStart TOPS Tech Diploma

Junior Core Course Options – Required

English	Math	Social Studies	Science	Foreign Language
English III	Algebra II	US History	Physical Science	
English III DE	Advanced Math F/S (H)	US History (H)	Biology I	Spanish I & II
Business English	Algebra III DE	World Geography	Chemistry I (H)	French I & II
	Trigonometry DE	Psychology DE	Environmental Science	
	Financial Literacy			

Junior Elective Options—CIRCLE only three courses that interest you.

Please note that your counselor will try to accommodate your requests based on available course sections for the year.

ACT Prep	Child Development	Medical Terminology	SOLACC COURSES Business Office Technology Industrial Machine Shop (Precision Machining) Industrial Marine Electronics
Agriscience I	Cyber Society	Muli-Cultural Education	
Agriscience II	Computer Science	PE III Principles of Business	
Agriscience III	Digital Media I	Publications I (yearbook)	
Agriscience IV	Drones (<i>Must be 16 years old</i>)	Publications II (yearbook)	
Allied Health I	EKG I	Quest for Success Speech I	
Allied Health II	EMR	Survey of Arts	
Art I-IV (MCHS Only)	FACS I	Survey of Arts DE	
Band (Fall and Spring)	Fine Arts (DE)	Technical Math	
BCA	Food and Nutrition	VWE II	
Carpentry	Food Science	Welding	
	Foundations of Learning		
	JAG I, II, III, IV		
	JROTC I, II, III, IV		

Parents/Guardians and Students: Students who do not return a signed schedule form will have a schedule made for them. The student choices from this course selection sheet will be used to develop your school's master schedule. Your signature below indicates that you understand that course placement will be designed by the school counselor and your child's requests and received a copy of most recent IGP.

Parent Signature _____

Date: _____

Student Signature _____ **Date:** _____

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St. Mary Parish Scheduling Form – Seniors



St. Mary Parish Schools Scheduling Form (Seniors)				
Student Name: First & Last		PLEASE SELECT ONE OPTION: ☐ TOPS University Diploma ☐ JumpStart TOPS Tech Diploma		
Senior Core Course Options – Required				
English English IV English IV DE Business English	Math Advanced Math F/S (H) Algebra III DE Trigonometry DE Calculus (DE) Personal Finance DE Financial Literacy	Social Studies World History Western Civ (DE) Psychology DE African American Hist African-American Hist (DE)	Science Physical Science Biology II (H) Chemistry I (H) Chemistry II (H) Env. Science Physics	Foreign Language Spanish I & II French I & II Early Release Option Yes No
Senior Elective Options—CIRCLE up to three courses that interest you. Please note that your counselor will try to accommodate your requests based on available course sections for the year.				
ACT Prep Agriscience I Agriscience II Agriscience III Agriscience IV Allied Health I Allied Health II Art I-IV (MCHS Only) Band (Fall and Spring) BCA Carpentry Child Development	Cyber Society Computer Science Digital Media I Drones (<i>Must be 16 years old</i>) EKG I EMR FACS I Fine Arts (DE) Food and Nutrition Food Science Foundations of Learning JAG I, II, III, IV JROTC I, II, III, IV Medical Assistant	Medical Terminology Multi-Cultural Education PE III or IV Principles of Business Publications I (yearbook) Publications II (yearbook) Quest for Success Speech I Survey of Arts Survey of Arts DE Technical Math VWE II Welding	SOLACC COURSES Business Office Technology Industrial Machine Shop (Precision Machining) Industrial Marine Electronics	

Parents/Guardians and Students: Students who do not return a signed schedule form will have a schedule made for them. The student choices from this course selection sheet will be used to develop your school's master schedule. Your signature below indicates that you understand that course placement will be designed by the school counselor and your child's requests and received a copy of most recent IGP.

Parent Signature _____

Date: _____

Student Signature _____

Date: _____

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