

BESSEMER CITY HIGH SCHOOL

"Where Excellence Is Mandatory"



Prowling for Excellence

COURSE CATALOG 2018 - 2019

MISSION

The mission of Bessemer Schools is to produce informed, responsible, productive citizens who will be lifelong learners and successful contributors of society. We will accomplish this mission in cooperation with parents and the community, by providing a dedicated staff, a diverse and challenging curriculum, within a clean, safe and caring environment.

Assessment, Guidance, & Transcripts.....	Mrs. Barbara McCoy—432-3007
Attendance, and Discipline.	Mrs. Linda Richardson—432-3019
Career & Technical Education.....	Mr. Iverson Dudley—432-3805
Curriculum & Instruction... ..	Dr. Marcy Burroughs—432-3005
Federal Programs.....	Mrs. Brenda Rumley—432-3004
Sexual Harassment.....	Mrs. Sherry Saulsbury—432-3009
Special Education	Dr. Edward Cox—432-3002

TABLE OF CONTENTS

Bessemer City Board of Education	1	ACT Online Prep and ACT Fee Waivers....	10
Information for Students and Parents	1	Noncompliance of Attendance.....	10
Course Selection Process.....	2	Absences & Participation in School Activities.....	11
Student Schedule, Schedule Changes and Fees.....	2	Eligibility for Extra-Curricular Activities	11-12
Validation of Credits Schools	2-3	NCAA Initial Eligibility Requirements	13-14
Promotion/Grade Classification	3	Valedictorian, and Salutatorian	15
Credit Improvement	3-4	Advanced Placement Courses	15-16
Credit Acceleration-Advancing Credit	4	Dual Enrollment.....	16-17
Credit Obtainment.....	4-5	Graduation Requirements.....	18-19
Recovering Credit	5	Four Year Plans.....	20
Repeating Credit	5	Essential Skills Pathway.....	20
Virtual Learning Program	5	Science Pathway.....	20
Summer Program.....	6	Math Pathway.....	21
Four-Year Educational Plans	6	Academic & Dual Enrollment Courses	22
Uniform Grading Scale.....	7	English Courses.....	23-24
Report Cards.....	7	Math Courses.....	24-27
Final Course Grade.....	7	Science Courses.....	27-28
Examinations.....	8-9	History Courses	29-30
Required Examinations-School Generated.....	8	Foreign Language Courses	30-31
Exam Exemption	8	Career Preparedness	31
Required System and State Exams.....	8	Health and LIFE	31-32
ACT plus Writing	8	Physical Education Electives	32
ACT WorkKeys	9	Arts Education.....	33-34
Civics Test.....	9	Academic and Other Electives	34-37
PSAT-National Merit Qualifying Test.....	9	Service Electives-Student Aides	37
PSAT 8/9	9	Career and Technical Education Electives	38-44
SAT and SAT Subject Tests	9	National Career Clusters Framework	45-46
ASVAB.....	9		

THE BESSEMER CITY SCHOOL SYSTEM
BOARD OF EDUCATION

Superintendent. Dr. Keith Stewart
Chief School Financial Officer.....Mrs. Patricia Stewart

Mrs. Claire Mitchell, President
Mrs. Renna' Soles-Scott
Mr. Sam Morris
Ms. Darlene Perkins
Mrs. Vera Eades
Mrs. Carolyn Wilson
Mrs. Hattie Aikerson

BOARD MEETINGS

The Bessemer City Board of Education meets regularly on the third Tuesday of each month at 6:00 p.m. at the Central Office, which is located at 1621 5th Avenue N, Bessemer, Alabama 35021.

Website: www.bessk12.org

EQUAL EDUCATION AND EMPLOYMENT OPPORTUNITY

It is the policy of the Bessemer City Board of Education that the school system shall place an equal emphasis upon the non-discriminatory provision of educational opportunities for students. No student shall be denied the benefits of any educational program or activity on the basis of race, color, disability, creed, national origin, age, sex, homeless status, marital status, non-English speaking ability, or migrant status. Programs offered by schools within the school system shall be open to all students in compliance with applicable outside agency guidelines, statutory and judicial requirements, and board policy.

INFORMATION FOR STUDENTS AND PARENTS

Each student is valuable and important to our future; therefore, the educational success of each student is the focus of every effort of the Bessemer City School System. Curriculum offerings in the Bessemer City School System are designed to meet standards and guidelines established by the Alabama State Department of Education. Curriculum planning and student placement decisions reflect policies adopted by the Bessemer City Board of Education.

COURSE SELECTION PROCESS

High school class schedules are based on a traditional bell schedule during the regular academic year. Students will take core courses throughout the school year. In addition to the core courses, students select courses to earn the required number of credits to complete an Alabama High School Diploma. Students are encouraged to review and utilize their four-year plans during the course selection process.

Teacher recommendations and standardized test scores determine student placement in the four academic areas. Teacher approval is required for several elective courses. Counselors and teachers meet with students to advise them about course offerings, prerequisites, and placement. A signed Parent Override Form is required in order for a student to take a course against recommendation.

During the course selection process, students will select 7 to 11 courses for the upcoming academic year. Students will select 4 core courses (English, math, social studies, and science), 3 elective courses, and a maximum of 4 alternate courses. Schedules for the specific course and teacher are assigned by computer. Every effort is made to schedule each student into courses that reflect his or her first choice.

Students may not request to retake academic courses for which credit has already been awarded. Course availability is affected by many factors: student demand, school enrollment, personnel availability, and funding constraints.

School personnel complete cards for students who fail to return course selection cards or whose cards are incomplete or incorrect.

STUDENT SCHEDULE, SCHEDULE CHANGES AND FEES

Dates for early schedule pick-up will be announced in the local media. To obtain a schedule during early schedule pick-up, the student must pay all fees required for courses selected. During early schedule pick-up, no schedule may be obtained by a student until all monies owed to the school (lost textbooks, library fines, etc.) have been paid. Contact the school principal to discuss any difficulty with fee payments.

The course selection process is made prior to the beginning of the school year and is the basis for master scheduling and staffing decisions at each school. For that reason, student requests for schedule changes are strongly discouraged and may be denied.

Requests for schedule changes must be submitted during the first four (4) days of the semester. No schedule changes will be made for courses taken by parent override against teacher recommendation.

VALIDATION OF CREDITS FROM NON-ACCREDITED OR HOME SCHOOLS

To allow transfer of credits and/or determine the appropriate class/grade placement of a student transferring to this system from a non-accredited or home school, the following shall be implemented:

1. Credit for all elective courses shall be accepted without validation.
2. Uncontested credit for core courses (English, mathematics, science and social studies) shall be transferred as follows:
 - Using all available records and nationally standardized tests, if available, the principal or his/her designee shall determine the appropriate placement and then notify the student and the parent/guardian.

- For any initial core course the student completes successfully in this system, he/she shall be permitted to transfer in that subject area all previous credits earned at a non-accredited or home school. (Example: Successful completion of eleventh grade English in this system would allow the student to transfer ninth and tenth grade English if completed successfully at the non-accredited or home school).
3. Contested credit for core courses (English, mathematics, science and social studies) shall be transferred as follows:
- The principal or designee shall supervise the administration of the school systems' content-based course specific validation test. For each validation test passed, the student shall be placed in the next level core course and credit for the prerequisite course(s) shall be transferred. Once a grade-level course has been validated, all preceding courses in that content area are recorded as validated.

In the event of the existence of controversial records/transcripts and/or the absence of any official or notarized records/transcripts, the principal or designee shall supervise the administration of the school systems' content-based course specific validation test. For each validation test passed, the student shall be placed in the next level core course and credit for the prerequisite course(s) shall be transferred. Once a grade-level course has been validated, all preceding courses in that content area are recorded as validated.

PROMOTION/GRADE CLASSIFICATION

Students entering high school as first-time freshmen during the 2018-2019 school year and beyond must earn the minimum number of Carnegie units (credits) necessary for grade placement **above grade 9** as indicated below:

10th Grade – 6

11th Grade – 12

12th Grade – 18

Graduation – 24

Students who entered high school as first-time freshmen between the 2015-2016 and 2017-2018 school years must earn the minimum number of Carnegie units (credits) necessary for grade placement **above grade 9** as indicated below:

10th Grade – 7

11th Grade – 14

12th Grade – 21

Graduation – 24

CREDIT IMPROVEMENT

Credit improvement allows students who may need or want to take a course for additional credit an opportunity to do so. Students may attempt credit improvement through advancing credit, obtaining credit, recovering credit and/or repeating credit.

Admission and eligibility requirements of various organizations are subject to change, and it is the student's responsibility to consult with outside organizations such as universities, the AHSAA, NCAA, etc. to determine how credits earned through credit improvement (advancing credit, obtaining credit, recovering credit and repeating credit) might affect eligibility, admissions, or status.

A credit improvement application is required for participation. The application may be requested from the school. The application must be signed by the parent or guardian, the student, the high school counselor or administrator.

Credit improvement incorporates the use of technology and curriculum provided through one or a combination of the following:

- **ACCESS (Alabama Connecting Classrooms, Educators and Students Statewide) Virtual Learning**

For more specific information, students should contact their school counselors or visit the ACCESS Virtual Learning website at <http://accessdl.state.al.us/>

NOTE: The NCAA has approved fifty-one ACCESS courses. The list of courses may be found at www.eligibilitycenter.org. Credit Recovery/Credit Advancement courses available through ACCESS, are NOT accepted by the NCAA for eligibility purposes.

- **A+NYWHERE (A+) Learning System** – A+ is provided by the Bessemer City School System. None of the courses offered through A+NYWHERE Learning Systems are approved by NCAA.

CREDIT ACCELERATION – ADVANCING CREDIT

This program allows students who already know most of the standards taught in a particular course and who are not currently enrolled in the course to prove mastery of course content by successfully completing a pretest and posttest in that subject. Students may attempt credit advancement in math, English, science (excluding biology, physical science and chemistry as directed by the ALSDE), social studies and elective classes.

The tests used for credit advancement are locally approved computer-based or paper-pencil exams. Students interested in attempting credit advancement should contact their high school's academic advisor to schedule an appointment.

All computer-based credit advancement exams will be given on an electronic device at the high school. Both computer-based and paper-pencil exams will be proctored by the principal's designee at the high school. There is no fee to participate in credit advancement.

Parent permission is required to participate in credit advancement. The permission form may be obtained from each high school. This form must be signed by the parent or guardian, the student, the high school counselor, and the high school principal.

Credit advancement exams can be taken within the first five days of each semester, the last ten days of each semester, and during the month of June. Students attempting credit advancement will take a pretest for the course. If the student earns at least an 80 on the pretest, then he/she will take a comprehensive posttest. The student will need to schedule an appointment to take the posttest. The posttest must be taken within one week of the results of the pretest being released to the student. Students are permitted to take the posttest on the same day as the pretest if an appointment to do so is available. If the student makes at least an 80 on the posttest, then he/she will receive credit for the course. The final grade earned on the pretest and the posttest will be averaged. The numeric average will serve as the final grade and will be posted directly to the transcript in a separate column indicating that the credit was earned through credit advancement. Credit advancement courses are not weighted. If the student earns below an 80 on the pretest, then he/she is not eligible to take the posttest or to receive credit for the course.

There is not a limit on the number of credits that a student can earn through credit advancement; however, students will be permitted to attempt credit advancement only one time per course. All rising ninth grade through twelfth grade Bessemer City School System students are eligible to attempt credit advancement.

Any credit obtained for a course through this program is not approved by NCAA.

CREDIT OBTAINMENT

Students who may need or want to take a course for additional credit may participate in this program. Students can attempt credit obtainment in math, English, science, social studies and elective classes. Unlike credit advancement, students will take the course in its entirety; therefore, a pretest will not be administered. Credit obtainment is an alternative to the traditional approach to course completion. Using this program, students must take the entire course and the course is not weighted.

Students eligible for credit obtainment will:

- Be a transfer student whose deficit in the required credit(s) is(are) not due to failure of the course OR

- Be a student who exhibits the desire to earn more than the traditional credits allotted in the school year

There is not a limit on the number of credits that a student can earn through this program.

Whether or not a credit obtained for a course through this program is approved by NCAA depends on how the instruction is provided. For example, a course taken through ACCESS Virtual Learning is approved by NCAA.

CREDIT RECOVERY

In accordance with guidelines established by the Alabama State Department of Education, the Bessemer City School System offers students who have received failing grades in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring students to repeat the entire course.

In order to be accepted students will:

- Have an overall average of 40-59 in the course they seek to recover credit;
- Will only complete the standards from the course that caused them to fail. The identification of the standards that caused the student to fail is performed through a computer-based course and skill-specific diagnostic tool. This prevents the student from having to redo the entire course and allows them to recover the lost credit in a much shorter time frame;
- Provide their own transportation to credit recovery classes when attending the after-school sessions;
- Pay course fee
- The maximum grade a student can receive in Credit Recovery is a 60;
- The original failing grade shall stay on the permanent record and be included in computing the student's overall Grade Point Average;
- The credit recovery grade shall be included in computing the student's overall Grade Point Average.

Transfer students from non-AdvancED accredited or home schools who fail the validation tests with a score of 40-59 for any core courses are also eligible for Credit Recovery.

Any credit obtained for a course through this program is not approved by NCAA.

REPEATING CREDIT

This program is primarily for those students who made less than a 40 in the class they failed. Using this program, students must retake the entire course. Instruction may be provided traditionally or non-traditionally. Also, students who are eligible for Credit Recovery, but want to try and achieve higher than a 60 on their transcript for a course they failed may choose this option because students will be expected to complete all objectives from the course they failed.

Whether or not a credit obtained for a course through this program is approved by NCAA depends on how the instruction is provided. For example, a course taken through ACCESS Virtual Learning is approved by NCAA, but a course taken through A+NYWHERE Learning System is currently not approved by NCAA.

VIRTUAL LEARNING PROGRAM

Through the BCS Virtual Learning Program, the Bessemer City School System provides students in grades 9-12 the option to complete courses by way of an online, virtual platform. The virtual courses, which align with the Alabama College and Career Ready Standards, offer students the benefits of time, flexibility and program customization. Students who utilize the virtual program also assume increased responsibility in personal time management, organization, self-direction, and personal discipline to complete course and school requirements.

SUMMER PROGRAM

The Bessemer City Board of Education may operate a summer program when needed to serve the educational goals of the Bessemer City School System. All summer sessions will comply with Alabama law and current administrative code. The following procedures apply to the operation of a summer program by the Bessemer City School System:

1. Prior to enrolling in a summer program course, the student must obtain written permission for each class from his or her principal or the principal's designee. Credits earned without prior approval of the principal or the principal's designee will not be recognized.
2. Course content for the Summer Program is determined by the Alabama Course of Study/Alabama College and Career Ready Standards for the particular course; mastery of the course content is determined in the same manner as for a course taught during the regular school year.
3. A student shall not earn credit toward graduation for a course that duplicates course content for which credit has already been awarded. A student shall not earn credit toward graduation for a course whose content is subsumed by a course for which credit has already been awarded. 290-3-1-02(8)(c)1-2

The Bessemer City School System will offer a summer program in 2019. The Bessemer City School System receives no funding for summer school-credit improvement programs; therefore, the availability of summer course offerings at all grade levels shall be based on sufficient student demand to financially support the summer school-credit improvement programs. The costs associated with the operation of the programs shall be borne by the enrolled students. Summer school grades shall not be averaged with regular school year grades to determine passage or failure of a course or a portion of a course. Promotion and retention determinations for students are made by the appropriate school staff in accordance with district procedure.

FOUR-YEAR EDUCATIONAL PLANS

The four-year plan is designed by each student to make the most of his/her educational experience while enrolled in high school. The plan clarifies what is expected of and available to the students from the freshman to senior year.

The four-year plan provides a roadmap for maximizing opportunities in each student's curricular and co-curricular life. By fully engaging this plan, students will:

- Rise to academic challenges and excel in coursework.
- Be an active and collaborative learner and participate fully in their education.
- Seek enriching experiences by pursuing activities that integrate their classroom education with community-based learning opportunities through service, co-curricular activities, leadership opportunities and/or a culminating senior experience.
- Identify and apply the skills acquired from all of your experiences.

Four-year plans are developed through Kuder. Kuder is a web-based program used by all students in grades 8 through 12 to create their four-year high school educational plans. Students complete a personality inventory, research suggested careers, and investigate colleges, universities, and training programs all over the U.S.

This is a great resource for parents and students to use to begin planning for high school and after high school. This program provides a simple and user-friendly tool for developing and printing resumes. By obtaining the unique student number and pin number from the school, students can save their inventory results, high school plans, resumes, and college research. The web address is www.kuder.com

UNIFORM GRADING SCALE

A numerical system will be used as the uniform grading scale. The key to grades should be listed on the report cards and permanent records. Each teacher should have a minimum of one grade per week (homework, daily work, tests, etc.) for each week in a grading period. Grades may not vary from this scale without board approval.

A = 90 – 100% B = 80 – 89% C = 70 – 79% D = 60 – 69% F = 0 – 59%

Transcripts containing letter grades from a regionally accredited school will be converted to numerical grades if school officials of the school the student previously attended cannot or will not convert the letter grades to numerical grades. The letter grades will be converted to numerical grades as follows:

A+ = 99	B+ = 89	C+ = 79	D+ = 69	F = 59 or below
A = 95	B = 85	C = 75	D = 65	
A- = 90	B- = 80	C- = 70	D- = 60	

REPORT CARDS

Report cards are for transmitting an evaluation of student progress to the student and his/her parents/guardians. Report cards and progress reports for elementary, middle, and high schools will be issued at least four (4) times during the scholastic year.

FINAL COURSE GRADE

ONE-HALF CREDIT, ONE NINE-WEEK COURSES

For one-half credit, one nine-week grading period courses, a mandatory comprehensive exam will be administered at the end of the nine-week grading period. The weight assigned to the comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade.

Mandatory comprehensive final examinations are administered to all students except those students meeting the exemption criteria. The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the nine weeks' grade.

ONE CREDIT, TWO NINE-WEEK COURSES

For one credit, two nine-week grading period courses, mandatory comprehensive exams will be administered at the end of the first nine-week grading period. The weight assigned to each comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade. The comprehensive final exam administered at the conclusion of the course will count 20% of the **final grade** for the course. The sum of the two nine weeks' averages will be multiplied by two and added to the course final exam grade. This total will be divided by five to get the course final grade.

Mandatory comprehensive final examinations are administered to all students except those students meeting the exemption criteria. The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the four nine weeks' grades.

EXAMINATIONS

REQUIRED EXAMINATIONS – SCHOOL GENERATED

The periodic use of teacher-made examinations assists school system personnel in evaluating student learning and achievement and provides a means for assessing the effectiveness of the teaching-learning process in the schools. Hence, the Board encourages teachers to ensure that students are provided with meaningful opportunities to engage in the preparation for and completion of comprehensive examinations. Comprehensive exams must be administered at the end of each nine-week grading period in both half-credit and full-credit courses. The grade earned on each comprehensive exam (excluding the comprehensive final exam administered during the conclusion of the last nine-weeks of a course) will be used in calculating each nine-week grade. The weight assigned to each comprehensive exam will be determined by the teacher of the course and will not exceed 20% of the nine-week grade. The comprehensive final exam administered at the conclusion of the course will count 20% of the **final grade** for the course. Written examinations or other assessment techniques which measure student mastery of the content may be used. Assessments may include portfolios, products, performances, research papers, or projects. Further, teachers should have a minimum of one weekly grade (homework, daily assignments, tests, etc.) for each student in each grading period.

EXAM EXEMPTION PROCEDURE

One-Half Credit (One Nine-Week Course)

In order to be exempt from a final exam at the end of a one-half credit two nine-week grading period course, a 9 through 12 grade student must:

- Possess an A (90-100%) average with 3 or fewer absences, or
- Possess a B (80-89%) average with 2 or fewer absences, or
- Possess a C (70-79%) average with 1 or fewer absences, **AND**
- Have no discipline referrals that result in detention or suspension **during the semester.**

The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the two nine-week grading period for both a one-half credit and a one credit course.

One Credit (Two Nine-Week Courses)

In order to be exempt from a final exam at the end of a one credit, four nine-week grading period course, a 9 through 12 grade student must:

- Possess an A (90-100%) average with 6 or fewer absences, or
- Possess a B (80-89%) average with 4 or fewer absences, or
- Possess a C (70-79%) average with 2 or fewer absences, **AND**
- Have no discipline referrals that result in detention or suspension **during the semester.**

The final course grade for students in grades 9 through 12 who meet exemption criteria will be determined from the average of the four nine-week grading periods for a one credit course.

REQUIRED EXAMINATIONS – SYSTEM AND STATE GENERATED

In addition to the exams administered by the teachers of the course, the Bessemer City School System administers tests mandated by the Alabama State Department of Education to help students benchmark their progress through school so they will be better prepared for their chosen careers and post-secondary studies.

ACT with Writing (Grade 11)

Eleventh grade students in the Bessemer City School System take the *ACT with Writing* in April. This provides all students one opportunity to test at their local school free of charge. The *ACT with Writing* assessment contains four curriculum-based tests that measure academic achievement in English, mathematics, reading, and science reasoning plus a writing test. The assessment measures academic development based upon a student's skills in applying content knowledge and reasoning skills acquired in his or her course work. *ACT with Writing* is an assessment used for college admission and scholarships. More information, including additional testing dates and sample test questions, may be found at www.act.org.

ACT WorkKeys (Grade 12)

Twelfth grade students in the Bessemer City School System will take the *ACT WorkKeys*. *ACT WorkKeys* is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. As part of ACT's Work Readiness System, *ACT WorkKeys* has helped students build their skills to increase global competitiveness and develop successful career pathways. Successful completion of *ACT WorkKeys* assessments in Applied Math, Graphic Literacy, and Workplace Documents can lead to earning ACT's National Career Readiness Certificate (NCRC), a portable credential. KeyTrain may still be used as a practice or remediation tool.

CIVICS TEST (Grade 12)

Twelfth grade students in the Bessemer City School System will take a Civics test during the American Government course. The components of the test are: Civics, Geography, American Government, and US History. The exam will be similar to the United States Citizenship and Immigration Services (USCIS) and will also contain questions about the local and state government. Students who do not obtain a passing score may retake the test until he or she obtains a minimum passing score of 60. **The Civics test is a graduation requirement and NOT a state assessment.**

OPTIONAL COLLEGE AND CAREER READINESS EXAMINATIONS**PSAT – National Merit Scholarship Qualifying Test**

The Preliminary SAT (PSAT) is the National Merit Scholarship Qualifying Test (NMSQT) that measures critical reading skills, math problem-solving skills, and writing skills. By taking the PSAT, students can become familiar with the SAT and see how their scores on a college entrance exam compare nationally with other students applying to college. Students in the 10th grade may take the test for practice. Students must test during their junior year to be considered for National Merit Scholarships. Being selected as a National Merit Scholar is one of the highest academic honors that a student may earn.

The anticipated national test date for the 2018-2019 school year is Wednesday, October 18, 2018. Students must register with their school counselors at least six weeks prior to the test date. Payment is required at the time the student registers for the test. More information about PSAT, including sample test questions, can be found at www.collegeboard.org.

PSAT 8/9

The PSAT 8/9 is a test that helps students and their teachers determine the academic areas students need to work on most so that they are ready for college when they graduate from high school. The PSAT 8/9 assesses the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10 in a way that makes sense for their grade level.

Schools choose a Fall date between late September 2018 and late January 2019 or a Spring date between late February 2019 and early March 2019. The PSAT 8/9 establishes a baseline measurement of the students' college and career readiness as they enter high school. It also gives students a chance to preview the SAT, PSAT/NMSQT, and PSAT 10 and connect to AP courses.

When students get their test results, they may connect their College Board and [Khan Academy](https://www.khanacademy.org)® accounts to get free personalized study recommendations. The test results for students in ninth grade will let them know if they should consider taking AP European History.

SAT and SAT Subject Tests

The SAT and SAT Subject Tests are a set of tools designed to assess student's academic readiness for college. More information about the SAT and SAT Subject Tests, including sample test questions, may be found at www.collegeboard.org.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. More information about the ASVAB, including sample test questions, may be found at www.official-asvab.com.

ACT ONLINE PREP AND ACT FEE WAIVERS

ACT Online Prep

Access to ACT's online prep program is available to all high school juniors, free of charge, through either fee waivers (see information below) or through the Alabama State Department of Education. This online service provides 11th grade students with practice tests including real ACT test questions, practice essays for the new optional ACT Writing Test (with real-time scoring), comprehensive content review for each of the ACT's four required tests-English, Math, Reading, and Science, a diagnostic test and a personalized study plan. The website to access this program is www.actonlineprep.org. Further information may be obtained from your school.

ACT Fee Waivers

Students testing on a national test date and who cannot afford the registration fee for the ACT or ACT with writing, may be eligible for an ACT Fee Waiver.

Students must meet **all** of the following requirements:

1. Currently enrolled in high school in the 11th or 12th grade.
2. Either a United States citizen or testing in the US, US territories, or Puerto Rico.
3. Meet one or more indicators of economic need listed on the ACT Fee Waiver form.

Eligible students may use a maximum of **two** separate fee waivers total. The waiver is used once students register, even if they do not test on the requested test date.

IMPORTANT: To take full advantage of the waiver, students must follow through and test on their registered test date.

Fee waivers cover **only** the basic registration fee for the student's test option on a national test date, including up to four college choices (if valid codes are provided by the student when he/she registers). Waivers do not cover the late registration fee, test date or test center changes, standby fee, additional score reports, or any other services.

Students **cannot** request a fee waiver directly from ACT. Fee waivers may be requested from the high school.

Note: If students register online, and register during the late period or request any additional services, credit card must be used to pay those fees before submitting the registration.

NONCOMPLIANCE OF ATTENDANCE

The Department of Public Safety shall **deny** a driver's license or a learner's license for the operation of a motor vehicle to any person under the age of 19 who does not, at the time of application, present a diploma or other certification of graduation issued to the person from a secondary high school of this state, or any other state, or documentation that the person: (1) is enrolled and making satisfactory progress in a course leading to a general educational development certificate (GED) from a state approved institution or organization, or has obtained the certificate; (2) is enrolled in a secondary school of this state or any other state; or (3) is participating in a job training program approved by the State Superintendent of Education. See *Ala. Code 16-28-40* for additional information.

Whenever a student 17 years of age or older withdraws from school without meeting the exclusionary conditions of this legislation, the attendance office or chief attendance administrator may complete and submit an Enrollment/Exclusion Form to the Department of Public Safety.

STUDENT ABSENCES AND PARTICIPATION IN SCHOOL SPONSORED ACTIVITIES

The procedure for students who are away from school because of participation in official school sponsored activities will be marked present and allowed to make up missed work. Students who are absent from school for an excused or unexcused reason will **not** participate in any school extracurricular or co-curricular activities that day (athletic contest, cheerleading, band, scholars' bowl, beauty walk, etc.).

ELIGIBILITY FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

The Bessemer City Board of Education recognizes the value of athletics and other extracurricular activities as they relate to the total education of students. The Bessemer City Board of Education also recognizes and supports high academic standards and the necessity of developing a framework to assess annually the progress of each student who participates in athletics or extracurricular activities toward graduating from high school on schedule with his/her class.

The Bessemer City Board of Education prescribes the following regulations for eligibility:

1. **Students must be enrolled in Bessemer City High School**
2. Extracurricular activities associated with athletics are defined as those recognized and sanctioned by the Alabama High School Athletic Association, and other extracurricular activities are defined as those that are sanctioned by a public school that are not related to a student's academic requirements or success in a course.
3. Regular curricular activities are defined as those that are required for satisfactory course completion.
4. Students entering grades 10 through 12 must, for the last 2 terms/semesters of attendance and summer school, if applicable, have a passing grade and earn the appropriate number of credits in each of 6 subjects that total 6 Carnegie units of credit, including 4 credits from the 4 core subjects composed of English, science, social studies, and mathematics with a numerical composite average of 70. Students entering grades 8 and 9 must, for the last two terms/semesters of attendance and summer school, if applicable, have a passing grade in 5 subjects with a composite numerical average of 70. Students promoted to the seventh grade for the first time are eligible. (A term/semester is defined as one-half of a school year as defined by the local Board of Education adopted school year calendar.)
5. Physical education may count as only 1 unit per year.
6. Eligibility shall be determined on the first day of the local school year and shall remain in effect for 1 complete school year. Students deemed ineligible at the beginning of the school year by virtue of having failed to meet the requirements outlined in item #3 may regain their eligibility either by successfully completing the required courses through an accredited program by September 1st OR at the end of the first term/semester by meeting the requirements for eligibility in the two most recently completed terms/semesters, including summer school. Eligibility restoration must be determined no later than 5 days after the beginning of the succeeding term/semester.* An ineligible student may not become eligible after the fifth day of each term/semester.
7. Bona fide transfers may be handled according to rules of the Alabama High School Athletic Association for sports and rules to be developed by the local Board of Education as they pertain to other extracurricular activities. The rules and regulations for athletic eligibility for transfers according to the Alabama High School Athletic Association may be found at www.AHSAA.com.

8. Each eligible student must have a minimum composite numerical average of 70 on six (6) Carnegie units from the preceding year, including summer school. Summer school work passed may substitute for regular school work repeated in computing the 70 average.
9. Each eligible student involved in athletics must meet the definition of a regular student as defined by the Alabama High School Athletic Association.
10. Any student who earns more than four (4) credits in the core curriculum in any given year or who accumulates a total in excess of the required four (4) per year may be exempt from earning the four (4) core courses in the succeeding year as long as that student remains on track for graduation with his/her class and the grade was not previously used in calculating eligibility.
11. Sixth grade students are eligible for non-athletic extra-curricular activities. Students promoted to the seventh grade for the first time are eligible for all extra-curricular activities.
12. School sponsors are required to submit a request for each curricular activity that occurs

outside the regular school day and/or school to the Athletic Director, Principal, Superintendent, and the local Board of Education for approval.

13. Each request for full participation by all students, regardless of academic standing, in a curricular activity shall be granted if the Principal, Superintendent, and the local Board of Education approve participation in the activity as an extension of a course requirement and it is an event sanctioned by a state/national subject matter association.
14. Notwithstanding anything to the contrary in this regulation, activities offered by the school through mathematics, science, band, choral music, and other courses at events such as athletic events (pre-game, game, halftime, or other breaks), club conventions, parades, amusement park trips and competitions, trips by tour companies, performances at various meetings, etc., are extracurricular, and students academically ineligible under this policy shall not be allowed to participate.

*Unit calculations for regaining eligibility at the end of the first term/semester may not coincide exactly with units for graduation for students in schools on a different academic calendar.

NCAA INITIAL-ELIGIBILITY REQUIREMENTS

NCAA DIVISION I

CORE COURSES: (16)

- Initial full-time collegiate enrollment before August 1, 2016:
 - Sixteen (16) core courses are required (for subject-area requirements see chart at http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
- Initial full-time collegiate enrollment on or after August 1, 2016:
 - Sixteen (16) core courses are required (for subject-area requirements see chart at http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
- These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements.

TEST SCORES: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale.
 - SAT: critical reading and math sections.
 - Best subscore from each section is used to determine the SAT combined score for initial eligibility.
 - ACT: English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT sum score for initial eligibility.
- All ACT and SAT attempts before initial full-time collegiate enrollment may be used for initial eligibility.
- Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score

directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.

CORE GRADE-POINT AVERAGE:

- Only core courses that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- Initial full-time collegiate enrollment before August 1, 2016:
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
 - Core-course GPA is calculated using the best 16 core courses that meet subject-area requirements.
- Initial full-time collegiate enrollment on or after August 1, 2016:
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
 - Core-course GPA is calculated using the best 16 core courses that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

NCAA DIVISION II

CORE COURSES

- Division II currently requires 16 core courses.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

TEST SCORES

- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

GRADE-POINT AVERAGE

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on see http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).

Remember, the NCAA core GPA is calculated using NCAA core courses only.

**IMPORTANT NOTE REGARDING ESSENTIALS
SKILLS PATHWAY AND ALTERNATE
ACHIEVEMENT PATHWAY CORE COURSES**

The substitute courses for special education students are intended for students with IEPs. However, they are available for any student whose four-year plan recommends one of these courses. The Curriculum Guide to the Alabama Course of Study contains the course content for students following the Essentials/Life Skills Pathway. Careful consideration should be given before a student is allowed to take one of the courses. None of these courses will be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting one of these courses.

VALEDICTORIANS, SALUTATORIANS AND HONOR GRADUATES

In an effort to encourage academic excellence and achievement on the part of students throughout the school system, the board directs that the high school principal, with the assistance of appropriate staff members, select a valedictorian, a salutatorian, and honor graduates as a way of appropriately honoring those students who have pursued and attained high academic goals. Following are the criteria for determining who may be eligible for these honors:

VALEDICTORIAN AND SALUTATORIAN

The student with the highest numerical grade average who qualifies to receive Academic Distinction to the Alabama High School Diploma will be the class valedictorian. The student with the second highest numerical grade average who qualifies to receive Academic Distinction to the Alabama High School Diploma will be the class salutatorian.

In the case of a tie (after carrying the grade average to 4 decimal places and rounding to 3 places), students having the same average will be recognized as co-valedictorians or co-salutatorians. The numerical grade average for the candidates will be computed on course work taken beginning with the freshman year through the second term of the senior year. All term grades will be used.

Advanced Placement (AP) grades will be weighted by adding 10 points to each final grade earned in an AP class. All Pre-Advanced Placement (Pre-AP) grades will be weighted by adding 5 points to each semester grade earned in a Pre-AP class.

In the case of a transfer student who has AP grades, only those courses recognized as AP by The College Board will be weighted. If a student fails an AP course, no weighted credit will be added to the configuration.

The candidates for valedictorian and salutatorian must have been enrolled at the high school for one full school year prior to the date of their graduation. If letter grades are present on a candidate's transcript, the candidate must have the respective school(s) attended submit the grades in numerical form. If school officials of the school that the student attended cannot or will not convert the letter grades to numerical grades, the letter grades will be transposed to numerical grades. (See page 7 for grade scales.)

HONOR GRADUATES

The honor graduates are graduating seniors who have qualified to receive an Academic Distinction to the Alabama High School Diploma and have an overall grade point average (GPA) of 4.0 (on a 4-point scale) on all courses taken during the freshman year through the second semester of the senior year.

The candidates for other end-of-year honors must have been enrolled prior to the beginning of the second term of the senior year. Approved College Board Advanced Placement courses will be weighted when calculating grade point averages only for students who sit for the AP exam.

ADVANCED PLACEMENT AND HONORS/PRE-AP COURSES

Advanced Placement (AP) and Honors/Pre-Advanced Placement (Pre-AP) coursework provides students with an opportunity for learning that goes beyond just the facts and figures. The rich course material, classroom discussions, and demanding assignments typical of AP and Honors/Pre-AP courses will help students develop the content mastery and critical thinking skills expected of college students. AP and Honors/Pre-AP courses help students improve their writing skills, sharpen problem-solving abilities, and develop time management skills. Additionally, by participating in AP, students have the opportunity to earn college credit and to stand out in the college admission process.

Students who choose Honors/Pre-AP and AP coursework can expect the following:

- Significantly increased rigor – content is covered much more extensively.
- Additional outside class responsibilities – increased homework, reading, research, study, and participation in study groups (which will meet outside school hours).
- Frequent writing assignments – essays, research papers, etc.
- Additional resources required – calculators, outside reading materials, etc.
- Testing in a timed AP format.
- AP testing fees – amount varies based on grant fund availability.
- Weighted GPA credit (1.0 point for AP courses and 0.5 point for Pre-AP). Students must take a comprehensive final exam in each Pre-AP course to receive the weighted credit and are required to take the National AP Exam developed by the College Board in each AP course to receive the weighted credit.
- Students who take year-long AP courses may not drop the class after the first semester.
- Students and parents should carefully weigh the unique demands of the Honors/Pre-AP and AP coursework with the student's demonstrated ability, extracurricular obligations, motivation, and work ethic to determine whether or not the Honors/Pre-AP/AP coursework is the right course choice. Additional information about the AP program can be found at www.collegeboard.org.

DUAL ENROLLMENT – GENERAL INFORMATION

What is Dual Enrollment (DE)?

Dual Enrollment allows qualified high school students who have a 2.5 GPA or higher to take college level classes (while still in high school). Once a student graduates high school, he or she is no longer eligible for the Dual Enrollment program.

ELIGIBILITY/GPA FOR ACADEMIC AND/OR CAREER AND TECHNICAL EDUCATION DUAL ENROLLMENT

- Students must meet the entrance requirements of the college.
- Students must be in grade 10, 11, or 12 (an exception may be granted upon the recommendation of the student's principal and superintendent and in accordance with Alabama Administrative Code 290-8-9-.17 regarding gifted and talented students).
- For Lawson State Community College (LSCC), students must have a minimum cumulative (unweighted) high school grade point average (GPA) of 2.50 on a 4.00 scale.
- Students will remain in continuous eligibility as long as a grade of "C" or better in all attempted college courses is earned.
- An application for dual enrollment course requests must be submitted for each semester.

ATTENDANCE

- Students will follow the college schedule of classes to include holidays and breaks unless agreements have been made between the college and high schools that dictate otherwise.
- Students are expected to attend each class session, to arrive on time, and to remain for the entire class session.
- In cases of excessive absences, the student should withdraw from the course before the last date to withdraw, as published in the college's academic calendar.

PROGRESSION

- Students are allowed to take 2 classes per semester during the high school academic year (Fall and Spring semesters). During the Summer term, students in the career and technical education programs may take up to 4 classes in their program of study.
- Students in career and technical education programs who require academic courses to graduate, and whose placement scores are sufficient, may also take academic courses for Dual Enrollment credit.
- Students who receive the Career and Technical Education Dual Enrollment (CTEDE) Scholarship are required to pass each course to continue in the program.

GENERAL INFORMATION

- Courses approved for dual enrollment must either be those that are not offered on the high school campus or those that are appropriate substitutions for courses offered on the high school campus.
- Three semester hours must be used to substitute one Carnegie unit in high school.
- **Prior approval is required for dual credit to be granted.**
- High school credit will be recorded on a student's transcript when the high school receives grades verifying that the student has earned three hours in the approved college course.
- Weighted credit is not awarded for dual enrollment courses.

DUAL ENROLLMENT – LAWSON STATE COMMUNITY COLLEGE**STEPS TO DUAL ENROLLMENT**

1. Students [applying](#) for dual enrollment are encouraged to speak with their high school counselor before applying.
2. [Submit application online](#). Student will receive student ID number after applying online. **Required**
3. Submit a copy of photo ID (Alabama driver license or state-issue identification card) **Required**.
4. Submit high school transcript documenting the required 2.5 or higher GPA.
5. Submit Dual Enrollment and Dual Credit Application for Admissions and Student permission form. [Click here](#) (Please use black or blue Ink.)
6. Include your completed, signed trial schedule form with your Dual Enrollment application packet. (A completed application for admission, all documents required for admission, including appropriate ID and completed trial schedule form must be on file before the applicant may be admitted.)
7. Obtain a Dual Enrollment Student Handbook from the DE section of Lawson State's website for reference. Students are expected to adhere to the policies / guidelines in the handbook.
8. Scan and email application and all required paperwork (transcript, ID, Trial Schedule, etc...) to admissions@lawsonstate.edu. Paperwork can also be dropped off at one of the Admissions Offices on either the Bessemer or Birmingham campuses. The subject line of email must be: Dual Enrollment Application (Your Full Name). Example: Dual Enrollment Application (Jane Doe)
9. Attend Dual Enrollment Bonanza. Students and parents should visit the LSCC website www.lawsonstate.edu for more information regarding date, time, and locations
10. Complete online Dual Enrollment Student Orientation video.

Contact Janine McCoy, the Dual Enrollment Coordinator, at jmccoy@lawsonstate.edu or email hsenroll@lawsonstate.edu. All necessary documents can be retrieved from http://www.lawsonstate.edu/admissions_records/admissions_information/dual_enrollment_accelerated_hs_student/dual_enrollment_application_steps.aspx

GRADUATION REQUIREMENTS

The Alabama High School Graduation requirements provide the opportunity for students to pursue multiple pathways to earn a diploma. Students will have options to pursue areas of interest through expansion of elective credits. Flexibility in course offerings allows for personalized education plans for all students. Though these options allow increased flexibility, high expectations for Alabama students remain the standard. The ninth graders of 2013-2014 and beyond are **required** to follow these requirements.

GRADUATION REQUIREMENTS FOR GRADUATING CLASSES OF 2019 AND BEYOND

ALL REQUIREMENTS MUST BE MET FOR PARTICIPATION IN THE GRADUATION CEREMONY. The focus will be on the coursework taken that necessitates a clearly articulated and individualized four-year plan built by each student. Students are encouraged to consult school administrators, guidance counselors, teachers, and post secondary institutions to determine best course selections. Post-secondary institutions have varying entrance requirements; therefore, it is the responsibility of the student to determine from the specific post- secondary institutions the appropriate high school courses needed. Students are encouraged to consult school administrators, guidance counselors, teachers, and post-secondary institutions to determine best course selections. All students earning a high school diploma in the Bessemer City School System must have a minimum of 24units.

COURSES	REQUIREMENTS TO RECEIVE AN ALABAMA HIGH SCHOOL DIPLOMA	CREDITS	REQUIREMENTS TO RECEIVE ACADEMIC DISTINCTION TO THE ALABAMA HIGH SCHOOL DIPLOMA	CREDITS
ENGLISH LANGUAGE ARTS (4 CREDITS)	EQUIVALENT/SUBSTITUTE OPTIONS MAY INCLUDE: <ul style="list-style-type: none"> SDE APPROVED COURSES (I.E. ESSENTIAL SKILLS PATHWAY COURSES) ADVANCED <u>OR</u> HONORS/PRE-AP COURSES ADVANCED PLACEMENT COURSES POST-SECONDARY COURSES 		EQUIVALENT OPTIONS MAY INCLUDE: <ul style="list-style-type: none"> POST-SECONDARY COURSES 	
	ENGLISH 9 <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	ENGLISH 10 <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	ENGLISH 11 <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED ENGLISH 11 <u>OR</u> HIGHEST COURSE OFFERED	1
	ENGLISH 12 <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED ENGLISH 12 <u>OR</u> HIGHEST COURSE OFFERED	1
MATHEMATICS NOTE: Students who earned a credit for Algebra I in the 8th grade are required to earn four math credits in high school, they must schedule a math class each year while in grades 9-12. (4 CREDITS)	EQUIVALENT/SUBSTITUTE OPTIONS MAY INCLUDE: <ul style="list-style-type: none"> SDE APPROVED COURSES (ESSENTIAL SKILLS PATHWAY COURSES) CAREER AND TECHNICAL EDUCATION COURSES ADVANCED OR HONORS/PRE-AP COURSES ADVANCED PLACEMENT COURSES POST-SECONDARY COURSES 		EQUIVALENT OPTIONS MAY INCLUDE: <ul style="list-style-type: none"> SDE APPROVED COURSES POST-SECONDARY COURSES 	
	REMINDER: ALGEBRAIC CONNECTIONS MUST BE TAKEN PRIOR TO ALGEBRA II, ALGEBRA II WITH TRIGONOMETRY, OR ALGEBRA WITH FINANCE. STUDENTS WHO HAVE SUCCESSFULLY COMPLETED ALGEBRA II, ALGEBRA II WITH TRIGONOMETRY, OR ALGEBRA WITH FINANCE MAY NOT TAKE ALGEBRAIC CONNECTIONS FOR CREDIT.			
	ALGEBRA I <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ALGEBRA I	1
	GEOMETRY <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST GEOMETRY COURSE OFFERED	1
	ALGEBRA II W/TRIGONOMETRY <u>OR</u> ALGEBRA II, <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ALGEBRA II WITH TRIG	1
	ALABAMA COURSE OF STUDY FOR MATHEMATICS OR EQUIVALENT/SUBSTITUTE COURSES FROM CAREER AND TECHNICAL EDUCATION/ADVANCED PLACEMENT/POST-SECONDARY COURSES/SDE APPROVED COURSES.	1	PRE-CALCULUS <u>OR</u> HIGHEST COURSE OFFERED	1
	SEE POSSIBLE PATHWAYS FOR MATH ON PAGE 21			
SCIENCE (4 CREDITS)	EQUIVALENT/SUBSTITUTE OPTIONS MAY INCLUDE: <ul style="list-style-type: none"> SDE APPROVED COURSES (I.E. ESSENTIAL SKILLS PATHWAY COURSES) CAREER AND TECHNICAL EDUCATION ADVANCED OR HONORS/PRE-AP COURSES ADVANCED PLACEMENT POST-SECONDARY COURSES 		EQUIVALENT OPTIONS MAY INCLUDE: <ul style="list-style-type: none"> POST-SECONDARY COURSES 	
	BIOLOGY <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST BIOLOGY COURSE OFFERED	1
	A PHYSICAL SCIENCE (I.E. PHYSICAL SCIENCE, CHEMISTRY, PHYSICS) <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	ALABAMA COURSE OF STUDY FOR SCIENCE OR EQUIVALENT/SUBSTITUTE COURSES FROM CAREER AND TECHNICAL EDUCATION/ADVANCED PLACEMENT/POST-SECONDARY COURSES/SDE APPROVED COURSES	1	AN ADDITIONAL ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	ALABAMA COURSE OF STUDY FOR SCIENCE OR EQUIVALENT/SUBSTITUTE COURSES FROM CAREER	1	AN ADDITIONAL ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1

	AND TECHNICAL EDUCATION/ADVANCED PLACEMENT/POST-SECONDARY COURSES/SDE APPROVED COURSES			
	SEE POSSIBLE PATHWAYS FOR SCIENCE ON PAGE 20			
HISTORY (4 CREDITS)	EQUIVALENT/SUBSTITUTE OPTIONS MAY INCLUDE: • SDE APPROVED COURSES (I.E. ESSENTIAL SKILLS PATHWAY COURSES) • ADVANCED OR HONORS/PRE-AP COURSES • ADVANCED PLACEMENT COURSES • POST-SECONDARY COURSES		EQUIVALENT OPTIONS MAY INCLUDE: • POST-SECONDARY COURSES	
	WORLD HISTORY SINCE 1500 <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	U.S. HISTORY I <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	U.S. HISTORY II <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	1	ADVANCED <u>OR</u> HIGHEST COURSE OFFERED	1
	U.S. GOVERNMENT <u>OR</u> ITS EQUIVALENT/SUBSTITUTE ECONOMICS <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	0.5 0.5	ADVANCED U.S. GOVERNMENT ADVANCED ECONOMICS <u>OR</u> AP U.S. GOVERNMENT AND POLITICS	0.5 0.5 1
LIFE (1 CREDIT)	LIFE (PERSONAL FITNESS) <u>OR</u> ONE JROTC CREDIT	1	LIFE (PERSONAL FITNESS) <u>OR</u> ONE JROTC CREDIT	1
HEALTH EDUCATION (0.5 CREDITS)	ALABAMA COURSE OF STUDY: HEALTH EDUCATION <u>OR</u> ITS EQUIVALENT/SUBSTITUTE	0.5	ALABAMA COURSE OF STUDY: HEALTH EDUCATION <u>OR</u> ITS EQUIVALENT	0.5
CAREER PREPAREDNESS (1 CREDIT)	CAREER PREPAREDNESS COURSE	1	CAREER PREPAREDNESS COURSE	1
CTE AND/OR FOREIGN LANGUAGE AND/OR ARTS EDUCATION (3 CREDITS)	STUDENTS CHOOSING CTE, ARTS EDUCATION, AND/OR FOREIGN LANGUAGE ARE ENCOURAGED TO COMPLETE TWO COURSES IN SEQUENCE. <u>OR</u> *COMMUNITY-BASED WORK INSTRUCTION; TWO CTE COURSES IN A SEQUENCE; WORKFORCE ESSENTIALS <u>OR</u> TRANSITION SERVICES II; COOPERATIVE EDUCATION/WORK-BASED EXPERIENCE <u>OR</u> **AAS LIFE SKILLS *FOR STUDENTS EARNING CORE CREDIT THROUGH THE ESSENTIALS/LIFE SKILLS COURSES. **FOR STUDENTS EARNING CORE CREDIT THROUGH ALTERNATE ACHIEVEMENT.	3	STUDENTS WILL BE REQUIRED TO CHOOSE <u>ONE FOREIGN LANGUAGE</u> . STUDENTS CHOOSING CTE, ARTS EDUCATION, AND/OR FOREIGN LANGUAGE ARE ENCOURAGED TO COMPLETE TWO COURSES IN SEQUENCE.	3 NOTE: ONE OF THE THREE CREDITS MUST BE A FOREIGN LANGUAGE
ELECTIVES (REMAINING CREDITS)	*STUDENTS EARNING CORE CREDIT THROUGH THE ESSENTIALS/LIFE SKILLS COURSES ARE REQUIRED TO TAKE COMMUNITY-BASED WORK INSTRUCTION; TWO CTE COURSES IN A SEQUENCE; WORKFORCE ESSENTIALS <u>OR</u> TRANSITION SERVICES II; COOPERATIVE EDUCATION/WORK-BASED EXPERIENCE **AAS VOCATIONAL, AAS COMMUNITY BASED INSTRUCTION, AND/OR AAS ELECTIVE COURSE	2.5		2.5
TOTAL CREDITS REQUIRED FOR GRADUATION		24		24

FOUR-YEAR PLANS

Each high school student is required to have a four-year plan. It is critical that the plan reflects the student's aspirations for life after high school. Careful consideration should be given to the selection of electives, substitute courses, and equivalent courses to ensure that a student is prepared for post-secondary, four-year college, and work. Parents, students and school personnel should continue to review NCAA requirements for prospective student athletes before selecting and approving electives, substitute courses, or equivalent courses.

For clarification purposes, the definitions below will apply to courses identified as:

- Equivalent – the course includes at least a 90% match in standards
- Substitute – the course is approved as an appropriate replacement, but is not equivalent as defined above.

OTHER CLARIFICATIONS:**Essential Skills Pathway and Alternate Achievement Standards Pathway**

Effective with the 2017-2018 school year, only students with disabilities will be allowed to enroll in Essentials courses. Careful consideration should be given before a student is allowed to enroll in one of the Essentials Pathway courses. If a student takes four or more core courses on the Essentials Pathway he or she is required to complete the work component requirements of this pathway. It is important for each student to pursue the coursework that is appropriate for his or her desire post-school outcome. None of these courses will be accepted in a four-year university nor will they be recognized by the NCAA.

Science

A student's plans for college or post-secondary should be considered when selecting science courses. There are several pathways by which a student can meet the high school graduation requirements for earning four credits in science in grades 9 through 12.

**Pathways for Earning the Four (4) Required Science Credits
Bessemer City High School**

Advanced Science Pathways			
Science Credit 1	Science Credit 2	Science Credit 3	Science Credit 4
Biology	Chemistry	Anatomy/Physiology	Physics
Biology	Chemistry	Anatomy/Physiology	Advanced Environmental Science
Biology	Chemistry	Advanced Environmental Science	Physics

General Science Pathways			
Science Credit 1	Science Credit 2	Science Credit 3	Science Credit 4
Biology	Physical Science	Anatomy/Physiology	Chemistry
Biology	Physical Science	Chemistry	Anatomy/Physiology
Biology	Physical Science	Earth/Space Science	Environmental Science
Biology	Physical Science	Environmental Science	Earth/Space Science
Biology	Chemistry	Forensic & Criminal Investigation	Anatomy/Physiology
Biology	Chemistry	Anatomy/Physiology	Forensic & Criminal Investigation

Math

A student's plans for college or post-secondary should be considered when selecting any substitute course. There are several pathways by which a student can meet the high school graduation requirements for earning four credits in mathematics in grades 9 through 12.

**Pathways for Earning the Four (4) Required Mathematics Credits
Bessemer City High School**

Advanced Pathway for Students Who Begin Algebra I in Grade 8			
Math Credit 1	Math Credit 2	Math Credit 3	Math Credit 4
Geometry	Algebra II with Trig	Pre-Calculus	Calculus

General Math Pathways for Students Who Begin Algebra I in Grade 8			
Math Credit 1	Math Credit 2	Math Credit 3	Math Credit 4
Geometry	Algebraic Connections*	Algebra II with Trig	Algebra with Finance
Geometry	Algebraic Connections*	Algebra II with Trig	Pre-Calculus
Geometry	Algebraic Connections*	Algebra with Finance	Algebra II

*Students may not receive credit for Algebraic Connections when the course is taken after Algebra II or Algebra II with Trig.

Advanced Pathway for Students Who Begin Algebra I in Grade 9			
Math Credit 1	Math Credit 2	Math Credit 3	Math Credit 4
Algebra I	Geometry	Algebra II with Trig	Pre-Calculus

General Math Pathways for Students Who Begin Algebra I in Grade 9			
Math Credit 1	Math Credit 2	Math Credit 3	Math Credit 4
Algebra I	Geometry	Algebra II with Trig	Algebra with Finance
Algebra I	Geometry	Algebraic Connections*	Algebra II with Trig
Algebra I	Geometry	Algebraic Connections*	Algebra II

*Students may not receive credit for Algebraic Connections when the course is taken after Algebra II or Algebra II with Trig.

Pathways for Students Who Begin Algebra IA in Grade 9			
Math Credit 1	Math Credit 2	Math Credit 3	Math Credit 4
Algebra IA	Algebra 1B	Geometry	Algebra with Finance
Algebra 1A	Algebra 1B	Geometry	Algebra II
Algebra 1A	Algebra 1B	Geometry	Algebra II with Trig

Note: When offered, Mathematical Investigations, Analytical Mathematics, and Discrete Mathematics are advanced mathematics courses that may be taken as the fourth math for students who have completed Algebra I, Geometry, and Algebra II with Trig.

ACADEMIC COURSES – DUAL ENROLLMENT COURSES

FULFILLING CORE REQUIREMENTS FOR GRADUATION

MATHEMATICS

CORE COURSES

AAS: Mathematics (Grades 9-12)
 Algebraic Essentials A
 Algebraic Essentials B
 Geometry Essentials A
 Geometry Essentials B
 Algebra I
 Algebra 1A
 Algebra 1B
 Geometry
 Geometry, Advanced
 Algebraic Connections
 Algebra with Finance
 Algebra II
 Algebra II with Trigonometry
 Pre-Calculus
 Calculus

DUAL ENROLLMENT COURSES

Four post-secondary level math courses may be used to fulfill either the third and/or fourth credit in math.

Students may choose up to two of the following courses to serve as their third and/or fourth credit in math:

- Pre-Calculus Algebra
- Pre-Calculus Trigonometry
- Calculus I
- Calculus II

Two post-secondary level math courses may be used by students dually enrolled in a [technical program](#) to fulfill the fourth math:

- Intermediate College Algebra
- Mathematical Applications

Note: The courses approved by NCAA are listed on the NCAA Eligibility Center site (www.eligibilitycenter.org).

SCIENCE

CORE COURSES

AAS: Science (Grades 9-12)
 Essentials: Biology
 Essentials: Earth & Space
 Essentials: Environmental Science
 Essentials: Human Anatomy & Physiology
 Anatomy/Physiology
 Biology
 Biology, Advanced
 Chemistry
 Earth & Space
 Environmental Science
 Human Anatomy & Physiology
 Physical Science
 Physics

DUAL ENROLLMENT COURSES

Fourteen post-secondary level science courses may be used to fulfill either the third and/or fourth credit in science.

Students may choose up to two of the following courses to serve as their third and/or fourth credit in science:

- Introduction to Biology I
- Introduction to Biology II
- Principles of Biology I
- Principles of Biology II
- Introduction to Inorganic Chemistry I
- Introduction to Organic Chemistry
- College Chemistry I
- College Chemistry II
- General Physics I – Trig Based
- General Physics II – Trig Based
- General Physics with Cal I
- General Physics with Cal II
- Introduction to Geology I
- Introduction to Geology II

HISTORY

CORE COURSES

AAS: Social Studies (Grades 9-12)
 Essentials I: World History
 Essentials II: U.S. History to 1877
 Essentials III: U.S. History from 1877
 Essentials IV: Economics
 Essentials IV: Government
 World History
 World History, Advanced
 U.S. History I
 U.S. History I, Advanced
 U.S. History II
 U.S. History II, Advanced
 U.S. Government
 U.S. Government, Advanced
 Economics
 Economics, Advanced

DUAL ENROLLMENT COURSES

Three post-secondary level courses may be used to fulfill the fourth credit in history. The courses are as follows:

- American National Government
- Introduction to Political Science
- Principles of Macroeconomics

Students may choose either American National Government OR Introduction to Political Science to fulfill the U.S. Government requirement.

Students may choose Principles of Macroeconomics to fulfill the economics requirement.

ENGLISH

CORE COURSES

AAS: English Language Arts (Grades 9-12)
 English Essentials 9
 English Essentials 10
 English Essentials 11
 English Essentials 12
 English 9
 English 9, Advanced
 English 10
 English 10, Advanced
 English 11
 English 11, Advanced
 English 12
 English 12, Advanced



GRADES 9-12

Courses are one year, one credit unless otherwise noted. Schools have the option of offering some elective courses as half-credit courses. Each school retains the right to determine which classes will be offered as one-half credit or one credit courses based on the needs of the local school's student population.

***Indicates advanced level courses which satisfy the requirements for Academic Distinction (graduating classes of 2019 and beyond).**

ENGLISH LANGUAGE ARTS

AAS: English Language Arts (Grades 9-12) (one credit) - These courses are for students who are enrolled in English language arts using alternate achievement standards which are aligned to the Alabama Course of Study. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: IEP

AAS: English Language Arts Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on skills in English beyond their fourth year of high school. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. **Prerequisite:** AAS English 12

English Essentials 9 (one credit)- This 9th grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for post-secondary education and employment. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: None

English Essentials 10 (one credit) - This 10th grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for post-secondary education and employment. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Course fulfilling English 9 requirement

English Essentials 11 (one credit) - This 11th grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for post-secondary education and employment. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Course fulfilling English 10 requirement

English Essentials 12 (one credit)- This 12th grade course provides students with a practical knowledge of language and literature. The course also includes the refinement of reading, writing, editing and speaking skills. It is designed to prepare students for post-secondary education and employment. This course will not be accepted in a four-year

university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Course fulfilling English 11 requirement

English 9 (one credit) - English 9 develops student competency in English usage and mechanics, oral and written communication, and classical and contemporary literature. Topics of study include poetry, the novel, essays, library research skills, short stories, and creative writing. Basic grammar skills are practiced in student writings. Students use analytical and critical thinking skills while examining the various literary forms. Prerequisite: None

English 9, Advanced* (one credit) - Advanced English 9 expands upon students' competencies in English usage and mechanics, oral and written communication, and classical and contemporary literature. Activities are designed to offer in-depth studies of poetry, novels, essays, short stories, and dramatic literature. Students use library research skills, analytical and critical thinking skills, and creative writing abilities to demonstrate English proficiency. Grammar studies include advanced composition, clauses, and phrases, as well as improved effectiveness in expository, persuasive, descriptive, and narrative writing. Prerequisite: None

English 10 (one credit) - English 10 integrates listening, speaking, reading, and writing through studies of literature and composition. Types of literature studied include biographies, autobiographies, essays, short stories, and novels. Students explore American literature to 1877, employing critical and analytical evaluation of literary works. Written expression lessons allow students to develop and demonstrate skills in composition, grammar usage, and the writing process. Prerequisite: Course fulfilling English 9 requirement

English 10, Advanced* (one credit) - Advanced English 10 expands students' knowledge of English usage and mechanics, oral and written communication, and American literature to 1877. Class activities focus on analytical and critical thinking, advanced composition, and library research. Students examine, compare, discuss, and write about poetry, novels, short stories, essays, and drama. Prerequisite: Course fulfilling English 9 requirement

English 11 (one credit) - English 11 is a combination of the study of American literature since 1877 and communication in the workplace. The study of grammar and composition is incorporated with both areas of study. The course provides preparation for students who plan to attend college or technical school. Students survey American literature representing these literary types: short story, novel, poetry, drama, and essay. Prerequisite: Course fulfilling English 10 requirement

English 11, Advanced* (one credit) - This course provides advanced 11th grade students opportunities to enhance abilities in written and oral communication through the study of composition and American literature since 1877. Students correlate American authors and their works with American history. Students participate in research activities, original writing, and critical analysis of literature. Prerequisite: Course fulfilling English 10 requirement

English 12 (one credit) - English 12 combines the study of British literature and communication in the workplace. The course prepares students for college and/or technical school after high school. Students survey British authors and works of these literary types: short story, novel, poetry, drama, and essay. Students participate in library research, complete group and individual projects, produce original writings, and conduct analyses of literature using both written and oral communication skills. Students review English skills necessary for success on scholastic aptitude tests and post-secondary school admission tests. Prerequisite: Course fulfilling English 11 requirement

English 12, Advanced* (one credit) - This course provides advanced 12th grade students with opportunities to enhance their abilities in written and oral communication through studies of composition and British literature. Students study the works of British authors as a basis for literary analysis. Students improve language skills through research activities, original writing, and critical analysis of literature. Prerequisite: Course fulfilling English 11 requirement

MATHEMATICS

AAS: Mathematics (Grades 9-12) (one credit)- These courses are for students who are enrolled in math using alternate achievement standards which are aligned to the Alabama Course of Study. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: IEP

AAS: Mathematics Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on transition skills in math beyond their fourth year of high school. These courses will not be accepted in a

four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: AAS Mathematics 12

Algebraic Concepts (one credit)- This course provides students with prerequisite algebra skills identified in the general education math courses. The course includes essential concepts to prepare students for Algebraic Essentials. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: None

Algebraic Essentials (one credit)- This course combines Algebraic Essentials A and B into a one year, one-credit course. The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra I course. The course includes essential concepts to equip students with the algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: None

Geometry Essentials (one credit)- This course combines Geometry Essentials A and B into a one year, one-credit course. The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Geometry course. The course includes essential concepts to equip students with the geometry skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Algebraic Essentials

Essentials Algebra II (one credit)- The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra II course. The course includes algebra concepts to equip students with more advanced algebra skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Geometry Essentials

Essentials Algebra with Finance (one credit)- The Curriculum Guide to the Standards: Algebra with Finance contains the course content for students following the Essentials pathway. This course integrates foundational algebra, probability and statistics, and geometry to solve financial problems that occur in everyday life. These skills are identified in the general education Algebra with Finance course. The course includes real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting, and planning for retirement in order to equip students with the skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Geometry Essentials

Essentials Algebra II with Trig (one credit)- The Curriculum Guide to the Alabama Course of Study: Mathematics contains the course content for students following the Essentials pathway. This course provides students with foundational skills identified in the general education Algebra II with Trig course. The course includes algebra concepts to equip students with more advanced algebra and trigonometry skills necessary for employment and independent living. Teachers must meet highly qualified teacher status for the appropriate course and grade. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Geometry Essentials

Algebra IA (one credit)- Algebra IA is the **first** part of a two-part algebra program. Specific attention is given to problem-solving and higher-order thinking skills. Topics of study include properties of real numbers, graphing on the number line, variables, algebraic expressions and formulas, solving and graphing linear equations and inequalities, properties of slope, functions, geometric formulas and concepts, ratio and proportion. Students who successfully complete Algebra IA must take Algebra IB to fulfill the Algebra graduation requirement. Students who have passed Algebra I may not take this course for credit. Prerequisite: None

Algebra IB (one credit)- Algebra IB is the **second** part of a two-part program. Specific attention is given to problem-solving and higher-order thinking skills. Topics of study include systems of linear equations and inequalities, factoring polynomials, operations with polynomials quadratic equations, Pythagorean Theorem, distance formula, radicals, square roots, laws of exponents, probability and statistics. Students who successfully complete Algebra IA must take Algebra IB to fulfill the Algebra graduation requirement. Students who have passed Algebra I may not take this course for credit. Prerequisite: Algebra IB

Algebra I* (one credit)- Algebra I is a study of the structure of the real number system with specific attention to algebraic properties and operations, problem solving, and higher-order thinking skills. Topics of study include variables, expressions, linear and non-linear equations, inequalities, ratio, proportion, factoring polynomials, graphing on the number line and in the coordinate plane, properties of slope, and operations involving exponents. Students who have passed Algebra IA or Algebra IB may not take Algebra I for credit. Prerequisite: None

Geometry (one credit)- Geometry presents a logical development of the basic concepts and understanding of geometry with an emphasis on practical application rather than formal proof. Included in this course are topics from plane geometry, solid geometry and coordinate geometry. This course requires students to make conjectures and use reasoning to validate or negate these conjectures. Topics include angles, parallel lines, triangles, special right triangles, the Pythagorean Theorem, polygons, circles, area, volume, and transformations. Prerequisites: Course(s) fulfilling Algebra I requirement

Geometry, Advanced* (one credit)- Geometry is the formal study of geometric skills and concepts, emphasizing geometry as a logically deductive mathematical system. Students examine the processes of formal proof and elements of Euclidean postulates. Concepts of area and volume are reviewed and expanded to three-dimensional objects. Trigonometric relations are introduced through the study of the right triangle. Other topics include congruence, circles, the Pythagorean Theorem, similarity, and coordinates. Prerequisites: Course(s) fulfilling Algebra I requirement

Algebraic Connections (one credit)- Algebraic Connections provides students with a bridge to courses beyond Algebra I and Geometry and to the mathematical empowerment needed to make responsible financial and economic decisions. Algebraic Connections is designed for students who need additional mathematical experiences prior to enrollment in Algebra II, Algebra II with Trig or Algebra with Finance. Algebraic Connections integrates topics from algebra, geometry, measurement, and probability and statistics with an emphasis on real-world applications. Students who have successfully completed Algebra II, Algebra II with Trigonometry or Algebra with Finance may not take Algebraic Connections for credit. Prerequisites: Course(s) fulfilling Geometry requirement

Algebra with Finance (one credit)- Algebra with Finance is a college and career preparatory course that integrates algebra, pre-calculus, probability and statistics, calculus and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics that are taught at a higher level. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings. The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. Math concepts and skills are applied through study and problem-solving activities in workforce situations in the following areas: banking, investing, employment and income taxes, automobile ownership and operation, mathematical operations, consumer credit, independent living, and retirement planning and budgeting. This course may be used as the fourth math credit, a substitute for Algebra II, or an elective. Students who have only earned credit in Algebra I and Geometry must pass Algebraic Connections prior to taking this course. Prerequisites: Course(s) fulfilling Geometry requirement

Algebra II (one credit) - Algebra II is a course designed to extend students' algebraic knowledge and skills. Students are encouraged to solve problems using a variety of methods involving quadratics, complex numbers, and exponential and logarithmic functions. Students who pass Algebra II are not eligible to take Algebra II with Trigonometry. Students who have only earned credit in Algebra I and Geometry must pass Algebraic Connections prior to taking this course. Prerequisites: Course(s) fulfilling Geometry requirement

Algebra II with Trigonometry* (one credit) - In this course students are encouraged to solve problems using a variety of methods involving quadratics, complex numbers, exponential and logarithmic functions, and trigonometry. It is recommended for students who intend to pursue post-secondary studies. Students who have passed Algebra II are not eligible to take Algebra II with Trigonometry. It is recommended that students who have earned only two credits in math with grades below 70 take Algebraic Connections prior to taking this course. Prerequisites: Course(s) fulfilling Geometry requirement

Pre-Calculus* (one credit)- Pre-Calculus includes an expanded study of polynomial functions, conic sections, logarithmic and exponential equations, and the real-life applications of these topics. Students are challenged to defend and support their conclusions from problematic situations. Working in both individual and group settings, students apply a variety of problem-solving strategies, incorporating the use of graphing calculators or other technological tools that extend beyond the traditional tools.
Prerequisite: Course fulfilling Algebra II with Trig requirement

Calculus* (one credit) - Calculus is designed for the ambitious math student who plans to take Calculus in college. The course emphasizes the study of theory and techniques of differentiation; curve tracing; limits; derivatives; integrals; continuity; and integration of exponential, logarithmic and trigonometric functions. A scientific calculator is required; a graphing calculator is recommended. Daily preparation is required for success in Calculus.
Prerequisite: Pre-Calculus

SCIENCE

AAS: Science (Grades 9-12) (one credit)- These courses are for students who are enrolled in science using alternate achievement standards which are aligned to the Alabama Course of Study. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: IEP

AAS: Science Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on transition skills in science beyond their fourth year of high school. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: AAS Science 12

Essentials: Biology (one credit) - This course is designed to provide students with practical knowledge of biology including scientific process and application skills; cell processes; cell theory; photosynthesis; and cellular respiration; genetics; classification; plants; animals; ecology; biogeochemical cycles. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: None

Essentials: Physical Science (one credit) - This course is designed to provide students with practical knowledge of physical science including scientific process and application skills; periodic table; solutions; bonding; chemical formulas; physical and chemical change; gravitational, electromagnetic, and nuclear forces; motion; energy; energy transformation; electricity and magnetism; nuclear science; metric units. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: None

Essentials: Earth and Space Science (one credit)- This course is designed to provide students with practical knowledge of Earth and space science including scientific process and application skills; energy in the Earth system; weather; seasons; theories for origin and age of the universe; stars, pulsars, quasars, black holes, and galaxies; Earth and space scientists; space exploration. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: None

Essentials: Environmental Science (one credit)- This course is designed to provide students with practical knowledge of environmental science including scientific process and application skills; natural and human impacts; carrying capacity; renewable and nonrenewable energy resources; properties and importance of water; land use practices; composition and erosion of soil. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: None

Essentials: Anatomy and Physiology (one credit)- This course is designed to provide students with practical knowledge of human anatomy and physiology including scientific process and application skills; anatomical terminology; structure and function of cells, tissues, and body systems; biochemistry; system regulation and integration. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course.
Prerequisite: None

Anatomy/Physiology* (one credit)- Human Anatomy/Physiology is a study of the structure and function of the human body systems from the cellular level to the organism level; interactions within and between systems that maintain homeostasis in an organism; how personal choices, environmental factors, and genetic factors affect the human body. Laboratory experiences and text-based activities prepare the student for advanced biological studies, biomedical nursing, and other science-based careers. Additional topics include body functions in the healthy and diseased states; blood typing; muscle action; cranial nerve functioning; and bioethics. Prerequisite: None

Biology (one credit) - Biology is an inquiry-based course with engineering design integration; focused on patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity. Topics include the study of plants, animals, ecology, and fundamental concepts of life science. Students participate in laboratory experiences and receive instruction in reading in the content area.

Prerequisite: None

Biology, Advanced* (one credit)- Advanced Biology is an advanced inquiry-based course with engineering design integration; focused on patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity. The course includes the study of plants, animals, ecology, and fundamental concepts of life science. Students use their abilities to draw conclusions, organize and classify knowledge, make inferences, and test hypotheses through experimentation. Prerequisite: None

Chemistry (one credit)- This physical science course provides an investigation of empirical concepts central to biology, earth science, environmental science, and physiology; in-depth investigations on the properties and interactions of matter including matter and its interactions, concentrations or forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life. Prerequisite: Algebra I or equivalent

Earth and Space Science (one credit)- Earth and Space Science is a comprehensive application of all science disciplines with focus on concepts of the universe and its stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology; includes integration of engineering, technology and application of science core ideas. Activities include group and individual projects, discussion, laboratory activities, and presentations. Prerequisites: A Physical Science and Biology

Environmental Science (one credit)- Environmental Science is the study of natural resources, natural hazards, human impacts on Earth systems and global climate change; design engineering solutions to solve various problems affecting Earth and its environment. Specific topics include living things in ecosystems, water, air, soil, climate, food, biodiversity, energy, waste, population growth, and renewable and sustainable resources. Laboratory activities and writing opportunities relate environmental issues to the lives of the students. Prerequisites: Physical Science & Biology

Environmental Science, Advanced* (one credit)- Advance study of natural resources, natural hazards, human impacts on Earth systems and global climate change, design engineering solutions to solve various problems affecting Earth and its environment. Prerequisites: Physical Science & Biology

Physical Science (one credit)- Physical Science is a conceptual inquiry-based course with engineering design integration providing investigation of the basic concepts of chemistry and physics including matter and its interactions, motion and stability, energy, and waves and information technologies. Students participate in laboratory experiences and receive instruction in reading in the content area, vocabulary development, and application of learning. Prerequisite: None

Physics* (one credit)- Physics is the detailed exploration of properties of physical matter, physical quantities, motion and stability, energy, and waves and their applications for information transfer through authentic investigations and engineering design processes. Emphasis is placed on mathematical solutions to scientific problems. A grade of 70 or above in Algebra II with Trig is strongly recommended. Prerequisite: Algebra II with Trig

HISTORY

AAS: Social Studies (Grades 9-12) (one credit)- These courses are for students who are enrolled in social studies using alternate achievement standards which are aligned to the Alabama Course of Study. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: IEP

AAS: Social Studies Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on transition skills in math beyond their fourth year of high school. These courses will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: AAS: Social Studies 12

Essentials I: World History (one credit) - This course is a study of world history from 1500 to the present. Students are able to apply and utilize their knowledge to develop informed opinions about issues such as the quest for peace, human rights, trade, global ecology and the impact each has on everyday life situations. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: None

Essentials II: U.S. History to 1877 (one credit) - This course follows a chronological study of major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and Alabama perspective. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Essentials I: World History

Essentials III: U.S. History from 1877 (one credit) - This course begins with the post-Reconstruction United States and its shift into a more industrialized society and continues through the twentieth century to the present. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Essentials II: U.S. History to 1877

Essentials IV: Economics (one credit) - This course is a one-semester course that focuses on the functions and institutions of modern-day economic systems and theory. Students gain skills that will enable them to anticipate changes in economic conditions and how to adjust to the changes to improve their lives and their communities. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Essentials III: U.S. History from 1877

Essentials IV: U.S. Government (one credit) - This course is a one-semester course that focuses on the origins, structure, and functions of government at all levels. It also includes a detailed study of the constitution of the United States and its provisions. This course will not be accepted in a four-year university nor will it be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: Essentials III: U.S. History from 1877

World History: 1500 to Present (one credit) - This 9th grade course examines social, political, geographical, economic, and technological changes in the world that have occurred from 1500 to the present. Critical thinking and analysis are important aspects of this course. Students compare and contrast civilizations around the world over time. Prerequisite: None

World History: 1500 to Present, Advanced* (one credit)- This course, for able and ambitious 9th grade students, examines social, political, geographical, economic, and technological changes in the world that have occurred from 1500 to the present. Activities include independent research, group and individual projects, and class discussion. Students demonstrate critical thinking and analysis through both oral presentations and written assignments. Students compare and contrast civilizations around the world over time. Prerequisite: None

United States History I: Beginnings to the Industrial Revolution (one credit) – This course is the first part of a two-course study of U.S. History. This 10th grade course examines the social and political history of the United States from pre-historic times to post-Civil War Reconstruction. Prerequisite: Course fulfilling World History requirement

United States History I: Beginnings to the Industrial Revolution, Advanced* (one credit) - This course is the first part of a two-course study of U.S. History. Advanced analysis of historical content, research writing, and critical thinking skills are aspects of this 10th grade course. The course examines the social and political history of the U.S. from pre-historic times to post-Civil War Reconstruction. Prerequisite: Course fulfilling World History requirement

United States History II: The Industrial Revolution to the Present (one credit) - This 11th grade course examines the political, cultural, and social history of the U.S. from the Industrial Revolution to the present. Emphasis is placed on the significance of political, social, and economic events from the settlement of the West to current events in U.S. history. Prerequisite: Course fulfilling U.S. History I requirement

United States History II: The Industrial Revolution to the Present, Advanced* - Advanced U.S. History for 11th grade students is an in-depth examination of political, cultural, and social history of the U.S. since 1877. Emphasis is placed on the significance of political, social, and economic events from the settlement of the West to current events in U.S. history. Activities require independent research skills, writing abilities, and strong study skills. Prerequisite: Course fulfilling U.S. History I requirement

NOTE: According to Senate Bill 32, all Alabama graduating seniors must pass the new Civics test. The locally developed Civics test must use items that are published annually by the United States Citizenship and Immigration Services (USCIS) – along with state and local history, government, and geography components of the high school curriculum.

U.S. Government (one-half credit) – This course focuses on the origins, functions, and branches of the U.S. government ; representative democracy; federalism; political/civic life; analysis of Constitution, Bill of Rights, and other relevant documents; foreign policy. **This course must be paired with Economics to fulfill history requirement.** Prerequisite: Course fulfilling U.S. History II requirement

Economics (one-half credit)- Topics include basic elements of economics; comparative economic systems and economic theories; role of the consumer; business and labor issues; functions of government; structure of U.S. banking system; role of Federal Reserve. **This course must be paired with U.S. Government to fulfill history requirement.** Prerequisite: Course fulfilling U.S. History II requirement

U.S. Government, Advanced* (one-half credit)- Advanced work in the government's origins, functions, and branches of the U.S. government ; representative democracy; federalism; political/civic life; analysis of Constitution, Bill of Rights, and other relevant documents; foreign policy. **This course must be paired with Advanced Economics to fulfill history requirement.** Prerequisite: Course fulfilling U.S. History II requirement

Economics, Advanced* (one-half credit)- Advanced work in the basic elements of economics; comparative economic systems and economic theories; role of the consumer; business and labor issues; functions of government; structure of U.S. banking system; role of Federal Reserve. **This course must be paired with Advanced U.S. Government to fulfill history requirement.** Prerequisite: Course fulfilling U.S. History II requirement

FOREIGN LANGUAGE

Candidates for graduations must have one foreign language to receive Academic Distinction. The admission policies of many four-year colleges and universities require at least one unit of a foreign language. It is the responsibility of the student to determine from the specific four-year colleges and universities the appropriate high school courses needed.

French 1 (one credit) - French 1 provides an introduction to the study of the French language. Students begin with the basic grammatical structures and vocabulary relevant to daily living. Listening, speaking, reading, and writing are the focus of the study of French. Introductory studies of the culture, geography, and traditions of French speaking people are aspects of French 1. Prerequisite: Students in 10th-12th Grade

French 2 (one credit) - French 2 is a continuation of French 1. Students use French phrases in a variety of social settings to improve their understanding and pronunciation. More complex dialogues are used as students' vocabularies are expanded. French music and art studies are added to the study of French culture during French 2.

Prerequisite: French 1

Spanish 1 (one credit) - Spanish 1 is the first year of formal instruction in the Spanish language. Students progress from listening to and repeating short, memorized phrases to using linguistic and cultural skills for expressing needs. Emphasis is placed on dialogue and short readings, oral guided responses, the alphabet and sound system, topical vocabulary, and present tense verbs. In addition to the language study, students explore aspects of the Spanish culture, geography, history, and literature.

Prerequisite: Students in 10th-12th

Grade or 9th Grade students enrolled in Advanced English 9.

Spanish 2 (one credit)- Spanish 2, continuation of Spanish 1, is designed to enhance students' skills in listening, speaking, reading and writing the Spanish language. Students will apply these skills in simulated daily-life situations. In addition to the language study, students will continue to explore aspects of the Spanish culture, geography, history, and literature. Emphasis is placed on the oral language as a means of communication.

Prerequisite: Spanish 1

CAREER PREPAREDNESS

Career Preparedness (one credit) - Required for all students in the graduating classes of 2019 beyond. This course is taught in grades nine through twelve (strongly recommended to be taken in grade nine). Through this course, students will gain content knowledge and skills to prepare them for college and career readiness. As part of an increased focus on readiness for college and career, this course will provide students with skills in financial literacy, technology, and career planning. Students will participate in activities involving understanding the use of credit, budgeting, economic trends, etc., as well as working to develop sound technology skills in research and application of information. Career exploration and planning and the development of an academic plan to accomplish educational and career goals are also fundamentals of this course. This course is designed to meet the required 20-hour online experience.

Prerequisite: None

AAS: Life Skills (Grades 9-12) (one credit) - This course is for students who are enrolled in a life skills course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. This course when aligned to the topics in the Career Preparedness course may be used to fulfill the career preparedness requirement when it includes content related to Career and Academic Planning, Computer Applications, and Financial Literacy.

Prerequisite: None

AAS: Life Skills Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on life skills beyond their fourth year of high school. These courses are for students working toward the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses will not be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting these courses.

Prerequisite: None

HEALTH AND LIFE

Health (one-half credit) - All students are required to take health. Topics include nutrition, exercise and rest, appearance, behavior, stress management, drug abuse prevention, the effects of alcohol and tobacco, infectious diseases, first aid and safety. The study of all aspects of safety, first aid, and healthy lifestyles are aspects of this course. This course is required for graduation. **NOTE: The Foundations of Health Science is a substitute for this course; therefore, it may be used to fulfill this requirement.**

Prerequisite: None

AAS: Community Based Instruction OR AAS: Elective OR AAS: Pre-Vocational OR AAS: Vocational – Grades 9-12 (one-half credit) - These courses are for students working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. One of these courses may be used to fulfill the health requirement using alternate achievement standards.

AAS: Community Based Instruction Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on life skills beyond their fourth year of high school. These courses are for students working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses will not be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting these courses. Prerequisite: None

LIFE (Lifelong Individualized Fitness Education) (one credit)- This required course provides a blueprint for a lifetime of healthy living and capitalizes on students' increased ability to accept responsibility for their own actions. LIFE provides students with the knowledge and ability to construct and implement a lifelong plan for physical activity. It utilizes a variety of health-enhancing activities derived from modifying sports and games as a vehicle for reinforcing and applying fitness components and principles. A gym uniform or suitable gym clothes should be worn for effective participation in LIFE/physical education activities. Students may take this course in subsequent terms for additional elective credit(s). This course is required for graduation. Prerequisite: None

NOTE: Only JROTC Leadership may be used as a substitute for Life P.E.

PHYSICAL EDUCATION ELECTIVES

Physical education elective courses focus on the development and refinement of skills, knowledge, social and personal traits, and physical fitness acquired in grades K through 8 and in the required high school LIFE course. Physical education elective courses provide students opportunities to develop a commitment to an active lifestyle during the school day and beyond. These courses allow students to continue to refine or perhaps develop skills in areas of individual interest, including sports, games, athletics, or dance. Students in grades 9 through 12 are forming patterns for adult behaviors that include health-enhancing activities as an integral part of their daily or weekly routines. Effective instruction, appropriate supervision, adequate equipment, and a variety of opportunities allow students to reach their maximum potential for developing and maintaining a healthy, active lifestyle. These courses do not substitute for the required LIFE course.

Adventure/Cooperative Activities (one credit OR one-half credit)- Orienteering (compass, map reading, hiking, climbing, camping); Project Adventure; Team building and cooperative activities. Prerequisite: LIFE Course

Fitness and Conditioning (one credit OR one-half credit)- Aerobics (aerobic exercise, step aerobics); Pilates; Self-defense; Weight training (body conditioning, cross training, circuit training); Zumba; Spinning. Prerequisite: LIFE Course

Lifetime Activities, Individual or Dual Sports (one credit OR one-half credit)- Archery; Badminton; Cycling; Dance (line, hip-hop, folk and square, ballroom, etc.); Golf (with clubs, Frisbee golf); Gymnastics (tumbling, floor exercises, etc.); Handball; Tennis; Recreational games (deck tennis, shuffleboard, bowling, darts, table tennis, croquet). Prerequisite: LIFE Course

Sports Officiating Certification (one credit OR one-half credit) - This course is an elective course that focuses on the professional philosophy, and professional requirements for officiating sports for athletic contests. This course will cover officiating football, basketball, wrestling, volleyball, soccer, baseball, track and field, and softball. Upon completion of the course students will be afforded the option to take certification exams for any of the sport components to become a restricted certified official with the Alabama High School Athletic Association at the middle/junior high school level. The prerequisite for this course is Lifelong Individualized Fitness Education (LIFE) or its equivalent. The student must be age 16 or older, or turn age 16 during the academic school year. The teacher of this course must hold current registration as an Alabama High School Athletic Association official (any sport). Prerequisite: LIFE Course

Team Sports (one credit OR one-half credit) - This course covers the basic concepts involved in team sports competition. Emphasis will be placed on refining basic skills, rules and regulation, officiating and team play. Upon completion, students should be able to participate and implement an intramural program. Basketball; Cricket; Field hockey; Flag football; Floor hockey; Lacrosse; Rugby; Soccer; Softball; Speedball; Team handball; Volleyball. Prerequisite: LIFE Course

ARTS EDUCATION

All of the Arts courses are organized in a series that progresses from Level I to Level IV depending on the subject area. The levels are as follows: Level I- Novice, Level II- Intermediate, Level III- Accomplished, and Level IV- Advanced. Roman numerals will be attached to the course to identify the level of proficiency of the course.

Arts Level I (one credit OR one-half credit) - This course is the foundation course for art study. It emphasizes drawing and design. In addition to creating and producing art, students will study elements and principles of design; two- and three-dimensional techniques and media; art history; art vocabulary; aesthetics; criticism; solution of art problems to communicate ideas; and safety issues with handling and storing materials. Visual Arts, Level 1 is a prerequisite for all subsequent art courses. Prerequisite: None Fee: \$25

Art-Visual Arts Level II (one credit OR one-half credit) - Level II Visual Arts is designed to address the needs of students with Level I visual arts experience. These students require concrete experiences that provide direction and advanced skill development. As they continue to learn the visual language and understand the significance of artistic symbolism, students focus on the production of visual relationships; the exploration of techniques, processes, and media; and the study of history, culture, aesthetics, and criticism. Students in Level II may be considering visual arts as a possible career option. Prerequisite: Visual Arts Level I Fee: \$25

Band, Concert (one credit OR one-half credit) - Concert Band is for students who demonstrate proficiency beyond the beginner level in instrumental playing ability. Additional skills are developed through the performance of more difficult music. Topics for instruction include the performance of scales and arpeggios, the chromatic scale, tempos, dynamics, and time signatures. Concert Band students have opportunities to perform at festivals, competitions, concerts, and community events. Concert Band students may participate in the Marching Band that involves after school rehearsals and extra-curricular performances. Instruments and uniforms may be rented at an additional cost. Students may take band in subsequent terms for additional elective credit(s). Prerequisites: Audition and Selection by Band Director

Band, Symphonic (one credit OR one-half credit) - Symphonic Band is for students who demonstrate instrument-playing proficiency at the advanced level. Emphasis is placed on strengthening and mastering musicianship, knowledge of music theory and its application to playing, and participation in chamber ensembles. Symphonic Band students have opportunities to perform at festivals, competitions, concerts, and community events. Symphonic Band students may participate in the Marching Band that involves after school rehearsals and extra-curricular performances. Instruments and uniforms may be rented at an additional cost. Students may take band in subsequent terms for additional elective credit(s). Prerequisites: Instrumental Techniques; Audition & Selection by Band Director

Drama (one credit)- Students in this course will critique play reading of dramatists such as Ibsen and Miller. Prerequisite: None

Instrumental Level I (one credit OR one-half credit) - Students in this course play instruments and study the elements of music. Students will perform, compose, and criticize instrumental music. Other topics will include producing sounds; conducting patterns; demonstrating components essential to the production of characteristic tones, including posture, ear, embouchure, attack, breath support, sustaining tone, and release; sight-reading unison literature and rhythms; developing full spectrum of scales; developing mastery of rudiments; listening to an imitating tone; and history of instruments. Prerequisite: None

Marching Auxiliary I (one credit OR one-half credit) - This is an introductory course to dance styles and elements. This course is for novice students and will focus on the fundamentals of dance technique, movement, and composition as well as study of the history of dance. The goal of this course is to enhance knowledge of dance terminology and to improve dance ability and coordination. Students will be responsible for providing required dance shoes and attire for this course. Prerequisite: None

Marching Auxiliary II (one credit OR one-half credit) - This course is an intermediate dance course designed for students with a sound background in dance. Students enrolled in this course should already have knowledge of dance terminology as well as proper dance technique. This course will focus on exploring more complex choreography in addition to historical and cultural concepts of dance. Students will also learn to relate music and movement through self-choreographed pieces. Students may take dance in subsequent terms for additional elective credit(s). Prerequisites: Marching Auxiliary I (one credit OR one-half credit) and Teacher Approval or Teacher Approval following audition

Theatre Level I (one credit OR one-half credit) - This introductory course is the study of dramatic performance, play production, and theatre language and conventions. Students develop concentration skills, self-confidence, and poise through participation in class activities. Units of study include theatre history, stagecraft, acting, and dramatic criticism. Student projects may involve directing, playwriting, and technical aspects of theatre such as costuming, lighting, and sound design. Performance in front of an audience is an aspect of Theatre. Prerequisite: None Fee: \$25

Theatre Level II (one credit OR one-half credit)- Students in this course explore concepts of theatre, including styles of performance, playwriting, improvisation, and technology. In addition, students work on character development, script analysis, collaboration, and the role of technical theatre in a production. Students will survey the history of theatre and examine current legal and ethical issues. Performance in front of an audience is an aspect of Theatre. Prerequisites: Teacher Approval and Theatre Level I (one credit OR one-half credit) Fee: \$25

Vocal Level I (one credit OR one-half credit)- Chorus members study music theory, sight-reading, rhythm, and choral technique. This course is for novice students who have not had extensive musical training or experience. Chorus members have opportunities to practice and perform a variety of musical selections at concerts, festivals, and community events. Additional costs may include uniforms, travel, or other expenses. After-school rehearsals and/or performances may be required. Students may take choral courses in subsequent terms for additional elective credit(s). Prerequisites: None

Vocal Level II (one credit OR one-half credit)- This course is an *intermediate* performance choir for students with choral music experience. Students enhance their skills through the study of music history, music appreciation, rhythms, music reading, and vocalization. Chorus members have opportunities to practice and perform a variety of musical selections at concerts, festivals, and community events. Uniforms, after-school rehearsals, and extra-curricular performances may be required. Students may take choral courses in subsequent terms for additional elective credit(s). Prerequisites: Vocal I

Vocal Level III (one credit OR one-half credit) - This course is an *accomplished* performance choir for students with choral music experience. Students apply prior knowledge as they continue to develop fundamental music skills and concepts to meet new challenges presented in Level III. Uniforms, after-school rehearsals, and extra-curricular performances may be required. Students may take choral courses in subsequent terms for additional elective credit(s). Prerequisites: Vocal II

Vocal Level IV (one credit OR one-half credit) - This course is an *advanced* performance choir for students with choral music experience. This course is designed to extend students' vocal music knowledge and skills and to provide students with a deeper understanding and appreciation of the study of music. Uniforms, after-school rehearsals, and extra-curricular performances may be required. Students may take choral courses in subsequent terms for additional elective credit(s). Prerequisites: Vocal III

Vocal Ensemble (one credit) - Vocal Ensemble is an advanced performance group for students with choral music experience. Students have opportunities to develop and demonstrate their musical abilities in a wide variety of performance styles. Vocal Ensemble members have opportunities to perform at concerts, festivals, and community events. Uniforms, after-school rehearsals, and extra-curricular performances may be required. Students may take choral courses in subsequent terms for additional elective credit(s). This course can be used to fulfill the CTE and/or foreign language and/or arts education study. Prerequisites: Chorus Experience, Audition and Selection

ACADEMIC ELECTIVES AND OTHER ELECTIVES

AAS: Community Based Instruction (Grades 9-12) (one credit)- These courses are for students enrolled in a community based instruction course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses may be used to fulfill the health requirement using alternate achievement standard. Prerequisite: None

AAS: Community Based Instruction Beyond 1-4 (Beyond Grade 12)- These courses are for students who are continuing to work beyond their fourth year of high school. These courses are for students working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses will not be accepted in a four-year university nor will they be

recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting these courses. Prerequisite: None

AAS: Elective (Grades 9-12) (one credit)- These courses are for students enrolled in an elective course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses may be used to fulfill the health requirement using alternate achievement standards. Prerequisite: None

AAS: Elective Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work beyond their fourth year of high school. These courses are for students working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses will not be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting these courses. Prerequisite: None

AAS: Life Skills (Grades 9-12) (one credit) - This course is for students who are enrolled in a life skills course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. This course when aligned to the topics in the Career Preparedness course may be used to fulfill the career preparedness requirement when it includes content related to Career and Academic Planning, Computer Applications, and Financial Literacy. Prerequisite: None

AAS: Life Skills Beyond 1-4 (Beyond Grade 12) (one credit) - These courses are for students who are continuing to work on life skills beyond their fourth year of high school. These courses are for students working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses will not be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting these courses. Prerequisite: None

AAS: Reading Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on transition skills in reading beyond their fourth year of high school. These courses will not be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting this course. Prerequisite: AAS Reading 12

AAS: Pre-Vocational (Grades 9-12) (one credit)- These courses are for students enrolled in a pre-vocational course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. Prerequisite: None

AAS: Vocational (Grades 9-12) (one credit)- These courses are for students enrolled in a vocational course working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses may be used to fulfill the health requirement using alternate achievement standards. Prerequisite: None

AAS: Vocational Beyond 1-4 (Beyond Grade 12) (one credit)- These courses are for students who are continuing to work on vocational skills beyond their fourth year of high school. These courses are for students working towards the Alabama High School Diploma following the Alternate Achievement Standards Pathway and are assessed using alternate achievement standards. These courses will not be accepted in a four-year university nor will they be recognized by the NCAA. If a student aspires to attend post-secondary institutions, admission requirements should be reviewed before selecting these courses. Prerequisite: None

ACT/College Preparation (one-half credit) - This course is designed to improve student competence in areas tested on standardized college entrance examinations such as the ACT. College bound students who have completed or are currently enrolled in Algebra II or Algebra II with Trig will benefit most from participation in test preparation activities. Students will explore college admissions and requirements, explore careers, prepare academic resumes, and research scholarship programs. Prerequisite: None

Enrichment (one credit OR one-half credit) - The purpose of this course is to enhance organization, listening, note-taking, and time management skills so that students can learn to manage their own learning style effectively and appropriately for academic success. This course is designed for students to be accelerated in the four core academic courses. Prerequisite: IEP/504/PST Recommendation or administrative placement based upon previous academic progress

Flag Corps/Color Guard (one credit OR one-half credit) - Flag Corps/Color Guard members perform with the Marching Band at athletic events, band competitions, and community events. Students who participate in Flag Corps/Color Guard should be in good physical condition, willing to practice after school and during summer months, and available for scheduled performances. After marching season, Flag Corps/Color Guard members may be required to play instruments in the Concert or Symphonic Band. Additional costs may include uniforms, travel, or other expenses associated with performances. This course can neither be used to fulfill the CTE and/or foreign language and/or arts education study. Prerequisite: Selection through Try-Outs

Freshman Seminar (one credit OR one-half credit) - This course is designed to help 9th graders make the most of their high school experience through development of good study habits, building resumes, selecting appropriate extra-curricular activities, handling peer pressure, and making suitable career choices. Topics will include introduction to school, preparing for coursework, counseling department orientation, planning for post-graduation options, community involvement, and others. Prerequisite: 9th Grade Status

History Through Film (one credit) – This course examines History from multiple time periods across the world. The course will focus on some major events and time periods throughout history and will analyze different cultures and societies through film. Students will analyze how different cultural and social conflicts are portrayed and worked out in popular films, as well as identify accurate portrayals of historical events from films that do not present an accurate depiction of particular historical events. This course does not fulfill any of the social studies credits required for graduation. Prerequisite: None

Majorette (one credit OR one-half credit) - Majorettes perform with the Marching Band at athletic events, band competitions, and community events. Students who participate as majorettes should be in good physical condition, willing to practice after school and during summer months, and available for scheduled performances. After marching season, majorettes may be required to play instruments in the Concert or Symphonic Band. Additional costs may include uniforms, travel, or other expenses associated with performances. This course may not be used to fulfill the CTE and/or foreign language and/or arts education study. Prerequisites: Try-Outs and Selection

Mass Media (one credit)- This English elective explores the world of communication arts: newspaper, television, radio and film. Students will receive hands-on experience in each area and will study the history of each medium, as well as its impact on society. Students should be prepared to develop, write, and produce various media projects. Students may take Mass Media in subsequent terms for additional elective credits. Journalism is now incorporated into this course. This course may not be used to fulfill core course requirements. Prerequisites: Application and Selection

Math Seminar (one credit OR one-half credit) - This preparatory course will be mandatory for entering 9th grade students who would benefit from more experience in basic math skills. Placement will be determined by scores on 8th grade standardized tests and teacher recommendation. Math deficiencies will be addressed individually. Students will receive elective credit for this course. Prerequisite: Teacher Recommendation or IEP Placement

Psychology (one credit)- Psychology introduces the student to the field of psychology by drawing upon the research and theories of a wide range of scientists and practitioners. Areas of study in this elective course include developmental and physiological psychology, sensation, perception, motivation, emotion, personality, mental disorders and therapies. Students employ inductive reasoning, divergent thinking, independent study, and written and oral expression as they examine the field of psychology. This course may not be used to fulfill core course requirements. Prerequisite: 10th, 11th, or 12th Grade Status

Reading Seminar (one credit OR one-half credit) - This preparatory course will be mandatory for entering 9th grade students who would benefit from more experience in basic reading skills. Placement will be determined by scores on 8th grade standardized tests and teacher recommendation. Reading deficiencies will be addressed individually. Students will receive elective credit for this course. Prerequisite: Teacher Recommendation or IEP Placement

Ready to Work (one-half credit)- Ready to Work is a course designed to prepare students with entry level skills required for employment with most businesses and industries. The course will cover computer and communication skills, customer service, problem solving, job acquisition skills, operations, and workplace behavior. Prerequisite: None

School Publications (one credit)- School Publications (formerly known as Yearbook Production) provides students with opportunities to learn a variety of practical skills: accounting, printing, layout, photography, advertising, interviewing, copy writing, editing, and cooperative learning. Students produce the school yearbook by participating in

all aspects of planning, production, marketing, and distribution. Class activities may require after school or weekend participation. Students may take School Publications in subsequent terms for additional elective credit(s).

Prerequisite: Application

Service Learning-CTE (one credit OR one-half credit) - This course is used to enhance the project-based learning in Career and Technical Education programs. This course is utilized to accommodate for travel when students are enrolled in courses taken at post-secondary institutions (dual enrollment).

Prerequisite: None

Sociology (one credit)- Sociology is the study of human society and social behavior. This elective course includes the study of cultures, cultural variation, cultural adaptation, socialization of the individual, adolescence, social stratification, social institutions, and social problems. Student activities include analysis of readings, written papers, research, discussion, critical analysis of information. This course may not be used to fulfill core course requirements.

Prerequisite: None

Speech (one credit)- Speech is an English elective that allows students to explore the many areas of speech communication, to improve speaking and listening skills, and to build self-confidence through participation in oral communication activities. Units of study include group participation, public speaking, storytelling, parliamentary procedure, oral interpretation, theater, and mass communication. Students may take Speech in subsequent terms for additional elective credit(s). This course may not be used to fulfill the CTE and/or foreign language and/or arts education study.

Prerequisite: None

Transition Services 9 (one credit)- This course is the first tier of Alabama's four tier transition standards. Students enrolled in this course should be performing at the first tier in one or more of the transition standards strands. These standards are based on the scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations and careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community.

Prerequisites: IEP Specifications and Placement

Transition Services 10 (one credit) - This course is the second tier of Alabama's four tier transition standards. Students enrolled in this course should be performing at the second tier in one or more of the transition standards strands. These standards are based on the scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations and careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community. Prerequisites: IEP Specifications and Placement

Transition Services 11 (one credit) - This course is the third tier of Alabama's four tier transition standards. Students enrolled in this course should be performing at the third tier in one or more of the transition standards strands. These standards are based on a scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations/careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community.

Prerequisites: IEP Specifications and Placement

Transition Services 12 (one credit) - This course is the fourth tier of Alabama's four tier transition standards. Students enrolled in this course should be performing at the fourth tier in one or more of the transition standards strands. These standards are based on the scope and sequence that includes the transition strands: (1) academics/training (AT), (2) occupations and careers (OC), (3) personal/social (PS), and (4) daily living (DL). Students will develop fundamental transition skills needed for positive post-school outcomes. Instruction for this course may take place both within the classroom and the community. Prerequisites: IEP Specifications and Placement

SERVICE ELECTIVES – STUDENT AIDES

Office Assistant/Library Assistant (one credit)- Students are selected as assistants based upon skills, academic averages, level of maturity, and ability to assume responsibility. Student assistants perform tasks including filing; sorting and distributing materials; running errands; greeting visitors; taking and delivering messages; and generally

assisting with clerical duties under the direction of the professional office staff, teacher, counselor, or library staff. Students do not receive credit or grades for student assistant courses. Twelfth grade status is recommended. Prerequisite: Selection by Appropriate School Staff

CAREER & TECHNICAL EDUCATION ELECTIVES

All students who are employed through the Work-Based Learning/COOP Programs and/or leave the school campus to participate/enroll in a learning environment with business/industry must be prepared to adhere to industry required/OSHA standards or drug testing.

Students may earn completer status by successfully completing three CTE courses in a program or by successfully completing two CTE courses in a program along with another course related to the student's career choice.

Students enrolled in career technical education courses are encouraged to participate in a student organization for the development of leadership, social, civic, and business-related skills. These organizations include Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), Future Teachers of America (FTA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and SKILLS USA.

GENERAL CTE ELECTIVES

Cooperative Education (Work-Based Learning) - All students who are employed through the Work-Based Learning/COOP Programs and/or leave the school campus to participate/enroll in a learning environment with business/industry must be prepared to adhere to industry required/OSHA standards or drug testing. WBL-Cooperative Education is a paid educational program consists of in-school instruction combined with program-related on-the-job work experience in a business or industrial establishment. Employment must be a paid apprenticeship or an approved unpaid internship. Students develop competencies and training that will contribute to college and career preparation. The program is supervised by the WBL Coordinator and the employer to ensure that student training is progressive and meaningful. The program gives the student a chance to observe first-hand "high skill, high wage, or high demand" career areas. The WBL Coordinator determines how and when to meet with students for recordkeeping and job-related discussions. Students must be 11th or 12th graders, at least sixteen years of age, and provide reliable transportation for work and to leave campus during coop periods. Students must have a clear objective in a career cluster and possess the knowledge, skills, behavioral qualities and abilities required for successful employment. To earn course credit a student must work a minimum of 140 hours during the school year. For each class period of WBL-Coop taken (i.e. 140 hours for one class period and one credit of WBL-Coop; 280 hours for two class periods and two course credits of WBL-Coop). Students are encouraged to participate in a Career and Technical Student Organization in their career pathway for leadership development. It is recommended, but not required, that a student obtain concentrator status, (two courses within a CTE program) prior to enrollment in cooperative education. The main benefit is real-world business experience for all students. Prerequisites: Career Preparedness or documentation of Career Preparedness content standards achieved by the student in lieu of the course. Application packet and required forms submitted to WBL Coordinator; reliable transportation for work and to leave campus during coop periods; WBL Coordinator approval.

Transition Services I (one credit)- This course will provide additional transitional services preparation for students to become self-advocates, participate in post-secondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. For students pursuing an Alabama High School Diploma requiring two credits of Career/Technical Education, one credit workforce essentials and one credit cooperative education, this course meets the Workforce Essentials requirement when the school system does not offer Workforce Essentials. Prerequisites: IEP Specifications and Placement

Transition Services II (one credit)- This course will provide additional transitional services preparation for students to become self-advocates, participate in post-secondary education and/or training to gain meaningful employment and support community participation as they plan for life after high school. For students pursuing an Alabama High School Diploma requiring two credits of Career/Technical Education, one credit workforce essentials and one credit cooperative education, this course meets the Workforce Essentials requirement when the school system does not offer Workforce Essentials. Prerequisites: IEP Specifications and Placement

Workforce Essentials (one credit) - Workforce Essentials is a one credit course that provides students with higher-level academic and occupational skills that are transferrable across jobs and occupational areas. Emphasis is placed

on academic foundations for careers, applied technology, career development and employment, entrepreneurship and business economics, social and ethical responsibility, leadership and teamwork, safety and health, and technical knowledge and skills. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for future employment and continuing education and training.

Prerequisite: None

ARCHITECTURE AND CONSTRUCTION

BUILD YOUR SKILLS

WHAT IT TAKES TO BE SUCCESSFUL IN AN ARCHITECTURE AND CONSTRUCTION CAREER

- ✓ Strong math, science, and time management skills
- ✓ Attention to detail
- ✓ Being good at following directions
- ✓ Satisfaction in working as part of a team
- ✓ Enjoyment in working with your hands and with tools

WELDING PROGRAM

NCCER Core (one credit)- A one credit course designed to provide students with an understanding of basic safety standards, governmental and industry regulations, and individual responsibilities in workplace safety and health practices. Content focuses on identifying common safety hazards and minimizing or avoiding unsafe practices.

Prerequisite: None

Fee: None

NCCER Welding 1 (one credit) - This course is the first of four required one credit courses in the Welding Technologies Pathway. It is designed to complete all core requirements for NCCER Core Credentialing and to provide students with fundamental knowledge and skills emphasizing use of hand tools, power tools, welding theory and practices which are utilized in the manufacturing and construction industry. This entry-level course is required for NCCER Welding Level I Credentialing and may be taken as one of the optional technical courses with credit applied to the Industrial Maintenance Technology area. Prerequisite: NCCER Core

Fee: \$40

NCCER Welding 2 (one credit) -This course is the second of four required one credit courses in the Welding Technologies Pathway. Topics include: basic shielded metal arc welding, blueprint reading, weld symbols, joint identification, and print reading. Emphasis is placed on fundamental knowledge, guided practice, and NCCER Welding Level I requirements. As one of the optional technical courses with credit applied to the Industrial Maintenance Technology area. Prerequisites: NCCER Welding 1 and Teacher Recommendation

Fee: \$40

NCCER Welding 3 (one credit)- This course is the third of four required one credit courses in the Welding Technologies Pathway. It is designed to provide students with theory, practice, and skills development. Emphasis is placed on application and operation of shielded metal arc welding (SMAW), equipment in the vertical, 3-F and overhead, 4-F positions leading to NCCER Welding Level I Credentialing. Prerequisites: NCCER Welding 2 and Teacher Recommendation

Fee: \$40

ARCHITECTURE AND CONSTRUCTION PROGRAM

NCCER Core (one credit)- A one credit course designed to provide students with an understanding of basic safety standards, governmental and industry regulations, and individual responsibilities in workplace safety and health practices. Content focuses on identifying common safety hazards and minimizing or avoiding unsafe practices.

Prerequisite: None

Fee: None

NCCER HVAC 1 (one credit) - This is the first of 3 required one-credit courses in the HVAC Technologies Pathway. It is designed to complete all core requirements for NCCER Core credentialing and to provide students with fundamental knowledge and skills emphasizing use of hand tools, power tools, HVAC theory and practice for use in heating, ventilation, air conditioning industry. This entry-level course is required for NCCER HVAC Level I credentialing. Prerequisites: NCCER Core

Fee: \$40

NCCER HVAC 2 (one credit) - This is the second of 3 required one-credit courses in the HVAC Technologies pathway. Topics include: HVAC theory, application, and the study of components and functions of refrigeration

systems. Emphasis is placed on fundamental knowledge, guided practice and NCCER HVAC Level I requirements.
Prerequisites: HVAC 1 and Teacher Recommendation Fee: \$40

NCCER HVAC 3 (one credit) - This is the third of 3 required one-credit courses in the HVAC Technologies pathway. It is designed to provide students with theory, practice, and HVAC skills development. Emphasis is placed on application, installation, and operation of HVAC systems leading to NCCER HVAC Level I Credentialing.
Prerequisites: HVAC 2 and Teacher Recommendation Fee: \$40

BUSINESS MANAGEMENT AND ADMINISTRATION

GET DOWN TO BUSINESS

WHAT IT TAKES TO BE SUCCESSFUL IN A BUSINESS MANAGEMENT AND ADMINISTRATION CAREER

- ✓ Strong math, English, and public speaking skills
- ✓ Attention to detail
- ✓ Being organized and on time
- ✓ Professional appearance
- ✓ Enjoyment in working with people

BUSINESS MANAGEMENT AND ADMINISTRATION

Business Essentials (one credit)- A one-credit foundation course where students develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in commerce and information technology careers. Prerequisite: None Fee: \$40

Business Technology Applications (one credit OR one-half credit) - Business Technology Applications (BTA) is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, Internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills. Prerequisite: None Fee: \$40

Business Technology Applications, Advanced (one credit) - This course, formerly titled Integrated Computer Technology, provides students with project-based applications of concepts learned in Business Technology Applications. Emphasis is placed on constructing written communications; designing spreadsheets, charts, graphs, and databases; preparing multimedia presentations. Prerequisite: Business Technology Applications Fee: \$40

Entrepreneurship (one credit) - This one-credit course is designed to provide students with the skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Prerequisite: None Fee: \$40

Foundations of Business (one credit)- Foundations of Business Leadership is a one-credit course. Students develop an understanding of how academic skills in mathematics, economics, and written and oral communications are integral components of success in any career. Students examine leadership and management materials to determine impact on business and industry and legal and ethical behavior, determine how resources are managed to achieve company goals, and identify employability and essential skills needed to obtain a career and be successful in the workplace. Prerequisite: None Fee: \$40

Management Principles (one credit OR one-half credit) - Management Principles is designed to provide students with an understanding of the organizational functions of businesses including quality concepts, project management, and problem solving. Topics include analyzing functions of management, examining leadership styles, and reviewing organizational structures. Prerequisite: None Fee: \$40

Multimedia Design (one credit) - Multimedia Design is designed to provide students with hands-on skills involving interactive presentations, graphic design, digital photography, Web publishing, and digital video production. Students use various hardware peripherals and software for creating multimedia projects. Prerequisite: Career Preparedness
Fee: \$40

Multimedia Publications (one credit) - This elective course is designed to provide students skills and experiences in enhanced multimedia presentations, publication layout, graphic design, digital video production, Web design, and photography. Students will design interactive media projects utilizing various technologies.
 Prerequisite: Multimedia Design Fee: \$40

FINANCE MAKE MONEY WORK

WHAT IT TAKES TO BE SUCCESSFUL IN A FINANCE CAREER

- ✓ Strong math, English, and computer skills
- ✓ Attention to detail
- ✓ Being organized and reliable
- ✓ Love of solving puzzles and brain teasers
- ✓ Enjoyment in working with people

FINANCE PROGRAM

Business Technology Applications (one credit OR one-half credit)- Business Technology Applications is designed to assist students in developing technological proficiencies in word processing, spreadsheets, databases, presentations, communications, Internet use, ethics, and careers using technology applications. Simulations and projects promoting teamwork, leadership, and workplace skills offer further opportunities for applications of knowledge and skills. Prerequisite: None Fee: \$40

Banking and Financial Services (one credit)- Banking and Financial Services is designed to help students develop skills in banking and related services as they process customer transactions, maintain cash drawer, process documents, and respond to customer requests to provide other customer services. Application skills are utilized by practicing lending functions, including aiding the customer and determining the best loan alternative, processing the customer's application to include appropriate information, and processing the loan to complete transactions. Prerequisite: None Fee: \$40

Financial Management (one credit) - Financial Management is designed to provide students with an overview of financial and investment planning procedures. Students interpret financial data to develop short- and long-term budgetary plans, produce accurate reports, and make informed business decision. Prerequisite: None Fee: \$40

Personal Finance (one credit OR one-half credit)- This course introduces students to the management of personal and family resources to achieve personal goals and financial literacy. Course content provides opportunities for students to explore consumer behavior, laws and legislation, consumer protection, consumer rights and responsibilities, consumer decision making, advertising and promotional techniques, individual and family money management, banking services, use of credit, income tax technology and careers in providing financial services to individuals and families. Prerequisite: None Fee: \$40

Personal Insurance (one-half credit)- This course is designed to help students develop knowledge and skills related to personal insurance, including automobile, homeowners, life, and health. Students examine characteristics of personal insurance policies, develop the skills needed to create a personal insurance plan and learn how to file a claim. Students evaluate individual customer needs and determine the appropriate insurance coverage. Students will also understand the regulatory requirements that govern the insurance industry as well as the business financial risk associated with writing policies. Prerequisite: None Fee: \$40

GOVERNMENT AND PUBLIC ADMINISTRATION GO PUBLIC

WHAT IT TAKES TO BE SUCCESSFUL IN A GOVERNMENT AND PUBLIC ADMINISTRATION CAREER

- ✓ Strong math, English, and public speaking skills
- ✓ Desire to help others
- ✓ Good listening and time management skills
- ✓ Enjoyment in working on a team

JROTC PROGRAM

Leadership and Management of the Cadet Corps (one credit) - The Air Force JROTC program provides students with learning experiences beneficial in any future career. The program is designed to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, self-discipline, and teamwork. Students will have opportunities to participate in a variety of extra-curricular activities that benefit the school, community, and individual. Uniforms are provided for students. Prerequisite: None Fee: None

Leadership and Survival (one credit) - This subsequent JROTC course continues the learning and application of concepts and skills begun in JROTC Leadership and Education Training I. Students earn leadership positions based on their prior experiences. Prerequisite: None Fee: None

HUMAN SERVICES **LEND A HELPING HAND**

WHAT IT TAKES TO BE SUCCESSFUL IN A HUMAN SERVICES CAREER

- ✓ Strong English and public speaking skills
- ✓ Patience and compassion
- ✓ The ability to think and act under pressure
- ✓ Specialized skills such as hairstyling or massage therapy
- ✓ Love of working with people

FAMILY STUDIES and COMMUNITY SERVICES PROGRAM

Family and Consumer Sciences (one credit) - This is a comprehensive course that serves as the foundational course in Family and Consumer Science Education. Students explore family, food, clothing, housing, financial, and consumer needs. Additional concepts of study include goal setting, etiquette, table setting, marriage readiness, parenting issues, balancing work and family, decision-making, technology, and career options related to family life. Prerequisite: None Fee: \$40

Fashion Merchandising (one credit)- This course is designed for students interested in pursuing a career in the fashion and retail industry. Students will explore fashion business operations, merchandising techniques, and technology used in the industry. Prerequisite: None Fee: \$40

Food and Nutrition (one credit OR one-half credit) - Food and Nutrition, formerly Food Dynamics, is a course for the study of food, nutrition, and wellness. Students will practice planning, preparing, and serving meals. They will also plan and prepare special occasion foods and cuisines from around the world. Other topics will include the food supply, nutrition, technology and careers. Prerequisite: Family and Consumer Science Fee: \$40

Life Connections (one-half credit or one credit) - A one-half or one credit course designed to focus on practical problems related to nurturing human development throughout the life span and life cycle. A school-based laboratory is required for this course. Prerequisite: Family and Consumer Sciences Fee: \$40

Chemistry of Food (one credit)- Chemistry of Food is a specialized area of study that provides an in-depth study of the application of science principles to scientific investigation of the production, processing, preparation, evaluation, and utilization of food. Students apply the scientific method to study scientific concepts and theories in the context of nutrition and foods while achieving academic standards and competencies in the area of chemistry, biochemistry, biology, and some physics at the analysis, synthesis, and evaluations level. Students develop critical-reasoning and mathematics and writing skills through a variety of higher-level learning strategies and laboratory experiments that require measuring, recording, graphing, and analyzing data; predicting and evaluating laboratory results; and writing laboratory reports. The course highlights nutrition concepts and explores the various relationships between food science and nutrition. Prerequisites: Physical Science, Biology and Family and Consumer Sciences
Fee: \$40

COSMETOLOGY PROGRAM

Introduction to Cosmetology (one credit) - This is a comprehensive course that serves as the foundational course in the Cosmetology Program. This course provides students with a study of concepts related to the cosmetology profession. Specific topics include cosmetology history and opportunities, professional image, infection control, basic fundamentals, and principles of hair design. Students also gain initial practical experiences in sanitation, shampooing, hair shaping, and hairstyling. Upon successful completion of this course, students are able to practice safety and sanitation precautions as they perform basic cosmetology procedures. Prerequisites: Application and Instructor Approval Fee: \$40, and required Cosmetology Kit (black lab jacket, manikin, brushes, combs, and hair clips)

Chemical Services (one credit) - This course focuses on the theory of chemical services related to chemical hair texturing. Specific topics include basics of chemistry and electricity, properties of the hair and scalp, and chemical texture services. Students also gain initial practical experience in performing various chemical texturing activities. Emphasis is placed on safety, chemical use and handling, hair and scalp analysis, and client consultation. Upon successful completion of this course, students are able to practice safety and sanitary precautions as they perform these chemical services. Prerequisites: Introduction to Cosmetology, Natural Styling Theory and Instructor Approval Fee: \$40 and required Cosmetology Kit (black lab jacket, manikin, brushes, combs, and hair clips)

Natural Hair Styling Theory (one credit) - Natural Hair Styling Theory is a one credit course designed to provide instruction on scientific concepts and natural hair care and services. Theory scope of content includes infection control, safety practices, human anatomy and physiology, client consultation, analysis, documentation, services, and procedures. Prerequisites: Introduction to Cosmetology and Instructor Approval Fee: \$40 and required Cosmetology Kit (black lab jacket, manikin, brushes, combs, and hair clips).

Natural Hair Styling Practicum (one credit)- Natural Hair Styling Practicum is a one credit course designed to provide instruction on natural hair care services and techniques for styling and grooming natural hair. Core domain service areas include work area and client preparation, set-up of supplies, safe work practices, procedures related to services and design, and blood exposure procedure. Prerequisites: Natural Hair Styling Theory and Instructor Approval Fee: \$40 and required Cosmetology Kit (black lab jacket, manikin, brushes, combs, and hair clips).

INFORMATION TECHNOLOGY **WIRE THE WORLD**

WHAT IT TAKES TO BE SUCCESSFUL IN AN INFORMATION TECHNOLOGY CAREER

- ✓ Strong math, English, and computer skills
- ✓ Problem-solving, organization, and time management skills
- ✓ The ability to adapt and respond quickly to change
- ✓ Teamwork skills

NETWORK SYSTEMS and COMPUTER SERVICES PROGRAM

Information Technology Fundamentals (one credit) - This course is designed to provide students with skills involving the design, installation, maintenance, and operation of computer systems. Activities and topics of study include personal and business computer hardware, software, troubleshooting, repair, and installation. Wired and wireless network configuration, peripheral devices, operating systems, information technology careers, and technology ethics issues are content standards for this course. Students receive both classroom instruction and hands-on laboratory experiences. Upon successful completion of this course, students should be able to maintain, upgrade, and configure PC systems. Prerequisite: Career Preparedness Fee: \$35

Networking I (one credit) - Networking I is a one credit advanced Information Technology course designed for students with prior knowledge in the areas of computer hardware, operating systems, and computer software applications. This course provides students with additional skills necessary to effectively plan, develop, and administer both a wired and wireless local area network (LAN). Topics addressed in this course include network operating systems, network architectures, network protocols, and emerging technologies. Prerequisite: Information Technology Fundamentals Fee: \$35

Networking II (one credit)- Networking II is a one credit advanced Information Technology course designed for students with a high degree of interest in advanced networking topics. Topics addressed in this course will be a continuation of those covered in Networking I at a more detailed level. Prerequisites: Networking I and Teacher Approval Fee: \$35

TRANSPORTATION, DISTRIBUTION AND LOGISTICS

GET ON THE FAST TRACK

WHAT IT TAKES TO BE SUCCESSFUL IN A TRANSPORTATION, DISTRIBUTION AND LOGISTICS CAREER

- ✓ Strong math, science, and computer skills
- ✓ Attention to detail
- ✓ Being organized and on time
- ✓ Ability to think and act quickly
- ✓ Strength and coordination

LOGISTICS PROGRAM

Transportation, Distribution and Logistics (one credit)- This course is designed to equip students with basic knowledge of the profession including foundational skills and safety for personal and environmental practices. Students investigate various topics related to this field with emphasis on rules and regulations, ethics, job opportunities, career development and associated terminology. Students enhance communication skills by working with others on a professionally oriented team. Prerequisite: 12th Grade Status Fee: None

Introduction to Logistics (one credit)- This course engages students in solving contextual problems related to the concepts of supply chains, warehouse location, contingency planning, insourcing and outsourcing, and expanding existing supply chains. These concepts form the basis of global logistics and supply chain management and help students understand how professionals examine options to maximize the use of resources across distribution networks. Prerequisite: None Fee: None



The National Career Clusters™ Framework is comprised of Sixteen Career Clusters™ and related Career Pathways to help students of all ages explore different career options and better prepare for college and career. Each Career Cluster™ represents a distinct grouping of occupations and industries based on the knowledge and skills they require.

Agriculture, Food and Natural Resources

The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Pathways: Food Products and Processing Systems - Plant Systems - Animal Systems - Power, Structural and Technical Systems - Natural Resources Systems - Environmental Service Systems - Agribusiness Systems

Architecture and Construction

Careers in designing, planning, managing, building and maintaining the built environment.

Pathways: Design/Pre-Construction - Construction - Maintenance/Operations

Arts, A/V Technology and Communications

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Pathways: A/V Technology and Film - Printing Technology - Visual Arts - Performing Arts - Journalism and Broadcasting - Telecommunications

Business Management and Administration

Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Pathways: General Management - Business Information Management - Human Resources Management - Operations Management - Administrative Support

Education and Training

Planning, managing and providing education and training services, and related learning support services.

Pathways: Administration and Administrative Support - Professional Support Services - Teaching/Training

Finance

Planning, services for financial and investment planning, banking, insurance, and business financial management.

Pathways: Securities and Investments - Business Finance - Accounting - Insurance - Banking Services

Government and Public Administration

Planning and performing government functions at the local, state and federal levels, including governance, national security, Foreign Service, planning, revenue and taxation, and regulations.

Pathways: Governance - National Security - Foreign Service - Planning - Revenue and Taxation - Regulation - Public Management and Administration

Health Science

Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Pathways: Therapeutic Services - Diagnostic Services - Health Informatics - Support Services - Biotechnology Research and Development

Hospitality and Tourism

Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Pathways: Restaurants and Food/Beverage Services - Lodging - Travel and Tourism - Recreation, Amusements and Attractions

Human Services

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Pathways: Early Childhood Development and Services - Counseling and Mental Health Services - Family and Community Services - Personal Care Services - Consumer Services

Information Technology

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Pathways: Network Systems - Information Support and Services - Web and Digital Communications - Programming and Software Development

Law, Public Safety, Corrections and Security

Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Pathways: Correction Services - Emergency and Fire Management Services - Security and Protective Services - Law Enforcement Services - Legal Services

Manufacturing

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Pathways: Production - Manufacturing Production Process Development - Maintenance, Installation and Repair - Quality Assurance - Logistics and Inventory Control - Health, Safety and Environmental Assurance

Marketing

Planning, managing, and performing marketing activities to reach organizational objectives.

Pathways: Marketing Management - Professional Sales - Merchandising - Marketing - Communications - Marketing Research

Science, Technology, Engineering and Mathematics

Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Pathways: Engineering and Technology - Science and Math

Transportation, Distribution and Logistics

Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Pathways: Transportation Operations - Logistics Planning and Management Services - Warehousing and Distribution Center Operations - Facility and Mobile Equipment Maintenance - Transportation Systems/Infrastructure Planning, Management and Regulation - Health, Safety and Environmental Management - Sales and Service

ACHIEVING STARTS WITH BELIEVING

TEACHING EFFECTIVELY – LEARNING SUCCESSFULLY

