



Magic City Acceptance Academy

2022-2023

Course Catalog

*** This course catalog has been created to be a guide for families, students, School Counselors, Teachers, and Administrators to support college and career planning. You will find course descriptions, requirements, and other additional information. MCAA has the right to cancel or add classes based upon the enrollment, state educational requirements, and educational needs of the students.***

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Middle School

Grading Policy

The following outlines the grading system and policy for Magic City Acceptance Academy's Middle School Courses.

Grade Setup for total grade in each class:

Classwork = 50%

Assessments (Tests, Quizzes, Projects) = 40%

Homework = 10%

Final Grade Setup for the year:

1st 9 weeks grade (50%) + 2nd 9 weeks grade (50%)= **Semester 1 Grade**

3rd 9 weeks grade (50%) + 4th 9 weeks grade (50%)= **Semester 2 Grade**

Semester 1 grade (50%) + Semester 2 grade (50%) = Final Grade

Grading Scale

Percentage	Letter Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Grade 6 Course Listing & Descriptions

English Language Arts

- English Language Arts 6
 - In Grade 6, students think abstractly, examine and challenge the ideas of others, and expand their ability to express and justify their own points of view. The application of foundational skills and knowledge to read and respond to various types of literature from critical, digital, language, research, and vocabulary literacies build their knowledge base, strengthen existing abilities through reading, listening, writing, and speaking. Students move from concrete to abstract thinking, examine and challenge the ideas of others, and expand their ability to express and justify their own points of view. To acknowledge this transition in thinking, standards in the middle grades also transition from the earlier grades' explicit focus on building foundational literacy skills (with concurrent emphasis on reading and writing) to the application of foundational skills and knowledge to read and respond to various types of literature.
- Reading Intervention Grade 6
 - Remedial work in reading.
 - Supports instruction & provides differentiated instruction

Mathematics

- Math 6
 - Students will understand ratio concepts and use ratio reasoning to solve problems; apply and extend previous understanding of multiplication and division to divide fractions by fractions; compute fluently with multi-digit numbers and find common factors and

multiples; apply and extend previous understanding of numbers to the system of rational numbers; apply and extend previous understanding of arithmetic to algebraic expressions; reason about and solve one-variable equations and inequalities; represent and analyze quantitative relationships between dependent and independent variables; solve real-world and mathematical problems involving area, surface area, and volume; develop understanding of statistical variability; and summarize and describe distribution.

- **Math Intervention Grade 6**
 - Remedial work in mathematics.
 - Supports instruction & provides differentiated instruction

Social Studies

- **Social Studies Grade 6**
 - United States History from the Industrial Revolution to the Present

Science

- **Earth Science Grade 6**
 - Earth and Space Science progression from earlier grades; progression of knowledge and understanding through the integration of science and engineering practices along with crosscutting concepts of the core ideas to include the universe and its grand scale in both time and space, processes that drive Earth's conditions and its continual change over time, society's interactions with the planet.

Electives

- **Physical Education 6**
 - Refinement of fundamental motor skills integrated with a variety of movement concepts taught by a certified physical education specialist
- **Foreign Language Survey Grade 6**
 - Survey course of language(s) other than English for Grade 6; listening, speaking, understanding, and responding skills. Students will survey 4 different languages. Students will take each language for a 9 week period.
- **Fine Arts Exploratory 6**
 - **Music Grade 6**
 - Students will engage, through criteria set by the teacher, in meaningful and purposeful music-making within the four Artistic Processes; creating music (improvising, composing, arranging); performing music (singing or with instruments); responding to music (listening to and analyzing); connecting music learning and experiences to the larger curriculum, other cultures and disciplines within and outside of the arts. In doing so, students will experience the following concepts of music: rhythm, melody, form, timbre, harmony, and expression; taught by a certified music teacher.
 - **Theatre Grade 6**
 - Students will transition from dramatic play and exploration into more academic theatre work. Continued emphasis is placed on creating, producing, responding and connecting to drive age appropriate critical thinking, meaning, reflection, production and assessment. Students begin to explore the vocal, kinesthetic, emotional, analytical, and intellectual elements of theatrical training through improvisation, dramatization, process-centered elements of dramatic performance, aesthetics, criticism, and history. Students begin to examine theatre genres and styles, broaden theatre vocabulary, and respond to productions by communicating thoughts and feelings, explaining concepts of aesthetics, and

evaluating artistic choices.

- Visual Arts Grade 6

- Through creating, producing, and responding, students will explore the elements of art and principles of design by utilizing a variety of traditional media, digital media and multimedia projects. Students will study works of art to make connections and understand historical relevance, contemporary issues, and self-reflection to their work and the work of others.

Grade 7

English Language Arts

- English Language Arts 7

- In Grade 7, students will focus on building foundational literacy skills and knowledge to read and respond to various types of literature, build their knowledge base, and strengthen existing abilities. Students' ability to think abstractly increases. Seventh graders continue to examine and challenge the ideas of others and expand their ability to express and justify their own points of view through reading, listening, writing, and speaking.

- Reading Intervention Grade 7

- Remedial work in reading.
- Supports instruction & provides differentiated instruction

Mathematics

- Math 7

- Students will analyze proportional relationships and use them to solve real-world and mathematical problems; apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers; use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations; draw, construct, and describe geometrical figures and describe the relationship between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume; use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; and investigate chance processes and develop, use, and evaluate probability models.

- Grade 7 Accelerated Math

- The Grade 7 Accelerated Mathematics course has been carefully aligned and designed for middle school students who show particular motivation and interest in mathematics. Grade 7 Accelerated Mathematics includes standards from Grade 7 Mathematics and incorporates standards from Grade 8 Mathematics and Algebra I with Probability. Students who complete this class are eligible to enroll in Grade 8 Accelerated Mathematics or Grade 8 Mathematics. Students who complete both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics are considered to have met the requirements of and may opt to omit the Algebra I with Probability course in their high school mathematics progression to enroll in additional mathematics courses after completing the required Algebra II with Statistics course.

- Math Intervention Grade 7

- Remedial work in mathematics.
- Supports instruction & provides differentiated instruction

Social Studies

- Geography
 - Cultural geography emphasizing Eastern Hemisphere; places and regions; physical systems; human systems; relationships between people and their environment
- Civics
 - U.S. founding documents; representative democracy; law; personal finance; U.S. political system; civic participation and responsibility

Science

- Life Science Grade 7
 - Life Science progression of knowledge and understanding from earlier grades of the core ideas to include the structure and function of cells and their connections to organs and organ systems; the interactions between living organisms and between biotic and abiotic factors; explanations of genetic variations, results of genetic mutations, and impacts of genetic technologies; and the patterns of change in populations of organisms over a long period of time; the relationship between natural selection; and the reproduction and survival of a population with the integration of science and engineering practices and crosscutting concepts from the science framework.

Electives

- Physical Education 7-8
 - Skill execution as opposed to the acquisition of skills which are integrated into games, sports, rhythms, and gymnastics
- Health 7-8
 - Develops an understanding of health issues and personal responsibilities related to adolescent growth and development
- Foreign Language Exploratory 7
 - Spanish
 - Listening, speaking, reading, and writing skills involving familiar topics; understanding and responding to simple expressions; writing using learned vocabulary; introduction to Spanish-speaking cultures
 - French
 - Listening, speaking, reading, and writing skills involving familiar topics; understanding and responding to simple expressions; writing using learned vocabulary; introduction to French-speaking cultures
 - Chinese
 - Listening, speaking, reading, and writing skills involving familiar topics; understanding and responding to simple expressions; writing using learned vocabulary; introduction to Chinese-speaking cultures
- Fine Arts Exploratory 7
 - Concert Band
 - This is a novice level, designed for beginning music students to experience instrumental music in a concert band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.
 - Theatre Grade 7

- This one credit course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.
 - Visual Arts Grade 7
 - Through creating, producing and responding students will compare and relate the elements of art and principles of design by utilizing a variety of traditional media, digital media and multimedia projects. Emphasis will be placed on independent work and investigation through projects of personal interest. Students will explore techniques, styles, media, methods and procedures for creating works of visual arts. Students will demonstrate higher technical proficiency while still developing self-confidence and refining motor skills. With guidance students will develop and apply criteria to works of art to make connections and understand historical relevance, contemporary issues, and self-reflection to their work and the work of others.
 - Chorus Grade 7
 - This is a novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

Grade 8

English Language Arts

- English Language Arts 8
 - In Grade 8, students will analyze sources of reading span all subject areas, cultures, and formats as students begin to recognize the interconnectedness of their world. These texts also become sources for research. Students in the middle level begin to discern the validity and credibility of information, as well as the importance of employing that discernment in today's world. Students also learn the importance of citing their sources to acknowledge the work of other academics and to build their own credibility as researchers and writers. Writing in the middle grades becomes more rigorous as the emphasis on organization and textual evidence becomes a daily requirement. Writing is fostered and sustained by both shorter pieces of writing and longer, more challenging works. Students hone their vocabulary literacy by paying attention to connotative meanings, understanding their audience, and their academic and domain-specific vocabulary. They also continue to develop their language and grammar skills as they review foundational knowledge and build upon it with new concepts in their writing through reading, listening, writing, and speaking.
- Reading Intervention Grade 8
 - Remedial work in reading.
 - Supports instruction & provides differentiated instruction

Mathematics

- Math 8

- Students will know that there are numbers that are not rational, and approximate them by rational numbers; work with radicals and integer exponents; understand the connections among proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations; define, evaluate, and compare functions; use functions to model relationships between quantities; understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones, and spheres; and investigate patterns of association in bivariate data.
- **Grade 8 Accelerated Math**
 - The Grade 8 Accelerated course has been carefully aligned and designed for middle school students who have completed the Grade 7 Accelerated course and show particular motivation and interest in mathematics. Grade 8 Accelerated contains four content areas: Number Systems and Operations; Algebra and Functions; Data Analysis, Statistics, and Probability; and Geometry and Measurement. The algebra focus is on quadratic relationships. Students who successfully complete this course will be prepared to enter Geometry with Data Analysis in Grade 9 and then accelerate directly into Algebra II with Statistics in Grade 10, thus providing them with an opportunity to take additional, specialized mathematics coursework, such as AP Calculus or AP Statistics, in Grades 11 and 12.
- **Math Intervention Grade 8**
 - Remedial work in mathematics.
 - Supports instruction & provides differentiated instruction

Social Studies

- **World History to 1500**
 - Chronological history of the world: survey of early and classical civilizations; world expansion of agrarian and commercial civilizations from beginnings to 1500

Science

- **Physical Science Grade 8**
 - Physical Science progression of knowledge and understanding from earlier grades of the core ideas to include the composition and properties of matter; examining forces and predicting and developing explanations for changes in motion; the conservation of energy, energy transformations, and applications of energy to everyday life; and types and properties of waves and the use of waves in communication devices with the integration of science and engineering practices and crosscutting concepts from the science framework.

Electives

- **School Publications**
 - Assisting in production/maintenance of school publications, e.g., Yearbook, Newspaper, E-papers, Website maintenance, Newsletter.
- **Physical Education 7-8**
 - Skill execution as opposed to the acquisition of skills which are integrated into games, sports, rhythms, and gymnastics
- **Health 7-8**
 - Develops an understanding of health issues and personal responsibilities related to adolescent growth and development

- Foreign Language
 - Spanish I
 - Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of Spanish-speaking cultures
 - French I
 - Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of French-speaking cultures
- Fine Arts 8
 - Concert Band
 - This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a concert band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.
 - Theatre Grade 8
 - This one credit course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.
 - Visual Arts Grade 8
 - Through creating, producing and responding students, will assess and connect the elements of art and principles of design by utilizing a variety of traditional media, digital media and multimedia projects. Independent work and investigation through projects of personal interest will allow students to demonstrate original works that communicate complex interpretations. Students will explore techniques, styles, media, methods and procedures for creating works of visual arts. Students will demonstrate higher technical proficiency while still developing self-confidence and refining motor skills. Students will develop and apply criteria to works of art to make connections and understand historical relevance, contemporary issues, and self-reflection to their work and the work of others that relates to global interest and social commentary with personal voice.
 - Chorus Grade 8
 - This is a novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.

High School

ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

Clarified May 2020

(Alabama Administrative Code 290-3-1-02(8) and (8)(a))

Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

COURSE REQUIREMENTS		
English Language Arts	Four credits to include:	Credits
	English 9	1
	English 10	1
	English 11	1
	English 12	1
	English Language Arts-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	
English Language Arts Total Credits		4
Mathematics	Three credits to include:	Credits
	Algebra I or its equivalent/substitute	1
	Geometry or its equivalent/substitute	1
	Algebra II w/Trigonometry or Algebra I, or its equivalent/substitute	1
	Mathematics-credit eligible options may include: Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	
	One credit from:	
Alabama Course of Study: Mathematics or mathematics-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	1	
Mathematics Total Credits		4
Science	Two credits to include:	Credits
	Biology	1
	A physical science (Chemistry, Physics, Physical Science)	1
	Science-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	
	Two credits from:	
Alabama Course of Study: Science or science-credit eligible courses from Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	2	
Science Total Credits		4
Social Studies*	Four credits to include:	Credits
	World History	1
	United States History I	1
	United States History II	1
	United States Government	0.5
	Economics	0.5
	Social Studies-credit eligible options may include: Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.	
Civics Exam Requirement	Effective with the 2018-2019 school year, students are required to earn a passing score on the Civics Exam	
Social Studies Total Credits		4
Physical Education	Beginning Kinesiology or Junior Reserve Officers' Training Corps (JROTC)	1
Health Education		0.5
Career Preparedness		1
Arts Education and/or Career and Technical Education (CTE) and/or World Languages		3
Electives		2.5
*Distance Learning: Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one online/technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed.		
Total Credits		24

Grading Policy

The following outlines the grading system and policy for Magic City Acceptance Academy's High School courses.

Grade Setup for total grade in each class:

Classwork = 50%

Assessments (Tests, Quizzes, Projects) = 40%

Homework = 10%

Final Grade Setup for the year:

1st 9 weeks grade (40%) + 2nd 9 weeks grade (40%) + 1st Semester Exam/Project (20%)
= **Semester 1 Grade**

3rd 9 weeks grade (40%) + 4th 9 weeks grade (40%) + 2nd Semester Exam/Project (20%)

= **Semester 2 Grade**

Semester 1 grade (50%) + Semester 2 grade (50%) = Final Grade

Grading Scale:

Percentage	Letter Grade GPA
90-100%	A 4.0
80-89%	B 3.0
70-79%	C 2.0
60-69%	D 1.0
0-59%	F NO CREDIT (0.0)

Rather than being promoted, high school students progress as credits are accumulated. Grade classifications are determined by the number of credits earned. Credits are awarded each semester. Successful completion of one semester in a given course is equivalent to 0.5 credit in that course.

- Sophomore = at least six (6) earned credits
- Junior = at least twelve (12) earned credits
- Senior = at least eighteen (18) earned credits
- **Twenty-four (24) credits are required for graduation**

Semester Exam Exemption

High school students shall be eligible for semester exam exemption provided they meet the criteria outlined below:

Good student attendance is integral to academic achievement. When a student is not in attendance, he or she misses valuable instructional time and opportunities to apply relevant learning in classroom activities. As such, we have established semester exam exemption guidelines designed to encourage attendance and foster academic achievement.

Attendance Requirements

- For a course average of 90, the maximum number of **EXCUSED ABSENCES is 5 per class period.**
- For a course average of 80, the maximum number of **EXCUSED ABSENCES is 3 per class period.**
- **5 or more tardies** will result in the loss of exemption.
- **UNEXCUSED ABSENCES** will automatically result in a student losing the opportunity to exempt a second semester exam.

Because we believe students need experience taking a summative exam, we will employ a graduated exemption policy for the students meeting the requirements outlined above:

- 9th Grade Students may exempt **TWO** exams in the second semester. •
- 10th Grade Students may exempt **THREE** exams in the second semester. •
- 11th Grade Students may exempt **FOUR** exams in the second semester. •
- 12th Grade Students may exempt **ALL** exams in the second semester.

Important Notes:

- Students taking an AP course may also earn the opportunity to exempt a second semester exam in a course for which they have opted out of the AP exam.

Dual Enrollment/Credit & Requirements

The Alabama State Board of Education has authorized the establishment of dual enrollment programs between public colleges and universities and local boards of education.

The following dual enrollment options may be offered:

- Dual enrollment (DE) is available to students who would like to earn college credit. DE students may take college courses and will receive college credit hours for all coursework. DE students' courses and grades will not be reflected on the high school

transcript.

- Dual enrollment/dual credit (DE/DC) is available to students who would like to earn both high school and college credits for the same course. DE/DC credit courses will be added to the high school transcript and will be calculated into the GPA.

Magic City Acceptance Academy currently has a dual enrollment/dual credit agreement with the following school:

- Jefferson State Community College

DE/DC coursework, assessment, and grading are consistent with college level instruction.

Students participating in DE/DC courses are required to follow college procedures and complete required college forms and applications.

Students participating in DE/DC courses are required to adhere to Magic City Acceptance Academy's Board of Education's Student Code of Conduct and Attendance.

Students interested in participating in DE/DC must meet the criteria, and the student and the parent/guardian must sign the form on the next page.

A student is eligible for Dual Enrollment or Dual Enrollment/Credit, if the student meets the following criteria:

1. The student must meet and maintain the entrance requirements and prerequisites for admission established by the post-secondary school.
2. The student must have and must maintain a cumulative high school **GPA of 2.5**.
3. The student must have written approval of the superintendent, high school principal, high school counselor, and the student's parent/guardian.
4. Students must meet admissions and course prerequisites for college coursework.
5. **Three and/or Four credit hours** at the postsecondary level shall equal a 1.0 credit at the high school level.
6. Payment of the current rate of tuition and fees per credit hour, books, transportation, and equipment will be the responsibility of the student.
7. The student must notify the school counselor of any changes to their DE/DC schedule and of any DE/DC courses from which they choose to withdraw from during the semester.
8. For elective and core credit options, contact your school counselor.

Signatures:

(Superintendent) Date

(Principal) Date

(Counselor) Date

(Parent/Guardian) Date

(Student) Date

English Language Arts

Grade 9

- English Language Arts Grade 9 (2 semesters/1.0 credit)
 - In Grade 9, students understand the importance of aesthetic decisions by the author and note how choices of syntax and diction shape and clarify meaning. standards are organized under types of literacy (critical, digital, language, and research) to reflect the applications of literacy in a rapidly changing world. This format represents an effort to show that successful communication requires multifaceted receptive and expressive skills emphasizing the literature of varied times and places. Both ninth grade standards emphasize world literature to give students a broad and deep foundation. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.
- English Language Arts, Adv Grade 9 (2 semesters/1.0 credit/Prerequisite: Teacher Approval)
 - This advanced course dives deeper into the content knowledge of context through a multicultural diversity of text and types of text, and it provides an extension of the regular grade course work in relation to expression and reception. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Grade 10

- English Language Arts Grade 10 (2 semesters/1.0 credit/Prerequisite: Successful Completion of ELA Grade 9)
 - In Grade 10, students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context

to decipher word meanings. Tenth grade standards emphasize world literature to give students a broad and deep foundation. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

- English Language Arts, Adv Grade 10 (2 semesters/1.0 credit/Prerequisite: Teacher Approval)
 - This advanced course dives deeper into the content knowledge of context through a multicultural diversity of text and types of text, and it provides an extension of the regular grade course work in relation to expression and reception. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.

Grade 11

- English Language Arts Grade 11 (2 semesters/1.0 credit/Prerequisite: Successful Completion of ELA Grade 10)
 - In Grade 11, students will explore the literature of America before, during, and after European arrival. A year of specific attention because of literature's deep ties to all aspects of culture, and its study encourages a cross-curricular understanding and appreciation of qualities that distinguish American literature specifically and American culture in general with a primary focus on American literature. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.
- AP English Language & Composition (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisite: Teacher Approval & English 10, Adv)
 - The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods all through reading, listening, writing, and speaking. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.
- ENG 101: English Comp I (Grade 11-12/1 semester/0.5 credit/Prerequisite: see Dual Enrollment information)
 - English Composition I provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.
- ENG 102: English Comp II (Grade 11-12/1 semester/0.5 credit/Prerequisite: see Dual Enrollment information)
 - English Composition II provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process.

Grade 12

- English Language Arts Grade 12 (2 semesters/1.0 credit/Prerequisite: Successful Completion of ELA Grade 11)
 - In Grade 12, students focus on the literature of the British Isles, which provides both a linguistic and cultural starting point that more fully contextualizes the eventual forming of the United States and informs a sophisticated understanding of the connections between American and British literature contrasted with the unique character of each. British literature in the twelfth grade should read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and his influences on other works of literature. Students learn and practice active listening, read a variety of workplace and literary texts, learn and practice essential digital skills, utilize a process to create and modify written work, implement conventions of language and usage, and utilize context to decipher word meanings all through reading, listening, writing, and speaking. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.
- AP English Literature & Composition (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisite: Teacher Approval)
 - The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. NOTE: THIS COURSE FULFILLS AN ENGLISH CREDIT REQUIRED FOR GRADUATION.
- ENG 101: English Comp I (See Above)
- ENG 102: English Comp II (See Above)

Electives

- Creative Writing (Grades 10-12/2 semesters/1.0 Credit)
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION. Composing poetry, short stories, and critical responses
- Creative Writing (Grades 10-12/1 semester/0.5 Credit)
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION. Composing poetry, short stories, and critical responses
- School Publications (Grades 10-12/2 semesters/1.0 Credit)
 - Assisting in production/maintenance of school publications, e.g., Yearbook, Newspaper, E-papers, Website maintenance, Newsletter.
- Mass Media (Grades 10-12/2 semesters/1.0 Credit)
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR ENGLISH CREDITS REQUIRED FOR GRADUATION. Listening, analyzing, writing and discussing television, newspapers, and film

Mathematics

Pathways

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<i>Grade 7 Mathematics</i>	<i>Grade 8 Mathematics</i>	<i>Geometry with Data Analysis</i>	<i>Algebra I with Probability</i>	<i>Algebra II with Statistics</i>	Specialized course
<i>Grade 7 Mathematics OR Accelerated Grade 7 Mathematics</i>	<i>Grade 8 Mathematics</i>	<i>Geometry with Data Analysis AND Algebra I with Probability (concurrently)</i>	<i>Algebra II with Statistics</i>	<i>Precalculus</i>	<i>AP Calculus OR Additional specialized course</i>
				<i>Mathematical Modeling OR Applications of Finite Mathematics</i>	<i>Precalculus OR Other additional specialized course</i>
<i>Accelerated Grade 7 Mathematics</i>	<i>Accelerated Grade 8 Mathematics</i>	<i>Geometry with Data Analysis</i>	<i>Algebra II with Statistics</i>	<i>Precalculus</i>	<i>AP Calculus OR Additional specialized course</i>
				<i>Mathematical Modeling OR Applications of Finite Mathematics</i>	<i>Precalculus OR Other additional specialized course</i>
<i>Accelerated Grade 7 Mathematics</i>	<i>Grade 8 Mathematics OR Accelerated Grade 8 Mathematics</i>	<i>Geometry with Data Analysis</i>	<i>Algebra I with Probability</i>	<i>Algebra II with Statistics</i>	Specialized course

Grade 9

- Geometry with Data Analysis (2 semesters/1.0 credit/Prerequisite: Math Grade 8 or Accelerated Math Grade 8)
 - Geometry with Data Analysis is the first of three required courses in high school mathematics. In Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. The prerequisite for Geometry with Data Analysis is either Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.
- Geometry with Data Analysis & Algebra I with Probability (Concurrently; See above & below) (2 semesters/1.0 credit per course/Prerequisite: Math Grade 8)

Grade 10

- Algebra I with Probability (2 semesters/1.0 credit/Prerequisite: Geometry with Data Analysis)
 - Algebra I with Probability builds upon algebraic concepts studied in Grade 7 and Grade 8 Mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Algebra I with Probability is the second of three courses required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9 or by completing both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics. Students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.
- Algebra II with Statistics (2 semesters/1.0 credit/Prerequisites: Algebra I with Probability, Geometry with Data Analysis)
 - Algebra II with Statistics builds on the students' experiences in previous mathematics in Geometry with Data Analysis and Algebra I with Probability. It is the third of three

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

Grade 11-12

- Algebra II with Statistics (see above)
- Mathematical Modeling (2 semesters/1.0 credit/Prerequisites: Algebra II with Trigonometry or Algebra II with Statistics)
 - Mathematical Modeling is developed to expand on and reinforce the concepts introduced in Geometry with Data Analysis, Algebra I with Probability, and Algebra II with Statistics by applying them in the context of mathematical modeling to represent and analyze data and make predictions regarding real-world phenomena. Mathematical Modeling is designed to engage students in doing, thinking about, and discussing mathematics, statistics, and modeling in everyday life. It allows students to experience mathematics and its applications in a variety of ways that promote financial literacy and data-based decision-making skills. This course also provides a solid foundation for students who are entering a range of fields involving quantitative reasoning, whether or not they require calculus. The prerequisite for Mathematical Modeling is Algebra II with Statistics. Note: Students may not receive credit for both Mathematical Modeling and Algebra with Finance, as Mathematical Modeling includes mathematics content that also appears in the Algebra with Finance course.
- Applications of Finite Mathematics (2 semesters/1.0 credit/Prerequisites: Algebra II with Trigonometry or Algebra II with Statistics)
 - Applications of Finite Mathematics was developed as a fourth-year course that extends beyond the three years of essential content that is required for all high school students. Applications of Finite Mathematics provides students with the opportunity to explore mathematics concepts related to discrete mathematics and their application to computer science and other fields and includes areas of study that are critical to the fast-paced growth of a technologically advancing world. The wide range of topics in Applications of Finite Mathematics includes logic, counting methods, information processing, graph theory, election theory, and fair division, with an emphasis on relevance to real-world problems. Logic includes recognizing and developing logical arguments and using principles of logic to solve problems. Students are encouraged to use a variety of approaches and representations to make sense of advanced counting problems, then develop formulas that can be used to explain patterns. Applications in graph theory allow students to use mathematical structures to represent real world problems and make informed decisions. Election theory and fair division applications also engage students in democratic decision-making so that they recognize the power of mathematics in shaping society. The prerequisite for Applications of Finite Mathematics is Algebra II with Statistics. Note: Students may not receive credit for both Applications of Finite Mathematics and Discrete Mathematics, as Applications of Finite Mathematics includes mathematics content that also appears in the Discrete Mathematics course.
- Pre-Calculus (2 semesters/1.0 credit/Prerequisites: Algebra II with Trigonometry or Algebra II with Statistics and Teacher Approval)
 - NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION. Precalculus is a course designed for students who have successfully completed the Algebra II with Trigonometry course. This course is considered to be a prerequisite for success in calculus and college mathematics. Algebraic, graphical,

numerical, and verbal analyses are incorporated during investigations of the Precalculus content standards. Parametric equations, polar relations, vector operations, conic sections, and limits are introduced. Content for this course also includes an expanded study of polynomial and rational functions, trigonometric functions, and logarithmic and exponential functions. Application-based problem solving is an integral part of the course. Instruction should include the appropriate use of technology to facilitate continued development of students' higher-order thinking skills.

- **Calculus (2 semesters/1.0 credit/Prerequisites: Pre-Calculus and Teacher Approval)**
 - NOTE: THIS COURSE MAY BE USED FOR ONE OF THE FOUR REQUIRED MATHEMATICS CREDITS ONLY IF THE LOCAL SYSTEM HAS SUBMITTED AND RECEIVED APPROVAL FOR COURSE STANDARDS. Advanced math course; differential and integral calculus; analytic geometry topics; and functions.
- **AP Calculus AB (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisites: Pre-Calculus and Teacher Approval)**
 - NOTE: FULFILLS ONE OF THE FOUR MATHEMATICS CREDITS REQUIRED FOR GRADUATION. College-level advanced math course approved by the College Board Advanced Placement (AP) program for calculus; functions, graphs, and limits; derivatives; integrals; polynomial approximations and series.

Social Studies

Grade 9

- **World History 1500 to Present (2 semesters/1.0 credit)**
 - Chronological history of the world: the emergence of a global age; the Age of Revolutions; the Age of Isms; era of global war; the world from 1500 to present

Grade 10

- **United States History to 1877 (2 semesters/1.0 credit)**
 - Chronological survey of major events and issues: colonization; American Revolution; development of political system and distinct culture; slavery; reform movements; sectionalism; Civil War; Reconstruction; Alabama's history and geographic changes that have influenced aspects of life during and after events

Grade 11

- **United States History 1877 to Present (2 semesters/1.0 credit/Prerequisite: US History to 1877)**
 - Chronological survey of major events and issues: industrialization; Progressivism; foreign policy; World War I; the Great Depression; World War II; post-war United States; contemporary United States; Alabama's history and geographic changes that have influenced aspects of life during and after events
- **AP United States History (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisites: US History to 1877 and Teacher Approval)**
 - College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for United States history

Grade 12

- **United States Government (1 semester/0.5 credit)**
 - Origins, functions, and branches of U. S. government; representative democracy; federalism; political/civic life; analysis of Constitution, Bill of Rights, and other relevant documents; foreign policy
- **Economics (1 semester/0.5 credit)**
 - 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 Bank

Electives

- **Contemporary Issues & Global Studies (1 semester/0.5 credit)**
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION. Current issues from historical and geographical perspectives; knowledge of key contemporary personalities and events that impact lives
- **Psychology (1 semester/0.5 credit)**
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION. History of psychological inquiry; methods of scientific research; human development; sensation and perception; motivation and emotion; states of consciousness; social psychology, cognition; intelligence and assessment; personality theories; stress; mental disorders and treatments
- **Sociology (1 semester/0.5 credit)**
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION. Culture and society; social inequalities; social institutions; social change
- **Human Geography (2 semesters/1.0 credit)**
 - NOTE: DOES NOT FULFILL ANY OF THE FOUR SOCIAL STUDIES CREDITS REQUIRED FOR GRADUATION. Survey of the nature of human geography through population studies, characteristics and distribution of cultural mosaics, spatial patterns of economic interactions, human settlement, and division of Earth's surface through forces of cooperation and conflict

Science

Grade	Option 1	Option 2
9	Biology Biology or Biology, Adv	
10	Physical Science Chemistry or Chemistry, Adv	
11	Chemistry Earth & Space Science Physics Environmental Science Human Anatomy & Physiology AP Biology (ACCESS Web-based)	Physics Human Anatomy & Physiology AP Biology (ACCESS Web-based)

12 Chemistry
Earth & Space Science
Physics
Environmental Science
Human Anatomy & Physiology
AP Biology (ACCESS Web-based)

- Biology (2 semesters/1.0 credit)
Earth & Space Science
Physics
Environmental Science
Human Anatomy & Physiology AP
Biology (ACCESS Web-based)

Grade 9

- NOTE: FULFILLS THE BIOLOGY GRADUATION REQUIREMENT. MAY NOT BE DIVIDED INTO BIOLOGY 1 AND 2. Increasing depth of understanding of life science standards from earlier grades to include the integration of engineering design, with a focus on crosscutting concepts, science and engineering practices; and patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.
- Biology, Hon/Adv (2 semesters/1.0 credit/Prerequisite: Teacher Approval) ○
NOTE: FULFILLS THE BIOLOGY GRADUATION REQUIREMENT. MAY NOT BE DIVIDED INTO BIOLOGY 1 AND 2. Advanced engagement and sense-making to develop an increasing depth of understanding of life science standards from earlier grades to include advanced engagement and sense-making the integration of engineering design, with a focus on crosscutting concepts, science and engineering practices; and patterns, processes, and interactions among living organisms including structures and processes, ecosystems, heredity, and unity and diversity.

Grade 10

- Physical Science (2 semesters/1.0 credit)
 - NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT. Conceptual progression of understanding and knowledge of physical science standards from earlier grades with engineering design integration and focus on crosscutting concepts, science and engineering practices; and the basic concepts of chemistry and physics including matter and its interactions, motion and stability, energy, and waves and information technologies.
- Chemistry (co- or prerequisite Algebra II with Probability) (2 semesters/1.0 credit/Prerequisite: “B” Average in Algebra I or Equivalent)

Grade 11-12

- Chemistry (See above)
- Human Anatomy & Physiology (2 semesters/1.0 credit/Prerequisites: Biology & Teacher Approval)
 - NOTE: DOES NOT FULFILL THE BIOLOGY OR PHYSICAL SCIENCE GRADUATION REQUIREMENT. Study of structure and function of human body systems from the cellular level to the organism level; interactions within and between systems that maintain homeostasis in organisms; how personal choices, environmental factors, and

genetic factors affect the human body.

- **Environmental Science (2 semesters/1.0 credit/Prerequisites: Biology & Physical Science)**
 - NOTE: DOES NOT FULFILL THE BIOLOGY OR PHYSICAL SCIENCE GRADUATION REQUIREMENT. Advanced knowledge and understanding of natural resources, natural hazards, human impacts on Earth systems and global climate change; and engineering design solutions to solve various problems affecting Earth and its environment. Science and engineering practices and crosscutting concepts from the science framework are incorporated into coursework.
- **Earth & Space Science (2 semesters/1.0 credit/Prerequisites: Biology & Physical Science)**
 - NOTE: DOES NOT FULFILL THE GRADUATION REQUIREMENT FOR BIOLOGY OR PHYSICAL SCIENCE. Comprehensive application of all science disciplines with a focus on concepts of the universe and its Stars, Earth and the solar system, history of planet Earth, Earth's materials and systems, plate tectonics, large-scale system interactions, the roles of water in Earth's surface processes, weather and climate, and biogeology; includes integration of engineering, technology and application of science core ideas.
- **Physics (2 semesters/1.0 credit/Prerequisites: Algebra II or Algebra II with Probability, Chemistry and Teacher Approval)**
 - NOTE: FULFILLS THE PHYSICAL SCIENCE GRADUATION REQUIREMENT. Detailed understanding and knowledge 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.
- **AP Biology (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisites: "B" in Biology, "B" in Chemistry, Algebra and Teacher Approval)**
 - NOTE: FULFILLS THE BIOLOGY GRADUATION REQUIREMENT. PREREQUISITE: IT IS RECOMMENDED THAT THE AP BIOLOGY COURSE BE OFFERED TO STUDENTS WHO HAVE SUCCESSFULLY COMPLETED A FIRST COURSE IN HIGH SCHOOL BIOLOGY AND HIGH SCHOOL CHEMISTRY. College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for biology.

World Languages

Spanish

- **Spanish I (2 semesters/1.0 credit)**
 - Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of Spanish-speaking cultures
- **Spanish II (2 semesters/1.0 credit/Prerequisite: Spanish I)**
 - Listening and speaking skills including understanding and responding to directions, commands, and questions; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of Spanish-speaking cultures
- **Spanish III (2 semesters/1.0 credit/Prerequisite: Spanish II)**
 - Listening and speaking skills including understanding and responding to factual and interpretive questions; paraphrasing, explaining, and giving cause; interpreting main ideas and supporting details from authentic texts; creating presentations; increased understanding of Spanish-speaking cultures

- Spanish IV (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisite: Spanish III)
 - Listening and speaking skills including understanding and responding to factual and interpretive questions; proposing and supporting solutions to issues and problems; interpreting authentic prose and poetry selections; creating compositions; extensive understanding of Spanish-speaking cultures

French

- French I (2 semesters/1.0 credit)
 - Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of French-speaking cultures
- French II (2 semesters/1.0 credit/Prerequisite: French I)
 - Listening and speaking skills including understanding and responding to directions, commands, and questions; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of Spanish-speaking cultures
- French III (ACCESS Web-based) (2 semesters/1.0 credit/Prerequisite: French II)
 - Listening and speaking skills including understanding and responding to factual and interpretive questions; paraphrasing, explaining, and giving cause; interpreting main ideas and supporting details from authentic texts; creating presentations; increased understanding of Spanish-speaking cultures

Mandarin

- Mandarin I (2 semesters/1.0 credit)
 - Listening and speaking skills including understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; reading and writing skills including words and phrases used in basic situational contexts; beginning understanding of Chinese-speaking cultures

American Sign Language

- ASL I (ACCESS Web-based) (2 semesters/1.0 credit)
 - Syntax and grammar study including basic physical and linguistic features; understanding and responding to simple directions, expressions of courtesy, and questions related to daily routines; identifying main ideas from signed narratives; creating short presentations on familiar topics; beginning understanding of deaf cultures. The teacher of this course must hold a valid Provisional Certificate issued by the American Sign Language Teachers Association.

Fine Arts

Visual Arts

- Visual Arts I (2 semesters/1.0 credit) (2 semesters/1.0 credit)
 - This one credit course, novice level, is the first of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allow

for self-expression. Through exploration and experimentation, this course provides students with a general foundation in studio processes, art criticism, aesthetics, and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

- **Visual Arts II (2 semesters/1.0 credit/Prerequisite: Visual Arts I)** ○ **PREREQUISITE: INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR.** This one credit course, intermediate level, is the second of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how visual arts communicate ideas and allow for self-expression. Through exploration and experimentation, this course provides students with a more in depth study of foundations in studio processes, art criticism, aesthetics, and art history. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.
- **Visual Arts III (2 semesters/1.0 credit/Prerequisites: Visual Arts II and Teacher Approval)**

- **PREREQUISITE: VISUAL ARTS II OR APPROVAL OF THE INSTRUCTOR.** This one credit course, accomplished level, it is the third of a sequential high school course. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how visual arts communicate ideas and allows for self-expression. Through continued exploration and experimentation, this course provides students with a comprehensive study in studio processes, art criticism, aesthetics, and art history to provide a deeper understanding and appreciation of visual arts. Students respond to personal experiences and express ideas using a variety of traditional and contemporary media while effectively applying the elements of art and principles of design to create original works of art. Safe practices and proper use of tools and materials are emphasized.

- **Visual Arts, 3-Dimensional Design I (2 semesters/1.0 credit)**
 - This one credit course, novice level, it is the first of a sequential high school course focusing directly on three-dimensional design. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how three-dimensional design communicates ideas and allows for self-expression. Through exploration and experimentation, this course introduces core concepts of spatial visual design and provides students with a foundation in the three-dimensional design processes, art criticism, aesthetics, and art history. Students will address spatial design problems to express ideas using a variety of traditional and contemporary media, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment and materials are emphasized.

- **Visual Arts, Painting II (2 semesters/1.0 credit/Prerequisites: Visual Arts I and/or Teacher Approval)**
 - **PREREQUISITE: INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR.** This one credit course, intermediate level, is first of a sequential high school course focusing on the medium of painting. Creating, presenting, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how painting communicates ideas and allows for self-expression. Through exploration and experimentation, this course provides students with a more formal foundation in the painting studio processes, art criticism, aesthetics, and art history. Students will respond to personal experiences and express ideas using a variety of traditional and contemporary painting process, while effectively applying the elements of art and principles of design. Safe practices and proper use of tools, equipment, and materials are emphasized.

- **Concert Band I (2 semesters/1.0 credit/Prerequisite: Teacher Approval)** ○ This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a concert band setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.
- **Concert Band II (2 semesters/1.0 credit/Prerequisites: Concert Band I or Teacher Approval)**
 - **PREREQUISITE: INTRODUCTION TO CONCERT BAND OR APPROVAL OF THE INSTRUCTOR.** This is a one credit course, intermediate level, designed for students with at least one year of experience to experience instrumental music in a concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.
- **Concert Band III (2 semesters/1.0 credit/Prerequisites: Concert Band II or Teacher Approval)**
 - **PREREQUISITE: CONCERT BAND II OR APPROVAL OF THE INSTRUCTOR.** This is a one credit course, proficient level, designed for students to increase artistry through reinforced experiences in an instrumental music concert band setting. Students will continue to develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of concert band music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.
- **Trad and Emer Ens, Inst Cham Ens I (2 semesters/1.0 credit)**
 - This is a one credit course, novice level, designed for beginning music students to experience instrumental music in a chamber setting. Students will develop a characteristic tone and engage in the processes of creating, performing and responding as related to instrumental music, while employing the concepts of timbre, rhythm, melody, harmony, form and expression. Students will study works of famous composers of advanced level music literature and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

Choir

- **Mixed Chorus I (2 semesters/1.0 credit)**
 - This is a one credit course, novice level, designed for beginning music students to explore choral music from a wide variety of cultures and time periods through academic study and performance. By creating, performing, and responding, students will develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issue, and self-reflection.
- **Mixed Chorus II (2 semesters/1.0 credit/Prerequisites: Mixed Chorus I or Teacher Approval)**
 - **PREREQUISITE: INTRODUCTION TO MIXED CHORUS I OR APPROVAL OF THE INSTRUCTOR** This is a one credit course, intermediate level, designed for students with at least one year of experience to continue to explore choral music from a wide variety of

cultures and time periods through academic study and performance. By creating, performing, and responding, students will continue to develop basic vocal skills and sight-reading techniques. Allowing musical experiences to other cultures and disciplines within and outside of the arts, music history and theory are embedded so students may connect these experiences to historical relevance, contemporary issues, and self-reflection.

Theatre

- Theatre I (2 semesters/1.0 credit)
 - This one credit course, proficient level, explores beginning theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will also be introduced to basic history of theater and technical theatre.
- Theatre II (2 semesters/1.0 credit/Prerequisites: Theatre I or Teacher Approval ○ PREREQUISITE: INTRODUCTION TO THEATRE I OR APPROVAL OF THE INSTRUCTOR. This one credit course, accomplished level, continues the study of theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to further understand how theatre communicates ideas and allows for self-expression. Students will study, write and/or perform scenes and monologues. Students will use their acting to refine their theatre and technical technique. Students will study the history of theatre and perform solo, duo and group theatre works.
- Technical Theatre Production (2 semesters/1.0 credit/Prerequisite: Teacher Approval)
 - This one credit course, proficient level, explores beginning technical theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment to understand theater through a technical theatre experience. Students will learn beginning design principles, scenery, lighting, costuming and sound design for theatre productions. Students will study the history of theatre and an emphasis will be place on the safe practices and proper use of tools, equipment and materials

Fine Art Electives

- Elements of Arts Literacy, Music (ACCESS Web-based) (1 semester/0.5 credit) ○ This half credit course will provide basic instruction in music. Students will explore how to create and produce music, responding and connecting them to historical, current and personal events. Students will have an introduction to the history of music, and the ethical and appropriate use of the medium.
- Elements of Arts Literacy, Theatre (ACCESS Web-based) (1 semester/0.5 credit)
 - This half credit course will explore arts literacy through theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, performing and assessment to understand how theatre communicates ideas and allows for self-expression. Students will explore how to create and perform informal and formal theatrical works, relating and connecting them to historical, current and personal events. Students will have an introduction to play structure and analysis. Students will be introduced to the technical elements of theatre production. Students will have an introduction to the history of theatre, and appropriate etiquette for theatre.

Physical Education & Health

Physical Education

- **Beginning Kinesiology (2 semesters/1.0 credit)**
 - NOTE: THIS IS THE ONLY COURSE THAT FULFILLS THE GRADUATION REQUIREMENT FOR PHYSICAL EDUCATION. Stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Highly recommended that students take Beginning Kinesiology in Grade 9. Prerequisite for all physical education elective courses.
- **Life Sports: Individual, Dual, and Team (2 semesters/1.0 credit/Prerequisites: Beginning Kinesiology and Teacher Approval)**
 - This course is designed for those students who have completed Beginning Kinesiology and wish to continue to take a physical education class. Team activities offered in this course are football, basketball, soccer, tennis, softball, and other team oriented activities. Students will be offered opportunities to compete in intramural activities in the various sports.

Health

- **Health (1 semester/0.5 credit)**
 - The focus of the Health Education course is to provide students with further opportunities to apply health-related knowledge to personal life. After completing the semester course, students should be able to implement a personal health plan designed to decrease adolescent health risks. In addition, students gain knowledge of the interdependence among environmental factors, learn to administer first-aid procedures (including CPR), and gain an understanding of the importance of recognizing, avoiding and reporting verbal, physical, sexual and emotional abuse.
- **Leaders in Health Advocacy (1 semester/0.5 credit)**
 - Provides an opportunity for students in Grades 10-12 to become advocates for themselves, their peers, and society as a whole by engaging in activities that promote personal and community health. The class assists the school in meeting the state mandates of character education, Erin's Law, HIV/AIDS requirements, and the Jason Flatt Act through peer helping and student-led planning of schoolwide awareness, education, and prevention activities.