


# 2026-2027
# ACADEMIC HANDBOOK
## HIGH SCHOOL

# MADISON-RIDGELAND ACADEMY

**Founded in 1969**

**Membership in and Accreditation by:**
Southern Association of Colleges/Schools (SACS)
Southern Association of Independent Schools (SAIS)
Mississippi Association of Independent Schools (MAIS)
Council on Educational Standards and Accountability (CESA)

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# MISSION

Madison-Ridgeland Academy is a college-preparatory Christian school committed to educating each student's mind, body, and spirit.

# VISION

Madison-Ridgeland Academy is committed to excellence in teaching the mind, reaching the heart, and inspiring servant leaders who will impact the world for Jesus Christ. To be a preeminent, distinctly Christian college-preparatory school committed to excellence in teaching the mind, reaching the heart, and inspiring servant leaders who will impact the world for Jesus Christ.

# ACADEMIC EXCELLENCE

Excellence in the pursuit of truth from a Christian worldview drives the academic program at Madison Ridgeland Academy. Classroom work is at the heart of the MRA experience. Passion for learning drives each student as he or she pursues truth, excellence and new personal levels of accomplishment. Students will emerge from each course with a deep understanding of the subject matter, the ability to think critically and creatively, and the confidence to take on greater challenges.

Our academic program focuses on the whole person and desires to help students develop their God given gifts and talents. Students develop a solid academic foundation in the core areas of literacy, writing, math, history and science. Engaging classes and opportunities in music, art, drama, foreign language, physical education, computer technology, clubs, service and sports provide avenues for the full participation of each child.

Examples of excellence abound with MRA students becoming National Merit Scholars and National Achievement award winners. Challenging Advanced Placement classes in six subject areas allow students to excel as they prepare to enter the colleges of their choice.

One of our strengths can be found in our enthusiastic, dedicated, and highly qualified faculty, staff, and administrators. Our teachers are lifelong learners who share a passion for knowledge, wisdom and, most importantly, a passion for Jesus Christ. Talented in their fields of expertise, they are committed educators who offer individualized attention and support to students in and out of the classroom. Our teachers do more than instruct; they also encourage, guide, mentor, and inspire their students to be the very best that God created them to be. .

# ACADEMIC HANDBOOK 2026-2027

This handbook is designed to provide important information to parents and students regarding curriculum, course offerings, graduation requirements, academic support services, testing, college and career counseling, and school policies pertaining to these things. As such it is a handy resource for use in selecting courses for the upcoming school year. Although every attempt has been made to be as accurate as possible, sometimes it is necessary to make a change in order to best meet student needs. Updates or changes can be found online at www.mrapats.org. We encourage all parents and students to become familiar with this handbook in order to make the most informed choices regarding course selection.

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# GRADUATION REQUIREMENTS

Class of 2026 and Class of 2027 are required to earn 24 credits in grades 9-12 for graduation. Only 2 non-academic credits will count towards the graduation requirements.

The Following Credits Are Required:

Math . . . . . 4 credits (including Algebra I, Algebra II, & Geometry)
Science . . . . . 4 credits (including Biology and Chemistry)
English . . . . . 4 credits
History . . . . . 4 credits (including; 1/2 MS Studies, 1/2 World Geography, 1 World, 1 U.S., 1/2 Government, & 1/2 Economics)
Foreign language . . . . . 1 credit (University Honors Track requires 2 years of foreign language)
Bible . . . . . 1/2 credit
Fine Arts . . . . . 1 credit
Health . . . . . 1/2 credit
Computer . . . . . 1 credit
Communication I . . . . . 1/2 credit

***NOTE: Students taking Algebra II, or Anatomy and Physiology in the 10th grade will not receive a weighted score.****
***All students will be required to satisfactorily complete one (1) of two (2) tracks of study.***
***Beginning with the class of 2022, students are required to earn 1 technology credit.***

| | University Track | University Honors Track |
|---|---|---|
| English | 4 | 4 |
| Math | 4 | 4 |
| Science | 4 | 4 |
| History | 4 | 4 |
| Electives | 4 | 3 |
| Languages | 1 | 2 |
| Non-Acad. | 2 | 2 |
| Fine Arts | 1 | 1 |
| **TOTAL** | **24** | **24** |

## SCALE AND GRADING ADJUSTMENTS:

| WEIGHT OF 1.025 | WEIGHT OF 1.05 | WEIGHT OF 1.10 |
|---|---|---|
| 6-8 Honors Sections | 3rd/4th Year Languages | AP Foreign Language |
| 9-12 Honors Sections | Physics | AP English |
| *[All courses taken in advance* | Trigonometry | AP American Govt. |
| *of their normal grade year and* | Pre-Calculus | AP Calculus |
| *not weighted Example: 7th* | Adv. Math | AP Social Studies |
| *grader taking Alg. 1 or a 9th* | Microbiology | AP Science |
| *grader taking geometry.]* | Genetics | All DC Courses |

***Beginning in the fall of 2025,*** any raw Honors or AP grade below 70 will not receive the weight described above. This policy is designed to maintain the academic rigor of Honors and AP courses while ensuring that grade weighting reflects a student's performance.

For the ***Classes of 2026*** and ***2027***, only two (2) non-academic credits will count toward the graduation requirement of 24 total credits. Non-academic credits include athletics, physical education, driver's education, and office duties. The academic counselors and principal will make this determination.

For the graduating ***Classes of 2026*** and ***2027***, the following non-required courses may count toward the total graduation requirement of 24 credits. These non-academic courses will be graded as either P (Pass) or FL (Fail). They will appear on a student's transcript but will not be included in the student's grade point average (GPA) calculation.

- Drivers Ed (0.5 credit)
- Office (0.5 credit)
- Athletics (0.5 credit)

Starting with the ***Class of 2028***, students must earn 22 academic credits to graduate and receive their diplomas. NOTE: These academic credit requirements are identical to those we currently use.

***Beginning with the graduating class of 2028*** and future classes, the following non-academic courses will no longer count toward the credit requirements for graduation. These courses will be graded as either P (Pass) or FL (Fail) and will not appear on a student's transcript.

- Drivers Ed
- Office
- Athletics

**Additional Scheduling Reminders**

1. No student can have two (2) Study Halls in the same semester.
2. All high school coursework completed in grades 6-8 will not earn high school credit.
3. University Honors and University Track will meet all major college requirements. Students are required to complete four (4) credits of English, four (4) credits of math, four (4) credits of science, four (4) credits of social studies, and six (6) credits of academic electives as a part of their required credits.
4. Students on the University Track must take Algebra I, Geometry, Algebra II, and a higher-level math; Biology I, Chemistry, and two (2) higher-level sciences. University Track students must complete at least one (1) year of a world language. **A student on University Track can graduate with Honors with a 93 or above cumulative academic average from MRA courses in grades 9-12.**
5. UNIVERSITY HONORS TRACK: Students must earn four (4) full credits in AP and/or Dual Credit courses. One (1) full credit must be earned before the senior year, and one (1) full credit must be earned from one of the following: AP History, AP/DC English, AP/DC Math, AP Science. University Honors Track must also earn two (2) credits of the same world language. The four (4) science credits must include a biology, a chemistry, and an honors/AP science credit from the courses listed below. Science courses that fulfill the University Honors Track: AP/DC Physics 1 & 2, AP Physics C, AP Environmental Science, AP/DC Chemistry, AP Biology, Honors Physics, Honors Genetics (semester course), Honors Microbiology (semester course). University Honors Track must also earn two (2) credits of the same world language.
    a. Graduation Distinctions for University Honors Track:
    **Honors**: 90-92.99 **Highest Honors:** 93 and above
    b. Only students enrolled in the University Honors Track will be eligible for Valedictorian and Salutatorian. A transfer student must have attended MRA for six (6) semesters to be eligible for Valedictorian and Salutatorian. Early graduation deems a student ineligible for these distinctions.
6. A maximum of two (2) classes can be taken in a single summer school session. This includes dual enrollment, online, and/or correspondence courses from an accredited high school. NOTE: This does not include credit recovery course work that may be necessary to fulfill graduation requirements. Students cannot take English, Science, or Math as a new course off campus without administrative approval.
7. To enroll or qualify for an honors class and/or an AP class, students must meet the following criteria:
    a. Teacher recommendation
    b. Established achievement test scores
    c. Established grade scores
8. To enroll or qualify for dual credit courses at MRA, students must meet the following criteria:
    a. Be classified as a sophomore, junior, or senior.
    b. Have a valid ACT score on file in the MRA guidance office.
    c. Minimum ACT composite score of 21 on file by July 1.
    d. Additional requirements for each course are defined below.
9. Requirements for the following honors, AP, or DC courses are as follows:
    a. AP Chemistry – Must have completed chemistry and Algebra II (Chemistry may be skipped with special permission from the Principal)
    b. AP Computer Science Principles - Must have completed Computer Application and 85+ final grade in Algebra I or completion of Algebra II.
    c. AP English Language & AP English Literature - Juniors/seniors who qualify for this course will have an 88 overall average in their high school English courses and adequate standardized test scores. AP Language is a junior-level course. AP Literature is a senior-level course.
    d AP Precalculus - Juniors/Seniors who excelled in Geometry and Algebra II and have a minimum ACT math sub score of 22 on file by July 1.
    e. AP Microeconomics - There are no prerequisites for AP Microeconomics. Students should be able to read a college-level textbook and should possess basic mathematics and graphing skills.
    f. DC Physics I - must have completed Honors Physics or AP Physics I and DC-Trigonometry.
    g. DC Physics II - must have completed DC Physics I.
    h. Dual Credit College Algebra - a minimum 21 sub-score in math on the ACT on file by July 1 and successful completion of Algebra II and Geometry.
    i. Dual Credit Statistics & DC Trigonometry- a minimum of 21 sub-scores on the math section of the ACT on file by July 1 and successful completion of Algebra II and Geometry.

j. Dual Credit Calculus I/II - a minimum 25 sub-score on the math section of the ACT on file by July 1 and successfully completing Trigonometry/Precalculus.
k. Dual Credit English Composition I - a minimum 21 sub-score in English AND reading on the ACT on file by July 1 and successful completion of English I, English II, and English III/Honors English III/AP English Language (for seniors only).
l. Dual Credit English Composition II - a minimum 21 sub-score in English AND reading on the ACT on file by July 1 in addition to either the successful completion of Composition I or received a minimum score of 3 on the AP Language and Composition AP exam Dual Credit Survey of American Literature- Receive a minimum score of 3 on the AP Language and Composition AP exam.
m. Dual Credit Introduction to Psychology - a minimum 18 composite on the ACT on file by July 1 and junior or senior level student.
n. Dual Credit Chemistry - must have completed Chemistry and Algebra II and have a minimum math ACT sub score of 22 and a minimum science reasoning ACT subscore of 23 on file by July 1.
o. Dual Credit American History Survey I - a minimum 21 subscore in English AND reading on the ACT on file by July 1, and successful completion of two (2) credits of social studies.
p. Dual Credit American History Survey II - a minimum 21 subscore in English AND reading on the ACT on file by July 1, and successful completion of Dual Credit American History Survey I.

- **Beginning with the class of 2027 and beyond, graduation requirements will now include one (1) Bible Credit.** Students must earn 24 credits on both University Honors and University Track. Only two (2) non-academic credits will count toward graduation requirements. Required electives: Health (1 semester), one (1) Bible credit, Speech (1 semester), one (1) Fine Art credit, one (1) Computer credit, and at least one (1) year of a World Language.
- University Honors and University Track will meet all major college requirements. ***Students are required to complete 4 credits of English, 4 credits of math, 4 credits of science, 4 credits of social studies, and 5 credits of academic electives as a part of their required credits.**
- ***University Track*** must take Algebra I, Geometry, Algebra II, and a higher-level math; Biology I, Chemistry, and 2 higher-level sciences. University Track students must also take 1 year of world language. **A student on University Track can graduate with Honors with a 93 or above cumulative academic average from MRA courses in grades 9-12.**
- ***UNIVERSITY HONORS TRACK***

  You must earn four (4) full credits in AP and/or Dual Credit courses. One (1) full credit must be earned prior to the senior year, and one (1) full credit must be earned from one of the following: AP History, AP/DC English, DC Math, AP Science. University Honors Track must also earn two (2) credits of the same foreign language. The four (4) science credits must include a biology, a chemistry, and an honors/AP science credit from the following courses:

  a. The four (4) science credits must include a biology, a chemistry, and an honors/AP science credit from the courses listed below. Science courses that fulfill the University Honors Track: AP Physics 1 & 2, AP Physics C, AP Environmental Science, AP Chemistry, AP Biology, Honors Physics, Honors Genetics (semester course), Microbiology (semester course). University Honors Track must also earn two (2) credits of the same foreign language. You must earn four (4) full credits in AP and/or Dual Credit courses.
  b. Graduation Distinctions for University Honors Track : **Honors:** 90-92.99 **Highest Honors:** 93 and above …
  c. Only students enrolled in University Honors Track will be eligible for Valedictorian and Salutatorian. *A transfer student must have attended MRA for six (6) semesters to be eligible for Valedictorian and Salutatorian. Early graduation deems a student ineligible for these distinctions.*

- All students: History must include Geography (1 full credit) , World History, American History, American Government, and Economics. Required academic electives include for the class of 2024-2026: (½) Health credit, one (1) Fine Art credit, one-half (½) Bible credit, one (1) Computer credit (can include Computer Apps from 8th grade), one (1) credit of World Language, (½) Communications credit. All students must take at least five (5) academic subjects. No student is allowed to have two (2) Study Halls in the same semester.
- A maximum of 2 classes can be taken in a single summer session. This includes dual enrollment courses, online courses, and/or correspondence courses from another accredited high school. NOTE: This does not include credit recovery coursework that may be necessary to fulfill graduation requirements. Students cannot take English, Science or Math as a new course off campus without administrative approval.
- To enroll or qualify for an honors class and/or an AP class, students must meet the following criteria:
  a. Teacher recommendation b. Established achievement test scores c. Established grade scores
- To enroll or qualify for dual credit courses at MRA, students must meet the following criteria:
  a. Be classified as a sophomore, junior or senior b. Have a valid ACT score on file in the MRA guidance office
  c. Minimum ACT composite score of 21 d. Additional requirements for each course are defined below
- MRA offers online courses in partnership with SevenStar, a nationally accredited online Christian school. SevenStar holds accreditation with Cognia and is approved by the NCAA, Collegeboards, and California Regents. Students must have written permission on file in the high school office to enroll in SevenStar courses.

## ADDITIONAL REQUIREMENTS

- Service-Learning Program- students are required to earn 10 hours of service per year that they are enrolled at MRA in 9-12.
- Sophomores are required to take the ACT either December or April of their sophomore year or June after their sophomore year. Juniors are required to take the ACT State/District weekday testing in March/April. Seniors are required to have an ACT score on file before graduation.

## CLASSIFICATION OF STUDENTS

Students attending MRA will be classified according to the number of credits earned toward graduation as follows:

- Freshmen – students promoted from the eighth grade
- Sophomores – students who have completed 6 units of work
- Juniors – students who have completed 12 units of work
- Seniors – students who have completed 18 units of work
- All high school course work taken as student in grades 6-8th will NOT receive high school credit.

Each student in grades 6-8 must pass English, math, and science, & failure to meet the above requirement(s) will result in retention for one year. If a student fails the same grade two consecutive years, the Administration reserves the right to determine promotion and retention. In grades 6-8 all math, English, and science course work must be taken at MRA; any exceptions must be approved by the Administration. Any remedial coursework must be approved by the Administration before the class begins. Remedial work completed in summer school may be accepted at the discretion of the Administration.

# ACADEMIC INFORMATION AND POLICIES

## GRADING SYSTEM

Standard grades at MRA are as follows:
A 90 – 100
B 80 – 89
C 70 – 79
F 69 and below

The lowest passing grade is 70. Numerical grades will be recorded on report cards and on permanent records.

The marks for daily homework, participation, class work, and tests are combined to determine each nine (9) weeks grade. No nine weeks tests will be administered. The two nine weeks grades will count as (3/4) of the semester grade and the semester examination will count (1/4) of the semester grade. The yearly average will be determined by averaging the first semester grade with that of the second semester grade.

## DETERMINING GPA

Only semester academic class averages are used to determine GPA. MRA uses unweighted GPAs. The following chart is used to determine GPA.

| A+ | GPA | A's | GPA | B's | GPA | C's | GPA |
|---|---|---|---|---|---|---|---|
| 110 | 4.992 | 99 | 4.9 | 89 | 3.9 | 79 | 2.9 |
| 109 | 4.991 | 98 | 4.8 | 88 | 3.8 | 78 | 2.8 |
| 108 | 4.99 | 97 | 4.7 | 87 | 3.7 | 77 | 2.7 |
| 107 | 4.98 | 96 | 4.6 | 86 | 3.6 | 76 | 2.6 |
| 106 | 4.97 | 95 | 4.5 | 85 | 3.5 | 75 | 2.5 |
| 105 | 4.96 | 94 | 4.4 | 84 | 3.4 | 74 | 2.4 |
| 104 | 4.95 | 93 | 4.3 | 83 | 3.3 | 73 | 2.3 |
| 103 | 4.94 | 92 | 4.2 | 82 | 3.2 | 72 | 2.2 |
| 102 | 4.93 | 91 | 4.1 | 81 | 3.1 | 71 | 2.1 |
| 101 | 4.92 | 90 | 4.0 | 80 | 3.0 | 70 | 2.0 |
| 100 | 4.91 | | | | | | |

## SCHOLARSHIP RECOGNITION

**Headmaster's List** will include students with at least an overall average of 93 in all academic subjects and who have no unsatisfactory marks on work, study, and social habits. A pupil cannot be on the Headmaster's List if he/she has any grade below 90.

**Principal's List** will include students with at least an overall average of 88 in all academic subjects and who have no unsatisfactory marks on work, study, and social habits. A pupil cannot be on the Principal's List if he/she has any grade below 85.

**Honor Roll** will consist of those students who have an overall grade average of at least 80 in their academic subjects and who have no unsatisfactory marks on work, study, or social habits. A pupil cannot be on the Honor Roll if he/she has a failing grade in a subject.

## VALEDICTORIAN AND SALUTATORIAN

Only the top two students in the graduating class shall receive a class ranking. The student with the highest numerical grade average shall be recognized as the Valedictorian, and the student with the second highest numerical grade average shall be recognized as the Salutatorian. Only students completing University Honors Track will be eligible for Valedictorian and Salutatorian. A student must have completed 6 semesters of high school curriculum at MRA to be eligible for Valedictorian or Salutatorian. Early graduation deems a student ineligible for these distinctions.

## CLASS RANK

MRA does not report class rank (except to determine Valedictorian and Salutatorian). Class rank does not accurately communicate the student's ability in our selective, college preparatory program. Many quality colleges, universities, and scholarship programs understand this and are used to having "no ranking" for students from strong, college preparatory programs and home school students. If some communication of a student's comparison to peers is absolutely necessary, the High School Head must give approval, and the minimal amount of information possible will be communicated to the organization (for example, saying the student falls in the top 20% is preferable if a comparison is essential.)

## REPORTING OF STUDENT PROGRESS

Progress reports are not issued during the 9 weeks grading period, but parents do have access to their students' grades on a daily basis within Veracross. Report cards will be posted to student and parent Veracross accounts at the end of each nine (9) week grading period. Parents may log on to www.MRApats.com for grades, absences, discipline, etc. at any time. For parents or students who are having difficulties logging on, please contact techsupport@mrapats.org.

## SEMESTER EXAMS

Semester exams represent 25% of the semester grade. The schedule for high school exams is posted on our website and posted on the master school calendar. We expect all students to sit for exams at the established times. Only in extenuating circumstances (illness, for examples) do we allow students to take exams at times other than as stated on the exam schedule. Approval must be granted in these cases.

## FAILURES

In the event that a student fails a course, it is the responsibility of the family to contact the Counseling Department to discuss arrangements to ensure enough credits for graduation. Non-MRA courses must have prior approval to make-up the credit. Any courses taken to recover credit for failures will be shown on the transcript. The failed course will not be removed from the transcript.

## REPEATING A COURSE

All courses taken will be reflected on student transcripts. Students are permitted to retake a course if the grade is below 70%. Earning a better grade does not eliminate the first grade. In the case a lower grade is earned when a course is repeated it will also be reflected on the transcript.

## OUTSIDE CURRICULUM

All outside curriculum coursework (online/distance learning) must be approved by the Administration before the class begins. Failure to do so may result in no credit toward graduation requirements at MRA. Only two summer school credits may be applied to establishing athletic eligibility and may be applied for credit during one summer. Students are reminded that all English courses taken for the first time must be taken at MRA. Students are also reminded that only four (4) new outside curriculum courses will be applied for credit toward graduation. It is the student's responsibility to know how many outside curriculum credits you have attained. Note: This does not include credit recovery course work that may be necessary to fulfill graduation requirements.

Students transferring to MRA with letter grades and all outside curriculum course work will be converted to the following scale on the MRA transcript: A+ = 100, A = 95, A- = 90, B+ = 89, B = 85, B- = 80, C+ = 79, C = 75, C- = 70, and F = 67.

NOTE: The Administration of MRA reserves the right to adjudicate any course work that the school cannot schedule or offer at the appropriate high school level. In addition, special consideration (exception) may be made for any student with a documented learning disability to enroll in new course work.

## PERMISSION FORM ON FILE

In order to earn high school credit for any course work taken outside of MRA, a student MUST have a permission form on file in the guidance office listing the course work and the accredited school where the course is to be taken along with signatures from the High School Head and counselor. This work includes but is not limited to online courses, correspondence courses, courses taken at an accredited high school, etc. At the issuance of permission from MRA, the student must declare whether the course is for new credit or credit recovery.

## ACADEMIC INTEGRITY

Grades for course work taken outside of MRA will be calculated into the student's cumulative grade average. However, these grades will NOT be used for consideration of Valedictorian, Salutatorian, Highest Honor Graduate, Honor Graduate, National Honor Society, or Mu Alpha Theta.

## MAIS ELIGIBILITY FOR ATHLETICS

To be eligible for the first semester of a school year: A student must have accumulated four (4) major units (credits) the previous academic year. (Previous academic year is interpreted to be a complete year or any part of a school year in which a student is enrolled at either a member school or a non-member school).

Students Eligible At Beginning of School Year - Any student athlete eligible at the beginning of the new school year shall be eligible for the entire school year.

To be eligible for the second semester of a school year: A student-athlete who is ineligible the first semester could become eligible the second semester if he or she passed four (4) major subjects during the first semester of that same academic year.

## MRA ELIGIBILITY FOR ATHLETICS

No student will be permitted to participate in inter-scholastic contests for more than four (4) years after entrance into 9th grade. He/she shall not be permitted to participate in inter-scholastic contests if he/she has reached the age of 19 prior to August 1st.

Students are required to maintain a 76 and above average in all academic subjects if they are to remain eligible for extra-curricular activities. Student averages will be checked at 3-week intervals and at the end of each 9-week grading period. Any student not maintaining an overall 76 average, at the aforementioned intervals, will be placed on probation. Any student on probation, and not maintaining an overall C average during the next grading interval, will be ruled ineligible for games. Eligibility can be regained by acquiring an overall 76 average during the next or any following 3 week grading period. In order to be eligible for the next school year, students must pass 4 major subjects for the year.

A student who is absent from school all day on the day of an inter-scholastic contest will be ineligible to participate. If a student is absent four (4) periods or less, an excused must be given to be eligible to participate. A student missing over four (4) periods, but yet attends school, will be eligible if a doctor gives approval to the High School Head. The Administration retains the right to review special cases and to grant exceptions in cases of extenuating circumstances.

## TRANSCRIPT AND REPORT CARD RELEASE

Report cards and transcripts will be not released unless satisfactory arrangements have been made with the business office concerning financial obligations.

## REQUESTING A TRANSCRIPT

All requests for transcripts must be made to the Counseling Department. It is recommended that requests be made 2 weeks prior to the date the transcript is needed to allow for processing time. We cannot guarantee a transcript with fewer than 3 days notice. MRA has moved to electronic transcripts, which is preferred by most colleges and universities. With this new technology, confirmation emails are sent to the student that transcript has been sent by MRA and transcript has been received and opened by someone at the college or university.

## ADVANCED PLACEMENT COURSES

Students enrolled in advanced placement courses will be required to take the AP exam to receive credit for the course at MRA. Note to Seniors: Many times one or more AP exams occurs after graduation. You will be required to take the exam and your diploma will be held until the test is completed. The 2020 typical fee for each exam is $105.00.

# MRA HIGH SCHOOL EXAM EXEMPTION POLICY

To encourage academic excellence, responsibility, and consistent classroom engagement, Madison-Ridgeland Academy offers students in grades 9-12 the opportunity to be exempt from final exams in core courses if they meet specific criteria. A "Final Exam" is defined as the exam that occurs at the end of the semester for a one-semester course and at the end of the second semester for a full-year course.

## Eligible Courses for Exemption

Exams will only be administered in the following core academic areas for grades 9-12:

- English
- Math
- Science
- Social Studies
- World Language

## Eligibility Requirements

Exam exemptions are granted on a per-class basis and apply to both full-year and one-semester courses. To qualify for exemption in a course, students must meet the following criteria:

**SENIORS:**

- A Cumulative Academic Average of 90 for the entire course with no in-school or out-of-school suspensions; or
- A Cumulative Academic Average of 85 for the entire course with the following conditions: Have been absent five (5) days or less for a full-year course or three (3) days or less for a one-semester course
  - Certain absences are eligible for exclusion from the total. All documentation must be submitted to Student Services within three (3) school days of the student's return to campus in order for the absence to be excluded:
  - School-related absences (including college visits wherein the college visit form and documentation have been submitted, students are strongly encouraged to submit prior to attending when possible)
  - Medical appointments related to surgery (documentation is required from the doctor's office)
  - Physical therapy - not to exceed three (3) days in any single class (documentation is required from the doctor's office)
  - Illnesses under a doctor's care (documentation is required from the doctor's office)
  - Bereavement - Students are allowed up to three days of excused absence for the death of an immediate family member. Additional days may be considered on a case-by-case basis.
  - Have no detention hours due to tardiness during the entire school year or 1st semester for fall semester courses.
  - Have no more than five (5) detention hours during the entire school year (No distinction for a spring semester course) or no more than three (3) detention hours for a 1st semester course; and
  - Have no In-School or Out-of-School Suspensions during the entire school year.

**GRADES 9-11:**

All students in grades 9-11 have the opportunity to be exempt from exams during the 2nd semester on a per-class basis. This will include one semester courses taken in the spring. Exemptions will be based on grades, attendance, and behavior during the entire school year. Students in grades 9-11 who meet the following criteria will be exempt from taking 2nd semester exams on a per-class basis:

- A Cumulative Academic Average of 90 for the entire year
- Have been absent five (5) days or less for a full-year course or three (3) days or less for a one-semester course
- Certain absences are eligible for exclusion from the total. Documentation must be submitted to the Student Services within three (3) school days of the student's return to campus in order for the absence to be excluded:
  - School-related absences (including college visits wherein the college visit form and documentation have been submitted, students are strongly encouraged to submit prior to attending when possible)
  - Medical appointments related to surgery (documentation is required from the doctor's office within three days of the absence)
  - Physical therapy - not to exceed three (3) days in any single class (documentation is required from the doctor's office)
  - Illnesses under a doctor's care (documentation is required from the doctor's office)
  - Bereavement - Students are allowed up to three days of excused absence for the death of an immediate family member. Additional days may be considered on a case-by-case basis.
- Have no detention hours due to tardiness during the entire school year;
- Have no more than five (5) detention hours during the entire school year; and
- Have no In-School or Out-of-School Suspensions during the entire school year.

**Important Considerations Grades 9-12**

- Detentions and ISS/OSS infractions apply to the entire school year. Detention hours and ISS/OSS stipulations apply for the entire year, regardless of whether one-semester courses are taken in the spring. For example, if a child exceeds the detention hour limits in the first semester, he/she would not be eligible to be exempt in a spring semester course.
- Exemptions are granted on a per-course basis. A student may be exempt from some exams but required to take others based on individual course eligibility.
- Exemptions do not apply to Advanced Placement (AP) exams or dual credit courses.

*This policy is designed to reward students for their academic achievements, personal responsibility, and consistent adherence to school policies. We appreciate the cooperation of students and parents in upholding these standards.*

## ACHIEVEMENT TESTS

Throughout the year various achievement tests are administered by MRA. The Stanford is required for 6th – 7th graders, ACT Aspire test is required for 8th-10th graders and the PSAT is required for 10th and 11th graders. If any additional achievement tests are administered at MRA, that grade level will be required to take the designated achievement test.

# SCHEDULING

## SCHEDULE CHANGE

Students and parents should carefully consider courses selected for the upcoming school year. We strongly encourage reading course information in its entirety as well as speaking with teachers regarding which classes would be best. Students are allowed to request a schedule change for up to 2 weeks after a course begins. After the drop/add date, students will not be allowed to change classes unless new and unforeseen factors develop that merit such a change such as a family emergency or illness. Students who are allowed to drop because of these factors will receive WP (Withdraw Passing) or WF (Withdraw Failing) on their transcript indicating that a course was begun but not finished. It is required that the parent and student speak with the teacher of the class to be dropped as part of the schedule change process once classes begin. In some cases it is also necessary to speak with the teacher of the class to be added.

## SELECTING COURSES

MRA offers a rich array of courses designed to prepare our students well for college and for life. We desire that students be good stewards of their academic gifts and try to achieve the best balance possible in regard to course load. Academically speaking, a student is most successful and most content when his or her academic load is a good fit with personality, ability, availability, and future goals. We encourage families to discuss and consider the following during the course selection process:

**Prerequisites:** Enrollment in some courses requires previous specified coursework and/or a particular grade, completion of student application, or teacher recommendation. In the event that a student does not meet the criteria for entrance and desires to petition that an exception be made, he or she may do so by appealing through the venue established by the department in which the course is taught.

**Counsel of Teachers:** Often present and former teachers are the best resources for knowing a student as a learner. Their input can be invaluable.

**Time Management for Honors and AP Coursework:** It is important to consider how much time a student is able to devote to coursework outside the classroom in choosing honors and AP courses, especially if the student is involved in time-consuming after school activities. It is recommended that students desiring to take more than two (2) honors or AP classes consult with teachers regarding the workload and amount of time required for each course. It is also important to know that AP courses are college-level courses and require a heavier load of independent work.

# COLLEGE CREDIT OPPORTUNITIES AT MRA

There are two ways to earn college credit while attending MRA. Each of the ways has its advantages and disadvantages. Below is general information about the two options.

## ADVANCED PLACEMENT

MRA offers 14 Advanced Placement courses and the opportunity to earn college credit by taking Advanced Placement examinations at the end of the year.

Advanced Placement courses are taught by MRA faculty who have had AP Institute training and have strong backgrounds in the areas being taught. The courses are college level and follow the specific directions of Advanced Placement for sequence and content, focusing on preparing students for AP examinations. Students must meet requirements to take the college level AP courses, maintain strong grades to stay in the class, and have the privilege of taking the end of year examination.

Credit for Advanced Placement is assigned by colleges and universities according to their standards and depending solely on the score a student makes on the AP examination (it is good to check ahead of time with receiving colleges about their policies related to issuing credit for AP examinations). Generally, colleges give varying amounts of credit for scores of 3 or higher, although this varies from college to college. While credit depends on the score of the one test according to the standards of a college, the cost of AP is less than concurrent enrollment. (The cost to take an AP exam is around $105, concurrent classes cost around $105 per hour of credit, so a one semester course at 3 hours of credit would cost around $300.)

## DUAL ENROLLMENT

It is possible for a senior student to arrange his or her MRA schedule in a way that the student can take a regular course at an institution of higher learning or community or junior college. if enough high school credits have been earned towards graduation by senior year. Students are required to be on the MRA campus for all community times (such as activity period, chapel, class meetings, etc.) These times typically happen in the morning. Therefore, we require students to consider only courses that meet in the afternoon or evening. We will do our best to help a student arrange his or her schedule to make this work, and while it usually can work, sometimes schedules don't allow the option.

The college class can replace one class at MRA, and the student normally receives three-hour college course credit. MRA tuition is not reduced for this provision. While this option is sometimes hard to make work due to schedules, driving, and missing school activities, it has proven to meet the needs of some students.

Student must meet the requirements to become a dual enrolled. Eligible students are those who have completed a minimum of fourteen (14) core high school units or have attained junior/senior status, students who have a 3.0 GPA on 4.0 scale with a minimum 20 ACT composite score, and students who have an unconditional written recommendation from their High School Head and/or guidance counselor are eligible for dual credit.

## DUAL CREDIT

"Dual credit course" means a post-secondary level course offered by a state institution of higher learning or community or junior college, which, upon successful completion, qualifies for academic credit in both the post-secondary institution and public high school. Students who are eligible to take dual credit classes at MRA will have an unweighted letter grade sent to the college/university and will receive a 1.10 weight on their MRA grade average.

It will be the student's responsibility to transfer the completed dual credit coursework to the college of their choice through the college/university's transcript request process.

**MRA requirements for students earning dual credit:**

1. Student must meet the requirements to become a dual enrolled student as stated previously.
2. A "B" average or higher must be earned through the university and/or community college on the first two (2) approved dual credit courses in order to continue the dual credit program.
3. One-half (1/2) Carnegie credit will be earned at MRA for one semester three (3) hour course successfully completed through the university/community college.

# 2026-2027 DUAL CREDIT FAQS

*During the 2025-26 academic year, MRA will mark its 10th year of offering the dual credit program in collaboration with Mississippi College. Additionally, we will begin partnering with Belhaven University this upcoming year, which will enable us to expand our dual enrollment course options.*

**WHAT IS DUAL CREDIT?** Dual credit courses are post-secondary-level courses offered by a state institution of higher learning or community college. Students who successfully complete these courses qualify for academic credit in post-secondary institutions and public/independent high schools.

**WHO IS ELIGIBLE FOR DUAL CREDIT?** Students are eligible if they have earned at least 14 high school credits (typically juniors and seniors), have a minimum 3.0 GPA on a 4.0 scale, and have achieved the required ACT scores. The eligibility requirements are not intended to limit students; they are designed to ensure students are prepared and protected from taking a course they may not yet be ready to take. It is important to remember that these are college-level courses taught by MRA dual credit teachers, who are also adjunct college instructors, and the expectations are high.

**WHAT ARE THE BENEFITS OF DUAL CREDIT CLASSES?** Dual credit classes allow students to experience college-level coursework while still in high school. Students can earn college credit from an accredited institution, which can transfer to many colleges after graduation. This opportunity provides significant cost savings and gives students a head start on their college careers.

**WHAT DUAL CREDIT CLASSES WILL BE OFFERED, AND WHAT ARE THE PREREQUISITES?** The following courses will be offered for the upcoming school year. Should additional courses become available, students & parents will be notified via email.

**Dual Credit** Offered Through Mississippi College & Belhaven University:

**English Composition I** (3 credit hours) seniors only
ACT subscore ≥ 21 in English or reading Successful completion of English I, English II, and either English III or AP English Language

**Survey of American Literature** (3 credit hours) seniors only
ACT subscore ≥ 21 in English or reading ***OR*** Passing score of a 3 on the AP Language & Composition exam.

**English Composition II** (3 credit hours) seniors only
Successful completion of English Composition I or an AP English Language exam score ≥ 3

**Calculus I** (3 credit hours)
ACT subscore ≥ 25 in math. Successful completion of Trigonometry and Pre-Calculus

**Calculus II** (3 credit hours)
Successful completion of Calculus I

**Statistics** (3 credit hours)
ACT subscore ≥ 21 in math. Successful completion of Geometry and Algebra II

**College Algebra** (3 credit hours)
ACT subscore ≥ 21 in math. Successful completion of Geometry and Algebra II

**Trigonometry** (3 credit hours) sophomores, juniors, & seniors
ACT subscore ≥ 21 in math or a B average & successful completion of Algebra II and Geometry.

**Introduction to Psychology** (3 credit hours) juniors & seniors only
ACT composite score ≥ 18 and a 3.0 average. Students must meet general admission requirements for Mississippi College. This class is limited to 50 students.

**Dual Credit Physics I** (3 credit hours)
ACT math subscore ≥ 22 and an ACT science reasoning subscore ≥ 23, on file by July 1.
Successful completion of DC Trigonometry and Honors or AP PreCalculus.

**Dual Credit Physics II** (3 credit hours)
Students must have successfully completed DC Physics I

**Chemistry** (4 credit hours) *This is a two-semester course.
ACT subscore ≥ 22 in math and an ACT subscore ≥ 23 in science reasoning, on file by July 1. Successful completion of Algebra II & Chemistry

**American History Survey I** (3 credit hours)
ACT SUBSCORE > 21 IN English or reading. Successful completion of two (2) credits of social studies

**American History Survey II** (3 credit hours) ACT SUBSCORE > 21 IN English or reading
Successful completion of Dual Credit American History Survey I

## QUESTIONS ON GRADING SPECIFICS/ COLLEGE CREDIT

**HOW ARE DUAL CREDIT CLASSES DIFFERENT FROM AP CLASSES?** AP courses are high school courses designed to prepare students for college-level coursework and transition into the rigor of college-level courses. Students take an exam upon completion of an AP course for $94 per exam. The score on that exam determines if a student will receive any college credit in that subject. Dual credit courses do not depend on the score of an end-of-course exam; the unweighted grade the student earns in the class will appear on their college transcript.

**WHAT IS THE GRADING SYSTEM FOR DUAL CREDIT CLASSES?** MRA instructors will send an unweighted letter grade (A, B, C, D, F) to the college/university for the midterm and the final. For the MRA transcript, a 1.1 weight will be included in the final grade average of the class.
Important Note: Midterm and final grades for dual credit courses will be posted in VeraCross, but daily assignments and grades will not be visible in the student's VeraCross portal. Students will be able to keep up with their grades throughout the semester, but it will be up to them to monitor their current average. This serves as a good transition to the college grading system.

**HOW DO COLLEGES CALCULATE DUAL CREDIT CLASSES INTO GPA, AND WHAT IF I DON'T WANT MY DUAL CREDIT GRADE TO BE SENT TO MY COLLEGE?** Each college or university has its own method for calculating GPA. It is important to contact your prospective schools to understand their specific policies regarding college courses taken outside of their university. Note that students cannot choose which dual credit classes are sent from Mississippi College or Bellhaven University to their college of choice upon graduation from MRA. All dual credit courses will appear on the student's college/university transcript. The student/parent is responsible for finding out information on their intended college's GPA policies and transcript credit data.
***Important Note:*** As of Spring 2024, if a student qualifies for financial aid through the Mississippi Eminent Scholars Grant (MESG) by achieving a super score of 29 on the ACT and maintaining a 3.5 GPA, the student' dual credit GPA will be factored into their eligibility for financial aid as a college student after their freshman year of college.

**WHAT GRADES WILL I RECEIVE DURING THE CLASS?** Since a dual credit class is an actual college course, fewer grades will be recorded throughout the semester than a standard high school class. Some courses may only have three tests during the semester. It is important that the student adequately prepares for tests and completes the assigned work.

**HOW DO I GET MY COLLEGE CREDIT HOURS SENT TO THE COLLEGE I WILL BE ATTENDING AFTER HIGH SCHOOL?** The student will be responsible for contacting the college registrar to request a transcript be sent to the college of their choice. There will be a charge to send your transcripts from Mississippi College or Bellhaven University. This can be done online.

**I KNOW MY COLLEGE WON'T ACCEPT THE DUAL CREDIT COURSES; SHOULD I EVEN TAKE THE COURSES?** While it's rare, some colleges and universities may not accept dual credit courses if their programs require students to take their version of a specific course. However, we always assure students that taking a dual credit course is never a waste of time or money. Our program helps prepare graduates to succeed on college campuses nationwide, equipping them with essential skills like student ownership, time management, handling course loads, and understanding grading policies. Please note: It is the responsibility of the student and their family to research whether the colleges they are considering will accept dual credit coursework.

## QUESTIONS ON COST/FINANCIAL AID

**WHAT IS THE COST OF A DUAL CREDIT CLASS?** Dual credit classes through MS College are priced at $200 per 3-hour credit, plus additional fees for technology and textbooks. Textbook costs may vary. For comparison, the estimated tuition costs for a typical semester (averaging 12-18 credit hours) at other institutions across the state (not including tech & other student fees) are as follows:

| | | |
|---|---|---|
| Millsaps College- $20,875 | Delta State- $4,217.50 | MS College- $10,500 |
| MS State- $5,026 | Southern MS- $4,754.00 | University of MS- $4626 |

***Savings example:*** A student who enrolls in MRA's dual credit program during their senior year and takes English Composition I & II, along with College Algebra & Statistics, will pay approximately $800 in tuition for 12 credit hours. This is a significant savings compared to the cost of a semester of college credit at one of the in-state universities listed above.

## LOAD AND COURSE EXPECTATIONS

It is rare for a student to manage well more than 2 AP courses per year. AP courses are college courses requiring independence, good organization, and skill and ability in the subject area. It is important that students requesting AP courses understand they will be required to be independent learners and must be able to grapple with difficult concepts independently while completing homework and preparing for tests, quizzes and projects. Reading and understanding material from textbooks that may not be discussed in class is an essential skill.

## AP EXAMS

Students will take a practice AP Exams throughout the year in each class. Students will be required to take the AP exam in May for each AP in which they are enrolled. The charge is approximately $100 per AP exam and is billed during the early part of the second semester.

# COLLEGE AND CAREER

Our Department of College and Career Guidance is designed to help students launch into the next phase of life after high school. As such it oversees the varied components of college planning, applications, the admissions process, testing preparation, financial aid, scholarships, aptitude and career testing, and other areas related to the college process. Please, contact our College Guidance office if you have any questions or desire more information about any of the topics listed.

## PSAT/NMQT

This test is given each October to all 9th Honors English students, 10th and 11th graders. It measures reading, math reasoning, and writing skills that are important for successful academic performance in college. The test is sponsored by the College Board and allows students access to free college planning materials upon receiving their scores in December. The test determines national Merit scholarship participants for juniors. For more information or additional resources on the PSAT, please contact our Director of College and Career Guidance. See also the College Board website at www.collegeboard.org.

## ACT

The ACT test contains four curriculum-based, multiple choice tests that measure academic achievement in the areas of English, mathematics, reading, and science, as well as an optional writing test, for which students complete an essay. All students must take the ACT or SAT in order to apply for college entrance and as a graduation requirement from MRA. It is recommended that students take the test for the first time in their 10th or early 11th grade year. For more information or additional resources on the ACT test or preparation for the exam, contact our Director of College and Career Guidance. Also see www.act.org.

## PREACT

PreACT is an assessment system that measures academic achievement in English, math, reading, science, and writing in grades 3-10. ACT Aspire is linked to the ACT College and Career Readiness Standards, research-based information that makes test results meaningful by connecting a student's ACT Aspire score to specific skills and knowledge important for college and work success. Teachers can use this information to address areas for improvement, build on strengths, and most importantly-impact your child's potential.

## SAT

The SAT assesses how well students analyze and solve problems—skills learned in school that are needed in college. The SAT test consists of critical reading, mathematics, and a writing component. It is not uncommon for selective schools to require the SAT II subject tests as part of the admissions process. For more information or additional resources see www.collegeboard.com.

## ACCOMMODATIONS FOR ACT, PSAT, SAT, AND AP EXAMS

Parents wishing to request standardized testing accommodations such as extended time for their child on the ACT or College Board tests (PSAT, SAT, or AP ) must contact the school's special testing coordinator. ACT and College Board require specific documentation with a diagnostic reference number to be able to request testing accommodations. Testing documentation must be current (within three years) and an accommodation plan must have been in place for the past 3 years. Parents will need to submit all the required documentation at least 8-10 weeks before the actual test date to the school's special testing coordinator. All testing accommodations requested will be approved or denied by ACT or College Board.

## COLLEGE PROCESS

The Department of College and Career Guidance helps families navigate admission to college. We plan individual appointments with each junior in the spring to talk specifically about things to do before graduation such as appropriate testing and test preparation, financial aid opportunities, needed coursework, campus visits, resume structuring, etc. Our desire is to connect you with the resources needed to make informed decisions in the college process. Individual help is always available for students and parents in the college process.

## FINANCIAL AID

We are a resource for connecting families with financial aid and scholarship opportunities and to explain how to apply for financial aid. It is important for parents and students to start this process early in the senior year in order to benefit from colleges' available resources, as funds are often dispensed by chronological request.

## COLLEGE FAIRS/COLLEGE REP VISITS

Each fall MRA hosts a college fair assembling representatives from different schools from around the state and southeast. In addition, MRA hosts many college reps during activity period and after lunch in both the fall and the spring. Information about these fairs and visits, as well as beneficial questions to ask the college representatives, will be given out early in the school year to both parents and students.

## COLLEGE GUIDANCE EMAIL NEWSLETTERS

A monthly digital newsletter is emailed to all high school students and families. Parents may find it helpful to store these documents in an electronic folder for future reference as they contain information about upcoming events and deadlines.

## CAREER EXPLORATION PROGRAM

The purpose of this program is to expose junior and senior students to multiple career opportunities that fit their interest and aptitude. The goal of this effort is to assist students with determining their college major as well as choosing the best college in which to pursue their career choices. Professionals from the community will be invited to participate in this program.

## COLLEGE VISIT AND CAREER DAYS

College Days will be recorded as School Related Activities. Seniors will be allowed to take 3 college days during the school year, and juniors will be allowed to take 2 college days. As part of the C-Explore program, seniors will also be allowed to take 2 Career Days to shadow a professional for a day in the student's area of interest.

# ENGLISH

** 4 academic credits of English are required for graduation*

## COLLEGE PREP ENGLISH I (1 academic credit)

**Prerequisite:** 8th Grade English

**Textbook:** Warriner's English Composition and Grammar, Fifth Course, Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

English I is a survey of literature emphasizing the application of basic literary elements and reading across a broad range of genres and types. There is also an emphasis upon grammar usage and application, writing skills, and critical reading and thinking skills. Literary analysis based writing will be a focus of the course as students continue to grow in their ability to construct meaningful, organized essays. From a literary standpoint, this course focuses primarily on the study of longer works of literature, including Of Mice and Men, Lord of the Flies, Romeo and Juliet, and The Turn of the Screw to name a few. A heavy focus on Greek Mythology will also occur in the course, with students reading excerpts from Edith Hamilton's Mythology. Poetry and shorter works of fiction and nonfiction will be paired with the novels, and a poetry unit will allow students to have an in-depth look at poetic verse.

## HONORS ENGLISH I (1 academic credit)

**Prerequisite:** 8th Grade English, honors course requirements being met (as determined by MRA's academic guidelines)

**Weight:** 1.025

**Textbook:** Warriner's English Composition and Grammar, Fifth Course, Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

Students participating in Honors English I will be challenged with all of the goals and objectives of College Prep English I, while adding complexity through the study of additional texts and application and assessment of skills. Honors English I is a survey of literature emphasizing the application of basic literary elements and reading across a broad range of genres and types. There is also an emphasis upon grammar usage and application, writing skills, and critical reading and thinking skills. Literary analysis based writing will be a focus of the course as students continue to grow in their ability to construct meaningful, organized essays. From a literary standpoint, this course focuses primarily on the study of longer works of literature, including Of Mice and Men, Lord of the Flies, Romeo and Juliet, and The Turn of the Screw to name a few. A heavy focus on Greek Mythology will also occur in the course, with students reading excerpts from Edith Hamilton's Mythology. Poetry and shorter works of fiction and nonfiction will be paired with the novels, and a poetry unit will allow students to have an in-depth look at poetic verse.

## COLLEGE PREP ENGLISH II (1 academic credit)

**Prerequisite:** English I

**Textbook:** Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

College Prep English II is an in-depth study of American literature from colonial times to the modern era. The course takes a chronological approach to the study of American literature, with units including: Literature of the New World, Literature of Colonial America, Rhetoric of Revolution, Identity and Individualism, Division and Expansion, The Harlem Renaissance, and Modern Fiction, Drama, and Poetry. Additionally, students will study three full-length works, reading, discussing, and analyzing The Great Gatsby, To Kill a Mockingbird, and Death of a Salesman. Though other modes of writing are utilized, research based writing is a heavy focus as students learn to navigate databases, evaluate source credibility, and document source use through MLA Style. Critical reading skills and critical writing skills are an integral part of the formative and summative assessment in the course.

## HONORS ENGLISH II (1 academic credit)

**Prerequisite:** English I, honors course requirements being met (as determined by MRA's academic guidelines)
**Weight:** 1.025

**Textbook:** Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

Students participating in Honors English II will be challenged with all of the goals and objectives of College Prep English II, while adding complexity through the study of additional texts and application and assessment of skills. Honors English II is an in-depth study of American literature from colonial times to the modern era. The course takes a chronological approach to the study of American literature, with units including: Literature of the New World, Literature of Colonial America, Rhetoric of Revolution, Identity and Individualism, Division and Expansion, The Harlem Renaissance, and Modern Fiction, Drama, and Poetry. Additionally, students will study three full-length works, reading, discussing, and analyzing The Great Gatsby, To Kill a Mockingbird, and Death of a Salesman. Though other modes of writing are utilized, research based writing is a heavy focus as students learn to navigate databases, evaluate source credibility, and document source use through MLA Style. Critical reading skills and critical writing skills are an integral part of the formative and summative assessment in the course.

## COLLEGE PREP ENGLISH III (1 academic credit)

**Prerequisite:** English II

**Textbook:** Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

College Prep English III is an in-depth study of British Literature from the Anglo-Saxon period to the modern times. Students will learn how British history impacted British Literature and have an understanding of how British literature progresses throughout time. Literature units include a study of the following movements and time periods: Anglo-Saxon, Medieval, Renaissance, Restoration, Romanticism, Victorian, and Modern and Contemporary literature. Students will also study three full-length works, reading, discussing, and analyzing Frankenstein, 1984, and Macbeth. In addition to their study of British literature, students will advance their understanding of writing and research through a variety of projects, including close reading essays, a major research paper, and a debate. Professional writing, including a creation of business style letters and resumes will also be covered. Summative and formative assessments will require students to read, think, and write both critically and analytically.

## HONORS ENGLISH III (1 academic credit)

**Prerequisite:** English II, honors course requirements being met (as determined by MRA's academic guidelines)

**Weight:** 1.025

**Textbooks:** Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

Students participating in Honors English II will be challenged with all of the goals and objectives of College Prep English II, while adding complexity through the study of additional texts and application and assessment of skills. College Prep English III is an in-depth study of British Literature from the Anglo-Saxon period to the modern times. Students will learn how British history impacted British Literature and have an understanding of how British literature progresses throughout time. Literature units include a study of the following movements and time periods: Anglo-Saxon, Medieval, Renaissance, Restoration, Romanticism, Victorian, and Modern and Contemporary literature. Students will also study three full-length works, reading, discussing, and analyzing Frankenstein, 1984, and Macbeth. In addition to their study of British literature, students will advance their understanding of writing and research through a variety of projects, including close reading essays, a major research paper, and a debate. Professional writing, including a creation of business style letters and resumes will also be covered. Summative and formative assessments will require students to read, think, and write both critically and analytically.

## ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (1 academic credit)

*AP exam in May is required

**Prerequisite:** successful completion of English II or AP English Literature and Composition, honors course requirements being met (as determined by MRA's academic guidelines)

**Weight:** 1.1

**Textbooks:** Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used in this course

As outlined on the College Board Course and Exam Description, students will "cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style" To accomplish these outcomes as outlined by the College Board, students will read and analyze a variety of texts from across the genres. Anchor texts will include works from British Literature and a memoir study. Other texts may include a range of material from traditional fictional texts to historical non-fiction works to contemporary digital "texts," such as podcasts and web-based videos. The course will comprise a variety of assessments, but the College Board's AP English Language and Composition Exam will provide the final form of assessment for the course. Based on their scores and colleges of choice, students can earn college English credits for passing the AP exam.

## ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION (1 academic credit)

*AP exam in May is required

**Prerequisite:** successful completion of English III or AP English Language and Composition, honors course requirements being met (as determined by MRA's academic guidelines)

**Weight:** 1.1

**Textbooks**: Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used.

According to the College Board Course and Exam Description, this Advanced Placement "course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works." Students will read, analyze, and respond to literature at the college level. Their work will culminate in the AP Literature exam in May; earning a score of 3 or higher on this exam will give the student college English credit as determined by their college of choice.

## COLLEGE PREP ENGLISH IV (1 academic credit)

**Prerequisite:** English II, honors course requirements being met (as determined by MRA's academic guidelines)

**Weight:** 1.025

**Textbooks:** Online Vocabulary Portal, A variety of texts will be used; Canvas and/or paperback copies of books will be used.

English IV is a culmination of all of the skills that a student has learned in prior English courses with a focus on honing critical thinking and writing abilities. At the start of the course, select grammar skills will be reviewed. From a literary perspective, it is centered around a variety of short fiction, nonfiction, and several novels. Students are expected to be able to analyze and respond to the works presented. College level writing is also a major element of the course, with elements of college style composition being introduced through literary analysis, rhetorical analysis, and synthesis of research. Following a study of source credibility and proper inclusion and documentation of research, students will compose a major research paper. At the end of the course, students will undergo an independent study of a nonfiction novel.

## DUAL CREDIT ENGLISH: COMPOSITION 101 (1/2 academic credit and 3 hours college credit each)

**Prerequisite:** a minimum 20 sub-score in English and/or reading on the ACT and successful completion of one of the junior year English course options; this course is for seniors only

**Weight:** Student's averages for the grade received for Mississippi College is an unweighted grade; students' averages for MRA will receive a 1.1 weight added.

**Textbooks:** Axelrod, Rise B. and Charles R. Cooper. Concise Guide to Writing. 7th ed. New York: St. Martin's Press, 2015.

English Composition is a writing based course designed to help the student understand what is required of a beginning, college-level writer and thinker—and how college-level writing and thinking differ from that done in high school. The course promotes critical thinking skills, and it helps students recognize and engage in the decision-making processes that college writers must make in order to develop, control, and revise rhetorically effective texts. The course will shape writing through a process that includes deep revision and adapt writing to various genre conventions and assignment specifications. Research skills will also be covered in one portion of the course.

## DUAL CREDIT ENGLISH: COMPOSITION 102 (1/2 academic credit and 3 hours college credit)

**Prerequisite:** a minimum 20 sub-score in English and/or reading on the ACT and successful completion of one of the junior year English course options; this course is for seniors only

**Weight:** Student's averages for the grade received for Mississippi College is an unweighted grade; students' averages for MRA will receive a 1.1 weight added.

**Textbooks:** no specific textbook is used

Composition 102 is a writing and research based course. Students will research two different topics throughout the semester, developing specific research questions for each topic. From a research standpoint, students will gain experience in database use, navigating libraries, and understanding web source credibility. Source credibility and reliability are focused heavily throughout the semester, with a goal of recognizing research bias. Source integration and citation are also covered thoroughly. Composition of annotated bibliographies is a primary goal of this course, but students will also craft other types of compositions including a synthesis paper, research proposal and reflection piece, among others.

## DUAL CREDIT ENGLISH: SURVEY OF AMERICAN LITERATURE (1/2 academic credit and 3 hours college credit)

**Prerequisite:** a minimum 20 sub-score in English and/or reading on the ACT, successful completion of one of the junior year English options, and obtaining a score of 3 or higher on either of the AP English exams; this course is for seniors only

**Weight:** Student's averages for the grade received for Mississippi College is an unweighted grade; students' averages for MRA will receive a 1.1 weight added.

**Textbooks:** The Harper American Literature, Compact Edition, McQuade et al.; a selection of texts are also available on Canvas

This course is primarily a reading course. Students will read texts from the major periods in American Literature: Pre-Revolutionary Period, Revolution and 18th Century, 19th Century (including Romanticism, Realism, and Naturalism), and 20th Century, including Modernism and Postmodernism. The course is taught chronologically, allowing students to see how the historical events of the time period impacted the literature written. Three major examinations will be given throughout the semester, with the last examination being comprehensive. Students are expected to think critically about the works, beyond the surface level elements, and are asked to consider the purpose of the author and how the message or structure of the work is relevant to the world today. Lecture, large group discussion, small group discussion, and individual writing and reflection are all methods used within the course.

# MATH

## HELPFUL INFORMATION

- We encourage parents and students to speak with the current math teacher for recommendation.
- Students desiring to double up in Geometry and Algebra II will need permission from counselor and High School Head.
- A graphing calculator is required for classes at the Algebra II level and above.
- Students should not intend to double up for any other reason than to continue to advance in math courses. Students are advised to take at least 1 math each year of high school.

* Math graduation requirements: 4 credits, including Algebra I, Geometry, and Algebra II.

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## ALGEBRA I (1 academic credit)

**Prerequisite:** Math 8

This course deals with the foundation of so many advanced mathematical as well as science courses. Mastery of basic understanding of simplifying algebraic expressions, solving linear and quadratic equations, graphing linear equations, and graphing linear inequalities. The introduction to factoring polynomials, ideas in plane geometry, probability, trigonometric ratios, and operations of radicals are also included in this course.

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## GEOMETRY (1 academic credit)

**Prerequisites:** Algebra I

Mathematics today is an important part of the equipment needed for many different careers, such as health care, engineering, art, geology, meteorology, navigation, and chemistry. To meet these needs, this course must cover a wide scope of basic geometric concepts, and at the same time, integrate this with an effective use of algebra. The purpose of this course is to give the student a firm foundation in the basics and at the same time strengthen his/her ability to concentrate, reason, and think logically from a set of truths to a specific conclusion.

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## HONORS GEOMETRY (1 academic credit)

**Prerequisites:** Algebra I

**Weight:** 1.025

Mathematics today is an important part of the equipment needed for many different careers, such as health care, engineering, art, geology, meteorology, navigation, and chemistry. To meet these needs, this course must cover a wide scope of basic geometric concepts, and at the same time, integrate this with an effective use of algebra. The purpose of this course is to give the student a firm foundation in the basics and at the same time strengthen his/her ability to concentrate, reason, and think logically from a set of truths to a specific conclusion.

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## ALGEBRA II (1 academic credit)

**Prerequisite:** Algebra I

**Weight:** 1.025 for 8th and 9th graders

**Textbook:** Text only used as a reference as all notes and homework are given by instructor. Text: Larson Algebra 2. Larson, Ron; Boswell, Laurie; Kanold, Timothy; Stiff, Lee. Holt McDougal, 2011.

The purpose of this course is to continue enhancing the student's mathematical background and mastery of problem-solving skills that he or she was introduced to in Pre-Algebra and Algebra I. Students will not only review the concepts in Algebra I but also add to these concepts as they study linear, quadratic, radical, and rational functions. Goals of this course include the following: provide each student with a basic understanding of the family of functions including linear, quadratic, radical, and rational; provide students with the necessary problem-solving skills that they will need as they continue their education and that will be beneficial to them as they prepare for standardized tests; encourage a fondness for math and its importance.

## HONORS ALGEBRA II (1 academic credit)

* This math is not on the University Honors Track.

**Prerequisites:** Honors Algebra I & Honors Geometry

**Weight:** 1.025

The purpose of this course is to continue enhancing the student's mathematical background and mastery of problem-solving skills that he or she was introduced to in Pre-Algebra and Algebra I. Students will review the concepts in Algebra I and add to them as they study linear, quadratic, exponential, logarithmic, radical, and rational functions.

## ALGEBRA III (1 academic credit)

* This math is not on the University Honors Track.

**Prerequisites:** Algebra II & Geometry

**Textbook:** Text is used only as a reference as all notes and homework are given by the instructor. Text: College Algebra. Barnett, Raymond; Ziegler, Michael; Byleen, Karl. McGraw-Hill, 2001.

The purpose of this course is to continue enhancing the student's mathematical background and mastery of problem-solving skills that he or she was introduced to in Pre-Algebra, Algebra I, and Algebra II. Students will review the concepts in Algebra I and Algebra II. In addition, emphasis will be placed on problem-solving and computational skills rather than mathematical theory. Goals of this course include the following: provide each student with a strong foundation in Algebra by having them master polynomials, equations, inequalities, functions, logarithms, and matrices; provide students with the necessary problem-solving skills that they will need as they continue their education; and encourage a fondness for math and its importance.

## ADVANCED MATH (1 academic credit)

* This math is not on the University Honors Track.

**Prerequisites:** Algebra II & Geometry

Advanced Mathematics will enhance a student's existing mathematical knowledge in preparation for entry-level college mathematics courses. To unify and further develop previously learned concepts, the course will focus on conceptual understanding, problem-solving, and practical applications of algebra, geometry, and other prior math courses. The goals of this course will encourage each student to obtain a strong foundation in algebra by mastering operations, equations and inequalities, functions and their graphs, and practical applications of algebraic concepts; extend mathematical knowledge of trigonometry, sequences, and series, and conic sections; develop initiative and perseverance in problem-solving; increase the ability to read and grasp mathematical material; appreciate mathematics and its importance in our world.

## TRIGONOMETRY(.5 academic credit) (one semester course)

**Prerequisites:** Algebra II & Geometry

**Weight:** 1.05

This course weaves together students' previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics covered include trigonometric ratios and functions, right triangle trigonometry, inverse trigonometric functions, applications of trigonometry, including vectors and the laws of sines and cosines, trigonometric form of complex numbers; polar functions and graphs, and a brief introduction to parametric equations.

## PRECALCULUS (.5 academic credit) (one semester course)

**Prerequisites:** Algebra II & Geometry

**Weight:** 1.05

This course weaves together students' previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics covered include a thorough study of functions, including linear, quadratic, polynomial, rational, exponential, and logarithmic functions with an emphasis on connecting the relationships between the functions and their graphs; sequences and series summation; counting principles; permutations and combinations; probability; and a brief review of conic sections.

## AP PRECALCULUS (1 academic credit - two semester course)

**Prerequisites:** Offered to students who excelled in Geometry and Algebra II and have a minimum ACT math subscore of 22 on file by July 1.

**Weight:** 1.1

AP Precalculus prepares students for advanced college-level mathematics courses by developing a thorough understanding of functions, sequences, and series. In this course, students analyze various families of functions, including linear, quadratic, exponential, logarithmic, rational, polynomial, trigonometric, polar, and parametric functions. They explore how these functions model real-world phenomena, which enhances their ability to interpret and construct mathematical models. Students investigate functions graphically, numerically, and algebraically, gaining skills in transforming, composing, and inverting functions. By analyzing these relationships, they learn to solve complex problems and understand the role of functions within mathematics. This AP course emphasizes the connections between different mathematical representations and encourages a conceptual understanding of function behavior, which is crucial for success in calculus and other higher-level math courses. Designed for students with a strong background in Algebra II, AP Precalculus provides an essential bridge to college mathematics and readiness for calculus. By the end of the course, students will have developed proficiency in mathematical reasoning, equipping them to tackle rigorous college math and pursue careers in STEM and other math-intensive fields.

## AP CALCULUS AB (1 academic credit)

**Prerequisites:** Trigonometry & Precalculus

**Weight:** 1.1

AP Calculus AB is an introductory college-level calculus course that focuses on developing students' understanding of calculus concepts and providing experience with its methods and applications. The course is structured around three big ideas: limits, derivatives, and integrals, and the Fundamental Theorem of Calculus. Students will deepen their understanding of differential and integral calculus by engaging with real-world problems presented graphically, numerically, analytically, and verbally. Utilizing a multi-representational approach, the curriculum emphasizes the use of definitions and theorems to build arguments and justify conclusions. By exploring the connections among continuity, derivatives, and definite integrals, students build a cohesive understanding of rates of change and mathematical modeling, preparing them for higher-level mathematics and for standard college-level calculus placement.

## AP CALCULUS BC (1 academic credit)

**Prerequisites:** Trigonometry & Pre-Calculus

**Weight:** 1.1 weight added

AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. This course becomes a cohesive whole rather than a collection of unrelated topics using big calculus ideas (e.g., modeling change, approximation and limits, and analysis of functions). BC requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds an understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clearly communicating methods, reasoning, justifications, and conclusions is essential. AP Calculus BC is designed to be equivalent to first and second semester college calculus courses. Students will apply the content and skills learned to parametrically defined curves, polar curves, and vector-valued functions, develop additional integration techniques and applications, and introduce the topics of sequences and series.

## DUAL CREDIT: COLLEGE ALGEBRA (.5 academic credit and 3 hours college credit)

**Prerequisites:** a minimum 21 sub-score in math on the ACT and successful completion of Algebra II and Geometry.

**Weight:** Student's averages for MRA will receive a 1.1. weight. For example, if a student earns an 88 in Statistics, they will receive a B+ from Mississippi College and an A for MRA (88 x 1.1= 96.8)

This course builds upon basic algebraic concepts. It includes topics such as rational expressions, rational exponents, radicals, quadratic equations and inequalities, quadratic functions, graphing, systems of equations, and exponential and logarithmic functions. An emphasis is placed on solving application problems in each topic.

## DUAL CREDIT: TRIGONOMETRY (.5 academic credit and 3 hours college credit)

**Prerequisites:** a minimum 21 sub-score in math on the ACT and successful completion of Algebra II and Geometry.

**Weight:** Student's averages for MRA will receive a 1.1. weight. For example, if a student earns an 88 in Trigonometry, they will receive a B+ from Mississippi College and an A for MRA (88 x 1.1= 96.8)

This course weaves together students' previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics covered include trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and the laws of cosines and sines; polar functions and notation; and arithmetic of complex numbers in trigonometric form.

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## DUAL CREDIT: STATISTICS (1/2 academic credit and 3 hours college credit)

**Prerequisites:** a minimum 21 sub-score in math on the ACT and successful completion of Algebra II and Geometry

**Weight:** Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Statistics, they will receive a B+ from Mississippi College and an A for MRA (88 x 1.1 = 96.8).

Statistics is the basic mathematical tool for drawing certainty from uncertainty. The student will be able to: correctly define and use statistical terms; draw and interpret graphs of various types, including scatter diagrams; compute measures of central tendency, variation and position; use probability as a tool in statistical evaluation; compute probabilities from a discrete probability distribution including the binomial distribution; develop information from a continuous probability distribution including the normal distribution; state and use the Central Limit Theorem; make point and interval estimates; determine an appropriate sample size; test hypotheses; compute correlation and regression; explain how statistics are used in a variety of realistic situations; evaluate statistical citations for correctness and completeness. This course helps students understand the basic vocabulary and principles of statistics needed in order to skillfully discern truth in presentations of information.

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## DUAL CREDIT: CALCULUS I (1/2 academic credit and 3 hours college credit)

**Prerequisites:** a minimum 26 sub-score in math on the ACT and successful completion of Trigonometry/Precalculus

**Weight:** Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Calculus I, they will receive a B+ from Mississippi College and an A for MRA (88 x 1.1 = 96.8).

The student will demonstrate the ability to: state the definitions of key Calculus terms, i.e. function, limit continuity, derivative, maximum, minimum, and asymptotes. Apply the limit theorem in problem solving and interpret one-sided limits graphically. Apply the definition of continuity to determine at what point or points in its domain a given function is continuous or is not continuous. Identify types of discontinuity in specific provlems, i.e. jump, missing point. Apply the basic differentiation rules in solving derivative problems, including implicit differentiation and the chain rule. Apply the rules of derivatives in plane curve sketching--this includes determining regions over which the defined function is increasing, decreasing, neither, and concave upward, concave downward, and the points in the domain where the function reaches a maximum, minimum, both local and global. Interpret and solve problems involving related rates, optimization and slopes. Apply second order derivatives in determining velocity and acceleration of moving bodies. Apply theorems on asymptotes in curve sketching. Relate the concept of limit to continuity and derivative. State the mean-value theorem for derivatives and Rolle's theorem, and show the relationship between the two.

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## DUAL CREDIT: CALCULUS II (1/2 academic credit and 3 hours college credit)

**Prerequisites:** successful completion of Calculus I

**Weight:** Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Calculus II, they will receive a B+ from Mississippi College and an A for MRA (88 x 1.1 = 96.8).

The student will be able to: determine antiderivatives for oft-used functions; evaluate definite integrals for functions withsimple Riemann sums; understand and apply the Fundamental Theorem of Calculus; perform integrations involving algebraic, trigonometric and other transcendental functions; find area and volume using integrals; apply integrals to problems in physics

# SCIENCE

**Science Graduation Requirements: 4 credits including Biology, Chemistry, and 2 upper level sciences*
**All high school level science courses taken as a middle school student do not earn high school credit.*

## BIOLOGY I (1 academic credit)

**Textbook:** Modern Biology; Holt, Rinehart, and Winston; Harcourt Education Co., 2006.

This course discusses basic principles and modern concepts pertaining to levels of biological organization from cell to biosphere and life forms of biological kingdoms. Cell biology, genetics, evolution, microbiology, and basic dissection are key topics in this course. A laboratory component with selected exercises to illustrate fundamental concepts of biology is also included. No prerequisites beyond the completion of required MS science courses are required.

## BIOLOGY II (1 academic credit)

**Prerequisite:** Biology I

**Weight:** 1.025 for 9th graders

**Textbook:** Biology Eighth Edition; Mader, Sylvia S.; McGraw-Hill, 2004.

This is a 1 credit, two-semester academic course that builds on the introductory course. It continues the discussion of basic principles and modern concepts pertaining to levels of biological organization from cell to biosphere and life forms of biological kingdoms. Plant biology, ecology, human biology, and advanced dissection are key topics in this course. A laboratory component with selected exercises to illustrate fundamental to more advanced concepts of biology is also included. Biology I is a prerequisite. It is strongly recommended that this course be taken either in sequence or within two years of the introductory course.

## HONORS CHEMISTRY (1 academic credit)

**Prerequisites:** Algebra 1

**Weight:** 1.025

**E text book**: Pearson Chemistry

This 9th grade honors course is designed to lead to a basic understanding of the nature of and the changes in matter. A hands-on approach is used whenever possible to ensure that students have an appreciation of the world we live in. Students will learn the facts, formulas, and principles that compose the standard high school curriculum. Chemistry explores the composition of matter through its properties, atomic structure, bonding, and reactions with other substances. Students will be expected to use appropriate math, calculator, and laboratory skills. Critical thinking skills are emphasized throughout the course.

## CHEMISTRY (1 academic credit)

**Prerequisites:** Algebra 1

**E text book**: Pearson Chemistry

This 10-12th grade course is designed to lead to a basic understanding of the nature of matter and the changes in it. A hands-on approach is used whenever possible to ensure that students have an appreciation of the world we live in. Students will learn the facts, formulas, and principles that compose the standard high school curriculum. Chemistry explores the composition of matter through its properties, atomic structure, bonding, and reactions with other substances. Students will be expected to use appropriate math, calculator, and laboratory skills. Critical thinking skills are emphasized throughout the course.

## HUMAN ANATOMY AND PHYSIOLOGY (1 academic credit)

**Prerequisite:** Biology I and Chemistry

**Textbook:** Essentials of Human Anatomy and Physiology (Pearson)

Human Anatomy and Physiology is a laboratory-based elective science course that investigates the structure and function of the human body and all of its systems. Topics covered include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems.

## HONORS GENETICS (.5 academic credit)

**Prerequisites:** Biology I, Chemistry

**Weight:** 1.05

**Textbook:** Human Genetics: Concepts and Applications; Lewis; McGraw Hill, 2015.

This is an experienced-based course that will include a research component on current issues in genetic engineering/biotechnology and genetic disorders in humans. It covers the following topics: the structure and function of the cell as it applies to genetics; the history of DNA; the structure and function of DNA and RNA; DNA Repair Mechanisms; types of mutations and the consequences of each; applying genetic principals to solving genetic problems; and genetic diversity in humans. Any student interested in science-based or medical science based majors are encouraged to enroll in this course.

## MICROBIOLOGY (.5 academic credit)

**Prerequisite:** Biology I, Chemistry

**Weight:** 1.025

**Textbook:** Microbiology: A Systems Approach; Cowan; McGraw Hill, 2015.

This lab-based (experienced-based) course explores the fundamentals of microbiology, including the diversity of microbial life, the central role of microorganisms in nature and the importance of microorganisms in daily life. This course is heavily based in lab, as well as problem and case-based learning. Any student interested in science-based or medical science based majors are encouraged to enroll in this course.

## MARINE AND AQUATIC SCIENCES (1 academic credit)

**Prerequisite:** Biology

**Textbook:** Online PLTW course materials

This is a 1/2 credit, one-semester academic course that emphasizes basic principles and modern concepts pertaining to marine and aquatic ecosystems, biology, climates, and human impact. This course has a significant laboratory and field component.

## INTRODUCTION TO ZOOLOGY

This semester course is an introduction to various vertebrate and invertebrate animals, their taxonomic relationships, and biology including anatomy and physiology, behavior, and ecology. This problem and lab-based course is a guided tour through the complex and diverse world of animals. Biology I and Chemistry are prerequisites. Students will earn a 1.025 weight.

## PRINCIPLES OF BIOMEDICAL SCIENCE (1 academic credit)

**Prerequisite:** Algebra I
**Weight:** 1.05

**Textbook:** Prentiss Hall- Physics- 2009 edition

In this project-based introductory course of the Project Lead The Way Biomedical Science program, students explore concepts of medicine and healthcare as they take on the roles of different medical professionals to solve real-world problems. Over the course of the year, students will practice how to think creatively and critically to innovate in science and gain practical experience tackling challenges that biomedical professionals face in the field. There is an in the field shadowing component to this course.

## BIOMEDICAL SCIENCE II HUMAN BODY SYSTEMS (1 academic credit)

**Prerequisite:** Principles of Biomedical Science I
**Weight:** 1.05

Human Body Systems (HBS) is a full-year high school course designed to follow Principles of Biomedical Science (PBS) in the PLTW Biomedical Science pathway. The HBS course provides foundational knowledge and skills in anatomy and physiology, clinical medicine, and laboratory research. The course engages students in applying this content to real-world situations, cases, and problems. The HBS course includes interviews, challenges, and testimonials from biomedical professionals in a variety of settings—clinical, research, and public health. Students tackle real-world challenges that biomedical professionals face in the field Through individual and collaborative team activities, projects, and problems. Students work with the same tools and equipment

used in hospitals and labs as they engage in relevant hands-on work. They explore BioDigital™ 3D interactive models, simulations, and assessments to visualize human anatomy and physiology. Students develop skills in technical documentation to represent and communicate experimental findings and solutions to problems, as well as ethical reasoning and clinical empathy skills.

## BIOMEDICAL SCIENCE III (MEDICAL INTERVENTIONS) (1 academic credit)

**Prerequisite:** Principles of Biomedical Science I and Biomedical Science II
**Weight:** 1.05

Biomedical Science III engages students in real-world applications of disease prevention, diagnosis, and treatment. Through a case-study approach, students explore human body systems, genetics, cancer research, infectious diseases, and organ failure by following a fictitious family.

Course activities include designing a prosthetic arm, analyzing human DNA, evaluating cancer treatment options, and examining biomedical interventions. Students are introduced to careers in biomedical engineering, immunology, pharmacology, genetics, surgery, diagnostics, and medical device development.

## HONORS PHYSICS (1 academic credit)

**Prerequisite:** Algebra I
**Weight:** 1.05
**Textbook:** Prentiss Hall- Physics- 2009 edition

Understanding concepts in Physics is the main focus of this course. Newton's Laws, Forces, Momentum, Fluids, Thermal Energy, Electricity, Magnetism, and Nuclear Physics are the topics covered in this high school course. The idea that math is the language of Physics is basic for the concepts. Students should be able to use algebra and trigonometry to accomplish the concepts in this class. Working problems, answering concept questions, and daily quizzes are all part of classwork. Labs are part of classwork and graded upon completion.

## INTRODUCTION TO ENGINEERING AND DESIGN (1 academic credit)

**Prerequisite:** Physics (Honors or AP)

Introduction to Engineering Design (IED) is a high school engineering course in the PLTW Engineering Program. In IED, students explore engineering tools and apply a common approach to solving engineering problems, an engineering design process. Using the activity-project-problem-based (APB) teaching and learning pedagogy, students progress from completing structured activities to solving open-ended projects and problems requiring them to plan, document, communicate, and develop other professional skills. Through both individual and collaborative team activities, projects, and problems, students apply systems thinking and consider various aspects of engineering design, including material selection, human-centered design, manufacturability, assemblability, and sustainability. Students develop technical representation and documentation skills, especially through 3D computer modeling using a Computer Aided Design (CAD) application. Students produce precise 3D-printed engineering prototypes using an additive manufacturing process as part of the design process. Student-developed testing protocols drive decision-making and iterative design improvements.

## AP ENVIRONMENTAL SCIENCE (1 academic credit)

*AP exam in May is required

**Prerequisite:** Biology 1 & Chemistry

**Weight:** 1.1

**Textbook:** Environmental Science for the AP Course, 2019 edition (BFW)

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students will have the opportunity to spend a minimum of 25% of instructional time engaged in hands-on, inquiry-based laboratory and/or fieldwork investigations.

## AP BIOLOGY (1 academic credit)

*AP exam in May is required

**Prerequisite:** Biology 1 & Chemistry

**Weight:** 1.1

**E text book:** Campbell Reece (Pearson) 2011 AP EDITION

AP Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The AP Biology curriculum encompasses 4 'big ideas', with Essential Knowledge and Process Skills that support each one. Big Idea 1: Evolution – the process of evolution drives the diversity and unity of life. Big Idea 2: Cellular Processes (Energy and Communication) – Biological systems utilize free energy and molecular building blocks to grow. Big Idea 3: Genetics and Information Transfer – living systems store, retrieve, transmit, and respond to information essential to life processes. Big Idea 4: Interactions – Biological systems interact and these systems and their interactions possess complex properties.

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## AP CHEMISTRY (1 academic credit)

*AP exam in May is required

**Prerequisite:** Chemistry

**Weight:** 1.1

**Textbook:** Chemistry: The Central Science; Brown, Lemay (Pearson)

AP Chemistry is designed to be a college-level course. The use of a college level textbook, challenging labs and in-depth questions presented in a rapid pace throughout the course is intended to prepare the students for the AP Chemistry Exam in May. AP Chemistry covers the Six Big Ideas: Atomic Structure, Structure- Property Relations, Transformations, Kinetics, Thermodynamics, and Equilibrium. The course demands extensive homework, lengthy lab procedures and reports and time sensitive tests.

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## AP PHYSICS 1 (1 academic credit)

In the first part of this course, students will explore concepts such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. In the second part of this course students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. Throughout the year, students will do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. Physics and Trigonometry/Pre-Calculus are prerequisites. Students will earn a 1.10 weight.

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## AP PHYSICS C (1 academic credit)

In the first part of this course, students will explore concepts such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. In the second part of this course students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. Throughout the year, students will do hands-on laboratory work and in-class activities to investigate phenomena and use calculus to solve problems. Physics and Trigonometry/Pre-Calculus are prerequisites. Students will earn a 1.10 weight.

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## DUAL CREDIT CHEMISTRY (1.0 academic credit - two semester course)

**Prerequisite:** Students must have completed Chemistry and Algebra II and have a minimum math ACT subscore of 22 and a minimum science reasoning ACT subscore of 23 on file by July 1.

**Weight:** 1.1

Dual Credit (DC) Chemistry will encompass the subjects included in college-level General Chemistry I and the associated laboratory course. This DC Chemistry class will award 4 hours of college credit, fulfilling the laboratory science requirement. Topics covered in the course will include atomic structure, electronic structure, formula calculations, stoichiometry, solutions, heat and enthalpy, bonding, and states of matter. Additionally, students will take the American Chemical Society General Chemistry I exam, which is administered by accredited college chemistry departments.

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## DUAL CREDIT PHYSICS 1 (0.5 academic credit - one semester course)

**Prerequisite:** Students must be concurrently enrolled OR have completed DC Trigonometry and AP Precalculus. By July 1, students must have completed Chemistry and Algebra II and have a minimum math ACT subscore of 22 and a minimum science reasoning ACT subscore of 23 on file.

**Weight:** 1.1

Physics is the science that seeks to describe the physical phenomena that we observe in our universe. The primary focus of this course is to introduce students to the fundamental concepts of classical mechanics. Students will develop problem-solving skills and learn how to logically approach and evaluate various physical situations related to this topic. Students taking this course will be expected to analyze physical situations by identifying known quantities and developing a plan to solve for desired unknowns. This will be accomplished in the context of classical mechanics by understanding and applying the laws of physics to describe macroscopic, non-relativistic phenomena.

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## DUAL CREDIT PHYSICS 2 (0.5 academic credit - one semester course)

**Prerequisite:** Students must have successfully completed DC Physics 1.

**Weight:** 1.1

Physics is the science that seeks to describe the physical phenomena that are observed in the universe. The primary focus of this course is to introduce students to the fundamental concepts of optics, electricity, and magnetism. Students will develop problem-solving skills and learn how to logically approach and evaluate various physical situations related to this topic. Students taking this course will be expected to analyze physical situations by identifying known quantities and developing a plan to solve for desired unknowns. This will be accomplished in the context of optics, electricity, magnetism, and modern physics by understanding and applying the laws of physics that describe these types of systems.

# HISTORY

** 4 academic credits of history are required for graduation including MS Studies, Geography, World History, American History, Government and Economics.*

## WORLD GEOGRAPHY (1 academic credit)

**Textbook:** iBook: Geography; History Channel Program; Daniel D. Arreola, Marci Smith Deal, James F. Peterson, Rickie Sanders

This class explores the geographic components of each world region. World geography will examine each world region based on the physical geography and the human geography of said region. The goal of world geography is to give students an appreciation and knowledge of other areas around the world. This class is typically taken one semester during 9th grade and in the same year as Mississippi Studies.

## WORLD HISTORY (1 academic credit)

**Textbook:** World History Patterns of Interaction by Holt McDougal

World Geography is the study of the physical and human characteristics of the world. It examines the relationships among people, places, and environments that result in geographic patterns on the Earth. Students in a world geography class will learn about the earth's physical features, such as landforms, climates, and ecosystems. They will also learn about different world regions' cultural, political, economic, and religious characteristics. Students will become aware and identify countries in North America, South America, Europe, Asia, Oceania, and Africa. The goals of the course are designed to develop an understanding of the environment and cultures of the world past and present, to identify locations of various countries using maps, to compare and understand different maps, to comprehend and apply current events to his/her world, and to organize and present information and knowledge gained through written and oral formats.

## AP WORLD HISTORY (1 academic credit)

*AP exam in May is required

**Prerequisite:** Offered to students who excel in 9th grade history and 9th grade English

**Weight:** 1.1

**Textbooks:** "Ways of the World" 2nd Edition by Robert Strayer. Supplemental Material: AP World History Review book.

The A.P. World History year-long course is available to accelerated students that are willing to take on the task of a college level class. It covers the span of human history from its beginnings to the present, emphasizing a global exploration of the five themes advanced by the A.P. program: 1. Interaction Between Humans and the Environment 2. Development and Interaction of Cultures 3. State-Building, Expansion, and Conflict 4. Creation, Expansion, and Interaction of Economic Systems 5. Development and Transformation of Social Structures. Students are required to take the AP Exam in May which has no effect on classroom average but can offer the student a chance for college credit if he/she makes the targeted score. This class is typically taken in the 10th grade.

## U.S. HISTORY (1 academic credit)

**Prerequisite:** 8th grade American History: beginnings-1877

**Textbook:** The Americans / Holt Mcdougal

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students use a variety of primary and secondary source material to understand and interpret the past, including multiple points of view and historical context. This class is typically taken in the 11th grade.

## AP U.S. HISTORY (1 academic credit)

*AP exam in May is required

**Prerequisite:** Offered for students who excel in 10th grade history and 10th grade English

**Weight:** 1.1

**Textbook:** The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 14th ed., Wadsworth/Cengage, 2010.

The AP U.S. history class is a college level course that is designed for students that have excelled in their 10th grade history and English class. Students need to be above average readers or willing to put extra hours of work into the class. If students take AP U.S. History, they are exempt from taking American History. Instead of studying Reconstruction to the present in American History, students will study U.S. History from the 1400's to the present. Students are required to take the AP Exam in May which has no effect on classroom average but can offer the student a chance for college credit if he/she makes the targeted score. This class is typically taken in the 11th grade.

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## DUAL CREDIT SURVEY OF AMERICAN HISTORY I (1/2 High School Credit / 3 College Credit Hours)

**Prerequisite:** ACT English and/or Reading sub-score of 21

**Weight:** 1.1 (MRA grade)

This course surveys American history from colonization through the Civil War, with emphasis on political, social, and economic developments and the growth of democratic institutions. Designed for dual enrollment students, the course maintains college-level rigor while providing structured academic support for high school learners.

Students earn transferable college credit through Belhaven University while strengthening historical thinking, academic writing, and reading comprehension skills.

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## DUAL CREDIT SURVEY OF AMERICAN HISTORY II (1/2 High School Credit / 3 College Credit Hours)

**Prerequisite:** ACT English and/or Reading sub-score of 21 and successful completion of DC Survey of American History I

**Weight:** 1.1 (MRA grade)

This course continues the study of American history from Reconstruction to the present. Students examine major movements, events, and trends that shaped modern America, emphasizing historical interpretation, cause-and-effect relationships, and civic responsibility.

The course builds on the skills developed in American History I and aligns with Belhaven University's mission to promote critical thinking, ethical reflection, and informed citizenship.

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## AMERICAN GOVERNMENT ( 1/2 academic credit)

**Prerequisites:** No prerequisite but it is common to take World History and United States History prior to this class

**Textbook:** Magruder's American Government by Prentice Hall, 2005.

American Government is designed to survey the United States' national political system. An examination of the philosophical underpinnings of our constitutional system will be combined with the historical development and current trends. Primary focus of the course is on the national level, with a brief examination of the states and how they function within the federal system. This class is usually taken one semester during 12th grade and in the same year as Economics.

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## ECONOMICS ( 1/2 academic credit)

**Textbook:** Economics, Prentice Hall, 2013

This course will give the student the opportunity to gain a broad understanding of various, interrelated parts of our economy. Each student will be exposed to a wide range of topics including supply and demand, the American banking system, and stocks and bonds. Students will also receive instruction in personal finance using Dave Ramsey's Financial Peace University curriculum. This course will give them a head start to understanding savings, investments, and debt. The goal of this class is to equip students to be financially responsible and to give them the foundation to build on in future academic and professional endeavors. This class is usually taken one semester during 12th grade and in the same year as American Government.

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## AP UNITED STATES GOVERNMENT AND POLITICS (1 academic credit to ½ academic credit)

*AP exam in May is required

**Prerequisites:** Offered to students who have completed either AP United States History or 11th American History unless there is a conflict in schedule to require those courses to be reversed

**Weight:** 1.1

**Textbook:** Government by the People by Burns, Peltason, Cronin, Magleby and O'Brien; Published by Prentice Hall; 2001-2002 edition. This course will be updated to a newer, iBook or eBook edition in the Fall of 2015.

Advanced Placement American Government and Politics is designed to survey the United States' national political system. An examination of the philosophical underpinnings of our constitutional system will be combined with the historical development and current trends. Primary focus of the course is on the national level, with a brief examination of the states and how they function within the federal system. Students are required to take the AP Exam in May which has no effect on classroom average but can offer the student a chance for college credit if he/she makes the targeted score.

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## AP MICROECONOMICS (0.5 academic credit - one semester course)

*AP exam in May is required

**Prerequisites:** There are no prerequisites for AP Microeconomics. Students should be able to read a college-level textbook and should possess basic mathematics and graphing skills.

**Weight:** 1.1

# WORLD LANGUAGES

** 1 year of foreign language is required for graduation for University Track students. 2 years of foreign language is required for University Honors Track students. A foreign language taken in 6th-8th grade will not count towards high school graduation credit requirements.*

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## LATIN I (1 academic credit)

**Weight:** 1.025 weight for 7th and 8th graders

**Textbook:** Cambridge Latin Course, North American Fourth Edition, available from iTunes We will cover stages 1-18. $0.99/stage on iTunes

The purpose of the course is to introduce students to the fundamentals of Classical Latin including grammar, syntax, and vocabulary, Roman culture, and Roman history. Students should gain an appreciation for the rich heritage that Latin has given to English and the influence Roman history and culture has had on our modern world. The setting for the reading passages is Pompeii. Goals of the course are designed to teach comprehension of the Latin language for reading purposes; to develop an understanding of the history and culture of Roman civilization; and to encourage a wide range of approaches to language learning through the use of high quality audio-visual resources. Students are assigned one project each term which will deepen their insight into the Roman culture and history. Additionally, all students will take the National Latin Exam.

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## LATIN II (1 academic credit)

**Prerequisite:** Latin I successfully completed

**Weight**: 1.025 weight for 8th and 9th graders

**Textbook:** Cambridge Latin Course, North American Fourth Edition, available from iTunes We will cover stages 19-34. $0.99/stage on iTunes

Students continue to grow in their ability to understand written Latin and how both the language and Roman culture has influenced western culture. Students learn more case uses of nouns and forms of verbs, including the subjunctive, participles, and gerunds, and learn to read more complex sentences. The setting for the reading passages includes Rome, Britain and Alexandria. Goals of the course are designed to teach comprehension of the Latin language for reading purposes; to develop an understanding of the history and culture of Roman civilization; and to encourage a wide range of approaches to language learning through the use of high quality audio-visual resources. Students are assigned one project each term which will deepen their insight into the Roman culture and history. Additionally, all students will take the National Latin Exam.

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## LATIN III (1 academic credit)

**Prerequisite:** Latin II successfully completed

**Weight:** 1.05

**Textbook:** Cambridge Latin Course, North American Fourth Edition, available from iTunes We will cover stages 35-44. $0.99/stage on iTunes. Cupid and Pysche, Balme and Morwood, Oxford University Press. Medieval Mosaic, A. W. Godfrey, Bolchazy-Carducci.

This course is intended to develop the student's ability to read Latin with facility and confidence. Students use genuine Latin texts as primary historical documents through which they gain access to significant events in Roman history. The majority of the work in this course will be translation from Latin to English, but the course includes a schedule of regular vocabulary assignments as well as written grammar exercises. Students study specialized vocabulary, peculiar grammar, and the historical context for each of the passages presented in the course. Readings include selections from Ovid, Vergil, Martial and Apuleius. Students also expand their translation skills by reading the longer prose work Cupid and Psyche and read selections from Medieval Latin, including the Vulgate. Additionally, all students will take the National Latin Exam.

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## AP LATIN (1 academic credit)

*AP Exam in May is required

**Prerequisite:** Latin III or permission of instructor

**Weight:** 1.10

**Textbook:** Vergil's Aeneid, Barbara Weiden Boyd, Bolchazy-Carducci Caesar: Selections from De Bello Gallico, Hans-Friedrich Mueller, Bolchazy- Carducci

This AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's De bello Gallico and Vergil's Aeneid into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud and with accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry at least once a week. All students are required to take the College Board AP Latin exam in May and the National Latin Exam.

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## SPANISH I (1 academic credit)

**Weight:** 1.02 weight for 7th and 8th graders

**Textbook:** Descubre, level 1, Vista Higher Learning, 2014- Virtual Textbook used with online site activities

The purpose of this course is to provide the student with a general introduction to the Spanish language: accent, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts necessary for college Spanish. The second objective is to give the students the ability to carry on a simple conversation. Through our Spanish virtual textbook and classroom activities, the students will have the opportunity to listen to audio, record their voices, watch virtual presentations in different countries, internet search, and interact with skits, games, music, speech presentations and team competitions that gives the students immediate feedback. Our objective is for Spanish students to go beyond the college prep classroom and become proficient in daily conversation.

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## SPANISH II (1 academic credit)

**Prerequisite:** Spanish I successfully completed

**Weight:** 1.02 weight for 8th and 9th graders

**Textbook:** Descubre, level 2, Vista Higher Learning, 2014- Virtual Textbook used with online site activities

Spanish II builds upon the foundational skills gained in Spanish 1.This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, increased communicative proficiency, and mastery of the basic grammatical structures with the addition of the perfect tenses and subjunctive mood. The Spanish II students will have the opportunity to excel in conversational skills and experience the language by expanding their interaction in role playing activities, team competitions, plays, music, and partner dialogues. Online the students will learn from streaming videos, internet search, audio/voice recording, and tutorials.

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## SPANISH III (1 academic credit)

**Prerequisite:** Spanish II successfully completed

**Weight:** 1.05

**Textbook:** Descubre, level 3, part 1, Vista Higher Learning, 2014- Virtual Textbook used with online site activities

The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish II, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts. Students will view Spanish language films and read selected Spanish literature. The students will write daily journals with selected themes and engage in round table discussions. The students will have the opportunity to interact and teach special activities to the 6th grade rotation students. They will present themed speeches and practice interpretation with their peers' speeches. They will have the opportunity to take a placement exam at a local university.

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## SPANISH IV (1 academic credit)

**Prerequisite:** Spanish III successfully completed

**Weight:** 1.05 weight for all students on their overall average for each term and exams

**Textbook:** Descubre, Level 3, part 2, Vista Higher Learning, 2014-Virtual Textbook with online site activities

Spanish IV is a continuation and recycling of Spanish III grammar, reading, writing, speaking, and listening skills at an accelerated pace. Students will do research, presentations, speeches and plays on various cultural topics. This is achieved by groups, partners, and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic periodicals. The Spanish IV students will be able to mentor and design teaching videos for prerequisite Spanish levels. They will have the opportunity to take a placement exam at a local university.

# BIBLE

** 1/2 credit of Bible is required for graduation*

## BIBLICAL WORLDVIEW (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

**Textbooks:** Understanding the Times

This curriculum will assist students in understanding that everyone has a "worldview," a way of interpreting everything that happens in the world. The Bible has an explanation for the universe, but so do Islam, Secular Humanism, Marxism, Postmodernism, and the New Age movement. Each of these worldviews is founded upon ideas. A worldview will dictate (consciously or unconsciously) how students should interpret and respond to the world around them. If students can understand the prominent worldviews in our world, they will better understand the underlying framework of many issues that Christians face. Students will learn how to anticipate the response of a Muslim, Secular Humanist, Marxist, Postmodernist, or New Ager. Where once people saw thousands of confusing issues, students will see a big picture. Moreover, as students journey through the complex yet enlightening information this curriculum contains, they will learn to see ideas from a biblical Christian perspective.

## APOLOGETICS (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

**Textbooks:** Timeless Truth

For some, the concept of having faith in a higher power or a set of religious beliefs is nonsensical. Indeed, many view religion in general, and Christianity in particular, as unfounded and unreasonable. By studying this curriculum, our students will learn that Christianity is not only more reasonable than all other belief systems, but is indeed more rational than unbelief itself. With conviction and clear thinking, the students will be guided through some of the traditional, tested arguments for the existence of a creator God. They will move into an examination of the source of morality and the reliability of the New Testament accounts concerning Jesus. Students will thoroughly investigate in detail the claims of Christ. This course will be very helpful and assist the students with articulating a more sophisticated defense of their faith.

## THEOLOGY (1/2 academic credit)

This Bible course traces the fundamental beliefs of the Christian faith and how they have been expressed and influenced by their historical settings up to contemporary evangelical beliefs. The course will trace the doctrines of the Bible, God, the Trinity, Creation, Prayer, Man, Sin, Christ, the Atonement, the Resurrection, Justification and Adoption, Sanctification and Perseverance, the Church, the Final Judgment, and Heaven. The primary purposes of this course are: to help students discern how to love God with all of their heart, soul, mind, and strength; to effectively communicate what the Bible says about itself, about God, about ourselves, and about salvation; and to lead a Christ-like life that worships God in all things. Upon completion, the student will be able to think theologically and construct a biblical worldview that makes the Christian's witness relevant to all people in need.

## BIBLICAL DOCTRINES (1/2 academic credit)

Bible Doctrines explores doctrines in all the major doctrinal categories to help students apply principles of Bible study. This course encourages students to learn how to formulate doctrinal positions according to biblical teaching and apply those positions to their own lives. Students' beliefs affect not only how they live in the world but also how they interact with their culture. With a strong foundation for a biblical worldview, students can grow confident in what they believe and why so they can stand firm in their faith.

## BIBLICAL ETHICS (1/2 academic credit)

**Prerequisite:** Students must have successfully completed either Biblical Doctrines or Biblical Worldview as a prerequisite. \

This one-semester course, intended for juniors and seniors, is designed to equip students to live wisely by fostering virtue, deepening their understanding of biblical wisdom, and developing a Christian worldview. Students will study various ethical systems, comparing and contrasting different moral frameworks and evaluating them in light of Scripture. They will explore how biblical principles apply to real-world ethical dilemmas and will be challenged to think critically and from a Christian perspective about contemporary issues. Additionally, students will develop their ability to defend the Christian faith in a culture characterized by competing truth claims and diverse lifestyles. Through thoughtful discussions and analysis, students will be equipped to make informed ethical decisions and articulate a biblical perspective confidently in an ever-changing world.

# COMPUTER

** 1/2 credit of Computer Application is required for graduation*

## COMPUTER APPLICATIONS (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

This semester course begins with students learning about computer hardware and software. Students will learn the purposes behind every main component of computers and the main software used in the technology world today. Students will also learn about computer networking and website design, Microsoft Office Apps (Word, PowerPoint, and Excel), 3-D CAD Design, and multimedia applications.

## COMPUTER SCIENCE I (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

This semester course will teach students essential programming & Computer Science skills as well as the fundamentals of the Adobe Creative Cloud suite. Students will learn to program using Python by being presented with fun and engaging projects helping them to grow in their problem-solving abilities. After learning the essentials of Python, students will use the core Adobe Creative Cloud Applications (After Effects, Photoshop, Illustrator, In-Design, and Premiere Pro) to grow in their graphic design and creative media abilities.

## COMPUTER SCIENCE II

**Credit:** 1/2 academic credit for 1 semester class

In this course, students advance their knowledge of foundational concepts and skills of programming and computer science. Students build their understanding of programming through coding explorations, practices, and projects in Python, where they create animations, games, and other interactive programs. As a continuation of Introduction to Coding, students remain engaged and motivated throughout the course as they collaborate with peers, explore real-world applications of computer science, and make personal connections to their own interests and experiences.

## ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (1 academic credit)

*AP exam in May is required

**Prerequisite:** successful completion of Computer Application and Algebra I final grade of 85 or successful completion of Algebra II

**Weight:** 1.1

This semester course will sharpen students programming and computer science skills by teaching them about Javascript, HTML, and CSS (the world's most popular programming languages) as well as Unity (the world's most popular game-development platform). Students will learn the essentials of each of these programming platforms by completing fun and engaging projects relevant to real-world applications and leave the course with the ability to design simple websites and video-games.

# FINE ARTS

** 1 Fine Art credit is required for graduation*

## SURVEY OF VISUAL ARTS I/II (1 academic credit)

**Recommended Grades:** 9-10

Survey of Visual Arts I/II is a year-long introductory course designed to expose students to a variety of artistic disciplines and media and to develop a foundational understanding of the Elements of Art and the Principles of Design through multiple artistic rotations. Intended for both first-time art students and those considering advanced study, this course effectively prepares students for more specialized future art classes. Depending on graduation requirements, students across other grade levels may enroll for either a full year (1.0 credit) or a single semester (0.5 credit), making it a flexible entry point for anyone looking to build a comprehensive foundation in the fine arts.

## 2D ART I (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

Students will study the elements (line, value, shape, texture, color, space, and form) and principles (unity, balance, contrast, emphasis, rhythm, pattern, and movement) of design, using a variety of drawing, painting, printmaking, sculpting, mixed-media, and 3-D materials. The study of specific artists and periods in art history will illustrate the basic concepts learned. Through oral critiques, students will learn to express their ideas and evaluate their own artwork.

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## 2D ART II (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

**Prerequisite:** 2D Art I

Students will continue studying drawing methods in both wet and dry media. Art history will focus on particular artists and movements, illustrating drawing concepts and building a visual vocabulary. Through oral critiques, students will learn to express their ideas and evaluate their own artwork.

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## ADVANCED 2D DESIGN (1 academic credit)

**Credit:** 1 academic credit for full year class

**Prerequisite: 2D Art I & II**

This course is designed for students who want to further their skills in three-dimensional media such as clay, wire, plaster, plastic, and found materials. Students will be required to participate in critiques, discussions, and independent research throughout the course. Students will be expected to exhibit high quality, craftsmanship, creativity, and complexity in their artwork.

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## 3D ART I

**Credit:** 1/2 academic credit for 1 semester class

This course explores design in three dimensions, emphasizing form, space, and concept. Projects will focus on modeling/ manipulation, additive, subtractive, and substitution sculpting techniques, as well as several types of printmaking and the use of mixed media. Students will study the history and contemporary creation of three dimensional art. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

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## 3D ART II

**Credit:** 1/2 academic credit for 1 semester class

**Prerequisite:** 3D/Ceramics 1

While continuing to expand upon materials and techniques from 3D Design-Ceramics 1, students will learn advanced techniques used in creating vessels and sculptures on the potters' wheel. Through oral critiques, students will learn to express their ideas and evaluate their own artwork

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## ADVANCED 3D DESIGN

**Credit:** 1 academic credit for full year class

While studying the elements and principles of design, students will explore watercolor, tempera, gauche, oil, and pastel techniques. Art history styles and movements are introduced with each project. Through oral critiques, students will learn to express their ideas and evaluate their own artwork.

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## AP 2D ART DESIGN (1 academic credit - two-semester course)

**AP exam in May is required**

**Prerequisite:** Offered to students who excelled in 2D Art I and 2D Art II

**Weight:** 1.1

In AP 2-D Art and Design, you will apply the skills you learn throughout the course, along with your own creative ideas, to produce unique works of art. You will develop an inquiry that guides your artmaking through practice, experimentation, and the revision of materials, processes, and concepts. This course will allow you to demonstrate your 2-D art and design skills across various mediums, including graphic design, sequential art, photography, collage, printmaking, illustration, industrial design, animation, game design, painting, fibers, and more.

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## AP 3D ART DESIGN (1 academic credit - two-semester course)

AP exam in May is required

**Prerequisite:** Offered to students who excelled in 3D Art I and 3D Art II

**Weight:** 1.1

In AP 3-D Art and Design, you will apply the skills learned in the course along with your own ideas to create unique works of art. Throughout the course, you will develop an inquiry that guides your art-making process through practice, experimentation, and the revision of materials, techniques, and concepts. You will demonstrate your 3-D art and design skills across various disciplines, including sculpture, architecture, jewelry, fashion and apparel design, bookmaking, game design, interior design, fibers, and more.

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## AP DRAWING (1 academic credit - two-semester course)

AP exam in May is required

**Prerequisite:** Offered to students who excelled in 2D Art I and 2D Art II

**Weight:** 1.1

In AP Drawing, you will apply the skills you learn in the course along with your own ideas to create unique works of art. Throughout the course, you will develop an inquiry that guides your artmaking through practice, experimentation, and revision of materials, processes, and concepts. You will demonstrate your drawing skills through various media, including painting, drawing, sequential art, printmaking, illustration, animation, and fibers, among others.

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## DIGITAL PHOTOGRAPHY I (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

With the use of several types of cameras (point-and-shoot and single-lens reflex), students will study various camera settings to assume creative and technical control. This course builds the foundation for visual literacy regarding the form and content of photographic images. The elements and principles of design are emphasized as they relate to photographic composition. Digital processing techniques are introduced, using several manipulating computer programs. Through oral critiques, students will learn to express their ideas and evaluate their own artwork/photos. Each student is required to have a Point-and-Shoot OR Digital Single Lens Reflex (DSLR) camera. iPad and iPhone cameras are not acceptable.

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## DIGITAL PHOTOGRAPHY II (1/2 academic credit)

**Credit:** 1/2 academic credit for 1 semester class

**Prerequisite:** Digital Photography I

In today's world, we are surrounded by images. We are continually seeing photographs as they appear in advertisements, on websites, in magazines, and on billboards; they even adorn our walls at home. While many of these images have been created by professional photographers, it is possible for your photos to take on a more professional look after you discover how to increase your creative potential. In Digital Photography II: Discovering Your Creative Potential, you will examine various aspects of the field, including specialty areas, ethics, and famous photographers throughout history. You will also learn how to effectively critique photographs so you can better understand composition and go on to create more eye-catching photographs on your own.

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## GRAPHIC COMMUNICATION (1 academic credit)

**Credit:** 1 academic credit for full year class

**Prerequisite:** Computer Application

Graphic Communication is a comprehensive study of graphic and layout design. Students will learn how to produce professional quality designs that incorporate text, artwork, photos, and color. We will also discuss web and digital photography terms and incorporate that knowledge into our design projects. Adobe Photoshop, Illustrator, and InDesign are some of the programs students will use to create these designs. Even though we do not use the same tools as traditional art classes, we will review and utilize knowledge of color and composition. Students will be graded upon completion of each project through a critique, in which they will demonstrate the process used to create their design. Positive feedback as well as constructive criticism is expected from other students.

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## GRAPHIC COMMUNICATION II (1 academic credit)

**Credit:** 1 academic credit for full year class

**Prerequisite:** Graphic Communication I

Graphic Communication II is a continuation of Graphic Communication I. Students must have taken Graphic Communication I, and teacher approval is required. Spaces are very limited. Students will aid teacher by assisting Graphic Communication I students. They will also have opportunities to work independently and produce actual printed projects for MRA. Students will be graded upon completion of each project through a critique, in which they will demonstrate the process used to create their design. Positive feedback as well as constructive criticism is expected from other students.

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## DRAMA (1/2 academic credit)

**Credit:** 1/2 academic credit for Drama A (1 semester class) and 1/2 academic credit for Drama B/C (1 semester class.)

Drama is a semester-based course, but students may enroll for a whole year. Students enrolled in the spring semester (regardless of enrollment in the fall semester) will participate in the spring musical. Whether taken in semester or year-long, drama is an activity-oriented course designed to introduce students to the art of the actor and to prepare them for stage performance. Students will study the basic principles of acting, improvise, complete character analysis, explore the use of objectives, obstacles, and choices, learn and use basic stage and rehearsal terms, implement theatre etiquette during class projects and presentations, and participate in the audition process. This class is interactive. The more the individual student puts into the class, the more we ALL get out of it.

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## MUSIC APPRECIATION (one-semester course)

**Credit:** 1/2 academic credit is awarded

Music Appreciation is a one-semester course that explores music as an essential expression of human culture and experience by examining musical styles from the Middle Ages through the twenty-first century, including Western art music, jazz, and popular music traditions. Through focused listening, discussion, and analysis, students develop foundational listening skills and a core musical vocabulary while engaging in both historical and aesthetic study. Upon successful completion of the course, students earn 0.5 fine arts credit and gain a deeper, lifelong appreciation for the diverse world of music.

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## CHOIR (1 academic credit)

**Credit:** 1 academic credit is awarded for the year long class

The Patriot Choir is a mixed-voice ensemble for students in 7th-12th grade that focuses on the development of vocal technique, music knowledge, and a love of music through the choral experience. Students will be performing periodically throughout the year. The purpose of this course is as follows: to increase students' communicative capabilities through music, to gain an understanding of the components of music (rhythm, melody, harmony, and expressive markings), and be able to use them in solo and group performance and to collaborate with the teacher and other students to explore, evaluate and create music.

# ACADEMIC ELECTIVES

## DUAL CREDIT INTRODUCTION TO PSYCHOLOGY (PSY) - FALL (1 academic credit)

**Textbook:** Meyers, David. Myers' Psychology for AP. New York: Worth Publishers. (2011).

The 2022-23 school year will mark the 7th year of partnership with Mississippi College and MRA to provide our students with numerous English and math dual credit opportunities. In an effort to continually provide our students with new and beneficial course offerings, we are expanding our dual credit program to offer Intro to Psychology through Mississippi College for the upcoming Fall 2021 semester. MRA will be the first high school in the state to provide this dual credit course through Mississippi College. This course will be taught by Mrs. Libbo Crosswhite, an adjunct instructor through Mississippi College's Department of Education & Psychology. Dual credit Intro to Psychology will only be offered in the Fall semester and open to juniors and seniors only

This is a ½ (0.5) credit, one semester academic course. PSY is a survey of the fundamental processes and concepts of human behavior. Topics include research methods, physiological bases of behavior, human development, learning, motivation, personality, abnormal behavior, and social psychology. Students must meet the following requirements: minimum 18 ACT and 3.0 GPA and be a junior or senior. To enroll in the course. A student does not have to have had Psychology before taking PSY. This course carries a 1.1 weight for the student's MRA grade, and successful completion of the course will grant students 3 hours of PSY college credit.

If you are interested in signing to take this course, click here to add to your subject request sheet. If you have any questions regarding the course, email Mrs. Crosswhite at lcrosswhite@mrapats.org.

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## ACCOUNTING I (1/2 academic credit)

**Credits:** 1/2 academic credit for a semester long class

**Prerequisites:** reserved for 11th or 12th graders

**Textbook:** Century 21 Accounting Multi-column Journal 10th edition

This course provides students with basic Accounting skills. Students will learn basic terminology and complete the financial accounting cycle for a service business organized as a sole proprietorship using an automated website.

## ACCOUNTING II (1/2 academic credit)

**Credits:** 1/2 academic credit for a semester long class

**Prerequisites:** Accounting I

**Textbook:** Century 21 Accounting Multi-column Journal 10th edition

This course is a continuation of the skills learned in Accounting I. Students will continue learning terminology and complete the financial accounting cycle for a merchandising business organized as a corporation using an automated website.

## PERSONAL FINANCE (1/2 academic credit)

**Credits:** 1/2 academic credit for a semester long class

**Textbook:** Dave Ramsey's Foundations in Personal Finance

Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Topics covered will include income, money management, spending, credit, saving, and investing. Students will design personal and household budgets, simulate the use of checking and savings accounts, demonstrate knowledge of finance, debt, and credit management, and evaluate and understand insurance and taxes. This course will provide a foundational understanding of making informed personal financial decisions.

## INTRO TO LEGAL STUDIES (1/2 academic credit)

**Credits:** 1/2 academic credit for a semester long class

**Textbook:** Adamson, John E., Law for Business and Personal Use, 18e. Mason, OH: South-Western Cengage Learning ((2008).

This course explores the foundations of law. The students will learn about the American legal system. Students will learn about the structure of state and federal judicial systems. The students will receive instruction about constitutional rights. The students will learn about contracts, criminal law, consumer protection, estates, property law, and credit obligations.

## SOCIOLOGY (1/2 academic credit)

**Hybrid Course:** taught in partnership with SevenStar and MRA Faculty

Sociology is a course that examines the complex, often problematic relationships between societies, governments, and individuals by investigating timely global and local social issues, such as poverty, health care, and the environmental crisis, through the lens of a distinctly Christian worldview. By focusing on one area of concern at a time, students discover how these challenges affect them personally and the world around them, while actively exploring what Christians can do about them in light of Scripture. Through the integration of biblical teaching, the curriculum encourages students to think critically about these issues and equips them with the perspective needed to make a meaningful difference locally and globally for the kingdom of God.

## CREATIVE WRITING (1/2 academic elective credit)

**Credits:** 1/2 academic elective credit is awarded for Creative Writing A (1 semester class) and 1/2 academic elective credit is awarded for Creative Writing B (1 semester class.)

**Textbooks:** The Bread Loaf Anthology of Contemporary American Poetry, The Bedford Reader, and The Best American Short Stories Anthologies, Writing Poetry, by Shelly Tucker Illinois: Good Year Books, 1992.

This course is a writing workshop. Students will write every day, and they will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will also examine various styles of writing by reading well-known and not so well-known writers of poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, haiku, reviews, montages, stream-of-consciousness selections.

Goals will be met through a variety of reading, writing, and speaking activities. Additionally, students must be willing to share their work; that is, they must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner. Students will research critically and/or commercially successful authors to find out their secrets to success. As a community, we will learn a great deal about each other by writing across various modes of art-in-language and describing how our writing works and what it does through various methods centering on close examination of language.

## SPEECH COMMUNICATION (1/2 academic elective credit)

**Credits:** 1/2 academic elective credit is awarded for Communications I and 1/2 academic elective credit is awarded for Communications II.

This course is designed to help students develop the skills necessary to become an effective communicator. Students will learn to be more self-confident, organized, and articulate when publicly speaking through speech activities, lecture series, and by choosing speech topics that interest each individual student. Students will also learn a brief history of mass communication and the role it plays in modern society. The vast majority of high school students will be required to take Speech Communication in order to graduate from college- this course will aid in your future success in college.

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## HEALTH (1/2 academic elective credit)

**Credits:** 1/2 academic credit for 1 semester class

**Textbook:** Lifetime Health

A study of how to maintain physical, mental, emotional, and spiritual health and to influence others about a healthy lifestyle.

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## ACT PREP (1/2 academic elective credit)

**Credit:** 1/2 academic credit for a semester long class

**Textbook:** The Book of Knowledge, published by A-List Education

ACT Prep is a class designed to improve students' achievement on the national standardized ACT test. The semester long course takes an in-depth look at the four areas that are tested on the ACT: English, math, reading, and science. The class not only teaches strategies for taking the test but also extensively teaches content-knowledge for English and Math. Full-length practice tests and shortened practice tests are given throughout the duration of the class.

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## ADVANCED WRITING ELECTIVE

An online Canvas course. This will **not** meet in a classroom for a designated period each day, but will meet 4 individual times during the semester before school from 7:30-8:10. The class is designed to prepare writing center tutors, but it could also be taken by a student who wants to pursue a higher-level writing and editing/revision course. Multiple elements of the course will be geared towards the future peer-tutoring program.

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## ENGINEERING ESSENTIALS (PLTW) (1 academic credit)

**Prerequisite:** Computer Science I and Algebra I (final grade of 85) or successful completion of Algebra II

Engineering Essentials is a full-year introductory course in the Project Lead The Way (PLTW) Engineering program, open to students in grades 10–12, that introduces foundational engineering concepts and the engineering design process through hands-on, project-based learning. Students utilize professional tools such as 3-D modeling software, geographic information systems (GIS), and prototyping equipment to solve real-world problems across multiple industries. Throughout the course, strong emphasis is placed on developing vital professional skills, including collaboration, critical and creative thinking, communication, project management, and ethical reasoning, effectively preparing students for future success in advanced STEM fields.

# NON ACADEMIC ELECTIVES

** Only 2 non-academic elective credits will be counted towards graduation*

## MEDIA PUBLICATIONS (1/2 non-academic credit)

**Credit:** 1/2 non-academic credit for a year long class

During this course, students will construct the MRA yearbook. Students will request specific yearbook pages to be in charge of and they will be responsible in the completion of those pages (with assistance from the teacher). The yearbook will be designed in the Mac lab through an online program. The Media Publication staff will also organize/host the Features Pageant.

## DRIVERS EDUCATION (1/2 non-academic credit)

**Credit:** 1/2 non-academic credit for a semester class

**Prerequisite:** Must be entering freshmen year, and at least 14 years of age, so that the student can apply for a learner's permit.

**Textbook:** Responsible Driving

This course is designed to help young drivers become more familiar with driving, by learning and developing driving skills, as well as, the rules of the roads. This course is designed to have 30 hours of classroom and 6 hours of behind the wheel driving.

## VARSITY ATHLETICS (1/2 non-academic credit for 11th-12th)

**Varsity Sports**

- Baseball
- Basketball
- Cheerleading
- Cross Country
- Dance
- Fast-Pitch Softball
- Football
- Golf
- Soccer
- Swimming
- Tennis
- Track and Field
- Volleyball

**Junior High**

- Baseball- Freshman Team
- Basketball- 9th Grade Teams
- Cheerleading
- Cross Country
- Dance
- Football- 9th Grade Teams
- Track and Field