



BIRMINGHAM
CITY SCHOOLS
BUILDING LEADERS. IMPACTING THE WORLD.



HIGH SCHOOL PLANNING GUIDE



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The Purpose of the High School Planning Guide

As a student, you are strongly encouraged to pursue a rigorous, challenging program that is best suited for your needs. Planning your course of study during high school is a very important part in planning for your future.

This high school handbook has been developed and contains a brief description of every course offered in Birmingham City Schools to assist you in your decision-making process. The decisions you make, along with the course of study you pursue, will affect your post-secondary plans, including college and career readiness.

It is best to pursue a broad, well-rounded program of study that will prepare you for a variety of opportunities. Birmingham City Schools offers a wide range of programs designed to give our students a firm foundation for entering college, business or technical school, military services, or the workforce.

Our Vision

“Birmingham City Schools will be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society.”

Our Mission

“The mission of the Birmingham City Schools is to guide all students to achieve excellence in a safe, secure and nurturing environment.”

Our Core Values

Diversity

Integrity

Respect

Excellence

Compassion

Teamwork



Dr. Mark Sullivan
Superintendent

December 6, 2022

Neonta Williams
President
DISTRICT 2

Dear High School Students and Parents,

Derrick Billups
Vice President
DISTRICT 4

Birmingham City Schools is committed to guiding all students to achieve excellence in a safe, secure and nurturing environment. We strive to equip every child with the skills necessary for college, career or life. We seek to provide unique and high-quality educational experiences that position our scholars as leaders in our city, state, across the country, and around the world.

Sherman Collins, Jr.
DISTRICT 1

In order to ensure students are prepared for tomorrow, we must provide them with the opportunities they need today. We seek to empower students to pursue their passions, while meeting the necessary requirements set forth by the Alabama Department of Education. This guide will provide you with information about our high school programs, course offerings, graduation requirements and more.

Mary Boehm
DISTRICT 3

James A. Sullivan
DISTRICT 5

As your Superintendent, I thank you for the opportunity to serve you, your child and our community. As our scholars' most important partner in education we encourage you to remain engaged, encouraged and empowered to help each and every student reach his or her full academic and life potential.

Leticia Watkins
DISTRICT 6

Walter Wilson
DISTRICT 7

Sincerely,

Sonja Q. Smith
DISTRICT 8

Dr. Mark A. Sullivan
Superintendent

Jason Meadows
DISTRICT 9

2015 Park Place, Birmingham, Alabama 35203 | 205-231-4600 | bhamcityschools.org

Our Board Members

D
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1 Mr. Sherman Collins, Jr.
Huffman Academy, Martha Gaskins,
Sun Valley, Huffman Middle,
Huffman High

D
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S
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2 Neonta Williams
W.J. Christian Academy,
Ossie Ware Mitchell,
Putnam

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3 Mary Boehm:
Avondale Elementary,
E.P.I.C. Elementary,
Glen Iris

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4 Derrick L. Billups
Hudson, Inglenook
Norwood, Smith Middle
Woodlawn High

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5 James A. Sullivan
Barrett, Hayes
Oliver, Phillips Academy
Robinson, Parker High

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6 Leticia Watkins
Hemphill
Washington
Ramsay High

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7 Walter Wilson
Green Acres
Oxmoor Valley, West End Academy
Arrington, Jones Valley
Wenonah High

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8 Sonja Q. Smith
Minor
Princeton
Bush Hills STEAM Academy

D
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9 Jason Meadows:
Tuggle, Wylam,
South Hampton, Wilkerson, Carver,
Jackson-Olin High

Graduation is a signature event in Birmingham City Schools. It represents a grand moment in the lives of our students, where we celebrate the work we have accomplished for every graduate who walks across our stages. To ensure every student clearly understands what it takes to reach this significant milestone, we have compiled all relevant policies and course requirements that speak to all opportunities available over the course of a high school career. Most importantly, these details outline available honors and diploma options.

Please refer to BCS Board Policy on attendance, as this is a critical aspect of a student's opportunity for success throughout their high school career.

This policy can be accessed through the following link:

[https://simbli.eboardsolutions.com/ePolicy/policy.aspx?
PC=6.1&Sch=2005&S=2005&C=6&RevNo=1.11&T=A&Z=P&St=-
ADOPTED&PG=6&SN=true](https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=6.1&Sch=2005&S=2005&C=6&RevNo=1.11&T=A&Z=P&St=-ADOPTED&PG=6&SN=true)

Graduation Requirements

Graduation Requirements

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 II, or its equivalent/substitute	1	
	Mathematics-credit eligible options may include: <i>Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary courses/SDE-approved courses.</i>		
	One credit from:		
<i>Alabama Course of Study: Mathematics</i> 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:		
<i>Alabama Course of Study: Science</i> 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 <i>Civics Exam</i>		
Social Studies Total Credits		4	
Physical Education	Beginning Kinesiology <u>or</u> 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	
Total Credits		24	

BCS Graduation Policy

7.11 Graduation, Certificate of Completion, and Commencement

Students who have satisfactorily completed requisite coursework, met minimum attendance criteria, and sat for required examinations are eligible for graduation. Student participation in graduation ceremonies and related graduation activities will be subject to the principal's approval and payment of outstanding financial obligations. Participation in a graduation-related ceremony may be prohibited by the principal if the student violates disciplinary standards or if, in the judgment of the principal, the student's participation could lead or contribute to disorder or disruption of the ceremony or activity.

7.11.1 Graduation Requirements

Students in the class of 2017 and after who meet the following requirements shall receive an Alabama High School Diploma and appropriate endorsements:

Endorsements : In order to receive the Alabama Diploma with Merit, a student must meet the minimum requirements for the Alabama High School Diploma. In addition, students must earn 26 credits and:

earn

- one math credit in a math course higher than Algebra II with Trigonometry

successfully complete

- two of four core credits as evidenced by passing with an average of "C" or higher each semester in advanced or Pre-AP coursework in grade 10.

successfully earn

- three Advanced Placement credits as evidenced by an average of "C" or higher each semester, or
- three International Baccalaureate credits as evidenced by an average of "C" or higher each semester, or two AP and one Dual Enrollment credits or one AP/IB and two Dual Enrollment (for a total of 3) as evidenced by an average of "C" or higher each semester must complete a minimum of one AP/IB course.

* The valedictorian and salutatorian for the graduating class of each high school must qualify for the most advanced academic diploma offered and have been enrolled in the school system for a minimum of one full academic year prior to the date of graduation. (Board Policy 7.11.3)

* In order to receive the Alabama Diploma with Career and Technical Endorsement, a student must meet the minimum requirements for the Alabama High School diploma in addition to three sequential Career and Technical Courses in the same pathway and earn credentialing in that area.

7.11.2 Honor Graduates

Students who meet the following requirements shall be classified as honor graduates at high school commencement ceremonies:

Maintenance of an overall weighted grade point average of 3.5 or higher on a 4.0 scale for all courses taken beginning the ninth-grade year through the semester immediately preceding graduation. Grades will be calculated and weighted as prescribed in the grading section above.

7.11.3 Valedictorian/Salutatorian

Criteria : The valedictorian and salutatorian for the graduating class of each high school must qualify for the most advanced academic diploma offered and have been enrolled in the school system for a minimum of one full academic year preceding the senior year (beginning August of the junior year). The student with the highest-grade point average (calculated as prescribed in the grading section above) will be the valedictorian. The student with the second highest grade point average shall be named the salutatorian. In calculating the grade point average, all final semester grades will be used, beginning with the ninth grade through the semester immediately preceding graduation. The calculated average will be carried out four decimal places and rounded off. In the case of a tie, students having the same average will be recognized as co-valedictorians and co-salutatorians.

Grade Conversion : Where letter grades are present on a candidate's transcript from a previously attended school, the candidate must have the respective school(s) submit the grades in numerical form. 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:

* Issues or uncertainties regarding eligibility or grade calculation will be resolved by the school principal in consultation with the Superintendent.

A+ = 99	B+ = 89	C+ = 79	D+ = 69	
A = 95	B = 85	C = 75	D = 65	F = 55
A- = 90	B- = 80	C- = 70	D- = 60	

7.11.4 Fifth Year Seniors

Upon the recommendation of the counselor and approval of the principal, a student who has completed four full academic years of high school but who has not completed the required course work for graduation will be allowed to attend the number of class periods necessary to complete the courses required for graduation.

7.11.5 Adult High School Diploma Program

[Reference: Ala. Admin. Code 290-3-1-.02(18)]

The Superintendent is authorized to establish an adult diploma program in conformity with regulations issued by the State Department of Education and such additional requirements as may be approved by the Board.

Grading impacts every aspect of the academic life of Birmingham City Schools. Because of its importance, it is critical for every student and family to understand the standards we have in place through policy and procedure, as these items ultimately will impacts the success each student experiences. The most important areas are noted in this section and should be constantly visited through the 9-12 experience.

Grading Policy

7.3 Academic Standards

Teachers will assign grades and confer academic credit for work and activities performed by students in accordance with objective and generally accepted instructional and grading standards, applicable laws and regulations, and criteria hereinafter specified.

7.3.1 General Grade Scale

Grades for academic course work for students in grades 1-12 will be awarded according to the following scale:

Letter Grade	Score Range	Quality Points	Advanced/DE* Quality Points	AP/IB DE* Core Quality Points
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.0	1.0
F	0-59	0	0	0
NC	No Credit due to Excessive Absences			
I	Incomplete Work			

*Dual Enrollment Core applies ONLY to Literature, Mathematics, Science and History Courses.

DE = Dual Enrollment

*Students in Kindergarten will receive Standards Based Reports each grading period.

7.3.2 Advanced Placement, Honors, and Core Dual Enrollment Grade Scale

Numerical grades in Advanced Placement courses (approved by the College Board and International Baccalaureate) will be weighted by adding one (1) quality point when calculating the grade point average on a four-point scale for letter grades A-C. Dual Enrollment and Advanced courses (approved by the BCS Board of Education) will be weighted by adding a 0.5 quality point for letter grades A-C when calculating the grade point average on a four-point scale.

7.3.3 Special Education – Students Receiving Special Education Services

Federal law requires that each student who qualifies to receive services/related services under IDEA must have an Individualized Education Plan (IEP) developed. The IEP Team develops the IEP. Goals and benchmarks/objectives are based upon the student's needs and should be developed to assist the student in progressing within the general education curriculum, as appropriate. Recommended accommodations and supports must be included. Teachers and support staff must implement the accommodations and modifications that are documented in the student's Individualized Education Plan (IEP). The accommodations/modifications should be determined per individual needs and must be used consistently for instruction and assessment, as indicated within the IEP.

Students who qualify to receive special education services under IDEA may be graded according to an Individualized Education Plan (IEP) and nothing in the Board policy or procedure prohibits the extension of appropriate academic accommodations and/or modifications to any student who is eligible to benefit from such under provisions of State and Federal Law.

If the student with a disability is in jeopardy of failing a subject, an IEP meeting must be held to review and revise the IEP, including accommodations or modifications, as appropriate. A student's IEP does not prevent him/her from failing a subject as long as the IEP has been implemented with fidelity. Documentation of such implementation must be available prior to the consideration of failure.

Students with disabilities who are working toward a diploma will:

- Have access to instructional and assessment accommodations in both general and special education settings, as specified within the IEP, allowing the student to progress in the general education curriculum.
- Receive grades based upon progress in the general curriculum, with accommodations/modifications identified in the IEP.
- Benefit from collaboration between the general and special educators with regard to grading and as indicated in the IEP.

7.3.4 Report Cards

Report cards reflecting student progress will be provided to the parents or legal guardians of students on a quarterly basis.

Grading Elements (Procedure)

Reporting

- Within the first ten (10) days of each course, teachers must communicate, in writing, the school system's grading procedures, grading factors, and weight assignment to each factor to students and parents.
- A student enrolled in a course for 21 days or more must receive a letter grade for that grading period. A student enrolled in a course for less than 21 days must receive letter grades to be determined based upon the work completed during that time.
- High school students who exceed 10 unexcused absences per semester for a full credit course or 5 unexcused absences for a half credit course may not attain credit in that course. This is denoted on the transcript with Code 450.
- Students who end a grading period with an "incomplete" will receive a Code 400 on the report card or transcript.

Source: Birmingham City Schools Code of Conduct

Recording

- Teachers will maintain a record of each student's work, progress, and attendance on a daily basis in the student information system.
- Teachers must assess a variety of student performances including but not limited to homework, written assignments, homework, projects, classroom participation/class work, quizzes, assessments, and end of quarter/course examinations. Teachers should consider such factors as preparation, daily work habits, quality, and completeness of assignments in evaluating student performance. Teachers are to ensure that students are not graded solely based on behavior such as tardiness or talking. The principal will ensure that all teachers apply these procedures in determining grades.
- Nine-Week Grades will be calculated based on the average grade earned in the following three categories:
 - Homework: 10%
 - Classwork: 50%
 - Assessments: 40%

- For high school students, final grades will be calculated by weighting each 9-week period as 40% of the semester average. The final exam is to be weighted 20% of the semester average.
- For students in grades K – 8, final grades will be calculated by weighting each 9-week period as 25%.
- Teachers must record a minimum of two grades per week in the student information system; more than two per week are encouraged. If a week is shortened by two days, a minimum of one grade will be recorded. If a class meets only once per week, a minimum of one grade will be recorded. Grades are to be entered no later than Monday at 5 p.m. for the preceding week each week.
- Each grade must be associated with the appropriate standard(s) in core classes.
- Teachers must return graded papers and assignments in order to provide timely feedback to both students and parents. A portfolio of graded work is required as additional documentation of student performance.
- A student will receive a numerical grade for tests or quizzes.
- A zero for tests and quizzes will be given only following documented attempts of parent notification when the following occurs:
 - A student has plagiarized, cheated on a test, quiz, or assigned project.
 - A student who has an excused absence fails to produce make-up work within 3 days of their return.
 - A student has an unexcused absence.
 - A student refuses to turn in an assignment or attempt an assignment.
- When a failing nine week or semester grade is issued, teachers must adhere to the following steps:
 - A parent conference must be held and documented (via phone or face to face).
 - Intervention procedures must be documented.
 - Compliance with grading policy must be evident.
 - A PST Referral must be submitted.

- Grades will not include district benchmark assessments.
- Upon request, teachers are required to provide make-up work within 48 hours for students with an excused absence, including suspensions, and who have not qualified for homebound services.
- In the event of extenuating circumstances occurring at the end of the course such as hospitalization, an individual student may be exempt from final examinations upon the recommendation of the teacher and with the written approval of the Principal and the Director.
- Dual Enrollment grades are to be recorded on the student transcripts at the end of the semester by the database manager. When the grade is entered the credential should be checked. A copy of the transcript should be given to the appropriate grade level counselor.
- The counselor should then verify that the grade appears on the transcript. ALL Dual Enrollment grades must be listed on the high school transcript.
- High school students, given consideration from their instructors, may be exempt from final exams by earning a minimum “90” or above as the semester average before exams. These are the only students that may be exempt from final exams.

Authorization of Grade Change

- The principal is responsible for following the standard procedure for the authorization and recording of all grade changes.
- An Official Grade Change Authorization Form will be used to authorize and document the specific reasons for requesting each grade change.
- The authorization form must be signed by the teacher of the course for which the grade change is requested and the school principal.
- Upon changing the grade in the student information system, the database manager must sign the form as well.
- If a grade change involves a final grade, the final report card, and the transcript, will be reprinted. Copies will be scanned into digital records, given to the appropriate grade level counselor, the student/parent, and one copy shall be kept on file in the main office.
- Hard copies are to be kept on file five years after a student’s cohort graduates.

- In high schools, the GPA must be recalculated by the database manager after a final grade is changed.
- Nine week grade changes must be finalized within two weeks of receipt of report cards. Semester grades must be changed within the current school year prior to the start of summer school. Any errors found after the current school year must be cleared through the Principal and Director.
- Grade changes requested in subsequent years that were given by teachers that no longer work in the school district will be denied unless grades in the student information system support the requested change.
- Nine week grade changes must be finalized within two weeks of receipt of report cards. Semester grades must be changed within the current school year prior to the start of summer school. Any errors found after the current school year must be cleared through the Principal and Director.
- Grade changes requested in subsequent years that were given by teachers that no longer work in the school district will be denied unless grades in the student information system support the requested change.

Grading – Excused Absences

- Students with excused absences from a class (refer to 6.1.4) will have the opportunity to make up missed assignments.
- For all suspensions, teachers are required to provide make-up work and assignments to all students, unless other educational alternatives are provided. It is the responsibility of the parent(s)/guardian(s) to contact the school and make arrangements.
- Students who are lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.
- The number of days allowed to make up missed work will be equal to the number of days of excused absences. This timeline will begin when the teacher provides the student with the assignments within 48 hours of the requests. For example, if a student was absent three days, then the student has 3 days to complete the missed assignments.

Transfer Students - Accredited/Approved School Transfers

- The grades of students who transfer into Birmingham City Schools from an accredited school with approved and recognized state courses will be averaged in with grades earned in Birmingham City Schools for the same courses to determine a nine week grade. Courses under a different listing or any uncertainty of course content will be verified by the school counselor. The counselor must document who was contacted and the date of contact on the transcript analysis along with information received. In addition, the course description must be emailed to the counselor and stored with the counselor records and in cumulative records.
 - Students entering Birmingham City Schools with quarter and final grades from accredited schools will receive the grades as earned from the other school system. Birmingham City School personnel cannot change grades previously earned or modify unofficial transcripts at other accredited schools or school systems.
 - Students must fulfill graduation requirements for Birmingham City Schools. Students may have to complete additional requirements when transferring from schools under a different grading system.
 - Under the direction of the Curriculum Department, schools will update the records of each student who enters the school system without quarter grades with the available information. It will be the responsibility of the school to search for the information. After a thorough search, if no information can be located then the final grade will be computed with the grades available.

Non-Accredited Schools

Students who transfer into Birmingham City Schools from non-accredited schools will not be granted transfer credit. Accredited schools can be found on the Advanced Website under accredited schools.

7.3.1 Promotion

Students are promoted from grade to grade on the basis of academic credit earned during the school year, in summer school programs, or in such other academic programs approved or recognized by the Board. Students who are eligible for promotion from grade to grade may nevertheless be retained by agreement of the parents and appropriate school officials.

High school faculty use the following criteria to determine promotion:

- Students must earn 6 credits to earn sophomore status. Two or more course credits must be in core courses.
- Students must earn 12 credits to earn junior status. Four or more course credits must be in core credits.
- Students must earn 18 credits to earn senior status. Six or more must be in core course credits.

Middle school students must pass all core classes to be promoted to the next grade.

Elementary school students must pass all core classes to be promoted to the next grade.

7.3.6 Class Rankings

Beginning with the ninth grade of high school, all students will be ranked based on the four point grade point average scale (GPA) (calculated and weighted as described herein). The GPA calculation will be carried out four decimal places and rounded off.

7.3.1 Credit Recovery

The Superintendent is authorized to develop procedures for a program through which a student may recover credits in one or more failed courses, in compliance with regulations promulgated by the State Department of Education. The curriculum will align with the State Board of Education course of study and study content standards in which the student seeking credit recovery is deficient.

[Reference: Alabama Administrative Code 290-3-1.02(12)]

- A student cannot make up more than three (3) failed courses per semester. The number of courses recovered is not to exceed nine courses in any calendar year (August-July) in credit recovery or any other online program.
- Students MUST meet established criteria to enroll in credit recovery including but not limited to earning a minimum of “40” in the failed course and earning between “60-70” in the recovered course.
- Upon completion of a credit recovery or Grade Results or other online course, the grade must be recorded to the transcript under a separate and appropriate heading.

7.3.8 Credit Advancement

Students may pursue Credit Advancement by taking and passing with a minimum score of 80 (no exceptions) Quality Core exams at a fee of \$25.00 per exam to be administered by the district in the following subjects:

- *English 9, English 10, English 11, English 12.
- *Algebra I, Algebra II with Trig, Geometry, Pre-Calculus
- *Biology, Chemistry, Physics
- *US History

The exam grade **MUST APPEAR ON THE TRANSCRIPT UNDER A SEPARATE HEADING OF CREDIT ADVANCEMENT.**

Each exam may be administered only once. Students may elect to reject the exam grade and sit for the course.

Students may only attempt the tests for the grade they are entering based upon cohort. Birmingham City Schools uses ACT Quality Core for Credit Advancement. Students must meet the following criteria to be eligible for credit advancement:

- Students must have an unweighted 3.0 GPA in the core area.
- Students have demonstrated on state standardized assessments above grade level proficiency of content in the core subject.

It should be noted that NCAA does not recognize Credit Advancement.

Students may not graduate earlier than December of their senior year based upon cohort. Students will return in May to participate in commencement exercises.

Students completing credits in December are strongly encouraged to engage in additional Dual Enrollment opportunities or Early College during the last semester of the school year.

7.3.9 Mathematics and Foreign Language Course Placement

- Middle school students who successfully complete Algebra I in the 8th grade, indicated by a grade of 70 or higher on the District Approved End of Course Test will have Algebra I indicated on the high school transcript under a separate heading of the middle school name. Students must still earn four credits of mathematics in high school beginning with geometry.
- Students who pass the first year of a Foreign Language in middle school indicated by a grade of 70 or higher will have the option to proceed to the second level of that Foreign Language.

7.4 Testing

The Superintendent is authorized to develop and implement a standardized testing program that will include, at a minimum, all testing required under state and federal law. All standardized tests are to be conducted in accordance with the appropriate test administration manual guidelines and any rules or regulations that are intended to ensure their security and validity. Teachers are authorized to conduct tests for their courses in order to determine their students' abilities, knowledge and skills, and to use in calculating a student's grade.

7.5 Summer School Operations

A "summer school" program may be implemented in compliance with regulations promulgated by the State Department of Education. Summer school is provided as a service by the Board and is separate and distinct from the regular academic year. The Superintendent is authorized to develop and maintain rules and regulations for the operation of summer school, including requirements for enrollment, attendance, transportation, and tuition, which will be subject to approval by the Board.

[Reference: Ala. Admin. Code 290-3-1-.02(6)]

7.6 Testing

The Superintendent is authorized to develop and implement a standardized testing program that will include, at a minimum, all testing required under state and federal law. All standardized tests are to be conducted in accordance with the appropriate test administration manual guidelines and any rules or regulations that are intended to ensure their security and validity. Teachers are authorized to conduct tests for their courses in order to determine their students' abilities, knowledge and skills, and to use in calculating a student's grade.

7.7 Correspondence or Online Courses

Credit for correspondence and online courses will be recognized if the conditions and criteria established by the Alabama Department of Education for such programs are met.

[Reference: Ala. Admin. Code 290-3-1--.02(12, 13)].

7.8 Career and Technical Education Programs

7.8.1 Work-Based Learning Experience

A work-based learning experience provides students with educational opportunities in a work setting that typically cannot be obtained in a classroom and may include, but is not limited to, cooperative education, internships, clinical experiences, and other related opportunities. The Superintendent is authorized to develop guidelines and procedures in accordance with the regulations of the Alabama State Department of Education for work based learning experiences to be conducted in the school system, including, but not limited to, guidelines for decision making and protocol for solving problems at the workplace and school.

[Reference: Ala. Admin. Code 290-6-1-.04]

7.8.2 Live Work

Live work consists of work conducted by students that relates to the knowledge and skills taught as part of a CTE program of study, but is presented from outside the classroom. The Superintendent is authorized to develop for Board approval guidelines and procedures in accordance with the regulations of the Alabama State Department of Education and any applicable Business/Industry Certification requirements for live work to be conducted in the school system, including, but not limited to, a systematic method for managing live work, work requests and orders, and procedures for approval of where and for whom work may be conducted, school liability, and restrictions on live work. Any money collected for live work will be accounted for in accordance with the Board's Finance Manual.

7.8.3 Safety

To the extent practicable, reasonable safety procedures will be implemented in the Career and Technical Education program in accordance with Alabama State Department of Education regulations and any applicable Business/Industry Certification requirements.

7.9 Foreign Exchange Programs

The Superintendent is authorized to develop guidelines and procedures, to be approved by the Board, under which foreign exchange students may attend Birmingham City Schools and Birmingham City Schools students may participate in foreign exchange programs.

[Reference: Ala. Admin. Code 290-6-1-.04]

7.10 Extended Programs: Community Education

Upon their approval by the Board, the Superintendent is authorized to implement programs and projects designed to meet the needs of the community served by the school system in accordance with any laws or regulations governing such programs.

[Reference: Ala. Admin. Code 290-080-050]

Graduation is a signature event in Birmingham City Schools. It represents a grand moment in the lives of our students, where we celebrate the work we have accomplished for every graduate who walks across our stages. To ensure every student clearly understands what it takes to reach this significant milestone, we have compiled all relevant policies and course requirements that speak to all opportunities available over the course of a high school career. Most importantly, these details outline available honors and diploma options.

Our High Schools

George Washington Carver

3900 24th St N, Birmingham, AL 35207
(205) 231-3900
<https://www.bhamcityschools.org/Domain/8>



Mrs. Tikki Hines, Principal

George W. Carver High School exists to provide a learning environment for academic excellence where students think critically, take responsibility for their actions, are connected to the community, and are challenged to reach their individual potential for success in the future.

As a four-year high school with academically diverse students, George Washington Carver High School provides a challenging range of courses and a rigorous college preparatory program. In a supportive environment that promotes respect and responsibility, students also develop through a rich performing and creative arts program and a wide variety of extracurricular and athletic activities.

Carver's Career Academies are designed to educate, equip, and prepare our students for a professional career in the following areas:

- Health Science
- Graphic Arts
- Animations
- TV Production
- Cosmetology
- Engineering and Computer Science
- Fine Arts and Athletics

Huffman

950 Springville Rd, Birmingham, AL 35215
(205) 231-5000
<https://www.bhamcityschools.org/Domain/9>



Dr. John C. Lyons, Jr, Principal

Huffman High School is a secondary school located in Birmingham, Alabama. The school colors are orange and green. Approximately 97% of the students who attend the school are African American, 2% are Caucasian, and the small remainder are Hispanic or Asian. The school's athletic teams are known as the Vikings. In its first few years of operation, there were no African American students, one Asian, and the remainder were Caucasian. The first graduating class of Huffman High School [1970] had to attend classes at another Birmingham high school [Woodlawn] until the Huffman buildings were completed during the 1966-67 school year. The name of the original school yearbook was the Valhalla.

Huffman's School Vision is:

“To educate students with high expectations through quality curriculum planning and instructional practices that will accommodate diverse learning styles resulting in high student achievement.”

Jackson - Olin



1300 Avenue F, Birmingham, AL 35218
(205) 231-6431
<https://www.bhamcityschools.org/Domain/10>

Dr. Nichole Davis Williams, Principal

P. D. Jackson-Olin High School, which is often referred to as JO or “Home of the Mighty Mustangs”, is nestled between the Birmingham City’s business district-Ensley and the industrial community of Pratt City. It is one of 7 high schools in the Birmingham City School System and services approximately 870 students. It is exceedingly rich with some of the most rigorous academic courses and vital career programs, which includes premiere Academy of Health Sciences. The current Mustang Creed is “Where Legends are Made” and it is embellished around the school’s colors – Kelly Green and Old Gold. Former graduates of P. D. Jackson-Olin High includes former United States Congressman Earl Hilliard, Sr.; United State Bob Sled Olympian Vonetta Flowers; the First African-American Woman Chief of Police in Birmingham, Annetta Nunn; and former Birmingham City Mayor Bernard Kincaid.

In May of 1973, the retirement of Dr. Pierre Denson Jackson as Principal of Western-Olin High sparked another historical moment for the school. In honor of Dr. Jackson, Western-Olin High School was renamed P.D. Jackson-Olin High School. Currently, Dr. Shirley Graham Burrell serves as the principal of P.D. Jackson-Olin High. Over 75% of the student population participates in extra-curricular activities at the school.

Parker

400 Reverend Abraham Woods Jr Blvd,
Birmingham, AL 35204
(205) 231-2370
<https://www.bhamcityschools.org/Domain/11>



Darrell Hudson, Principal

A. H. Parker High School is a public, urban high school located in the northern section of Birmingham, Alabama (Jefferson County). The school was conceptualized as the first public high school for Negro students in Birmingham. In 1900, its initial enrollment consisted of 18 students, compared to the 1,235 in 2006. With the addition of formal courses in industrial training, the school became known as Industrial High School. In 1924, construction for additions on Industrial High School began. The facilities fulfilled the dreams of Dr. Arthur Harold Parker, the first principal of Industrial High School. Upon Dr. Parker's retirement in 1939, the school's name was officially changed to A. H. Parker High School.

On August 10, 2011, the new Arthur Harold Parker High School opened its doors to student. The school facility supports current curricular programs. Parker also has a storied history of excellence in academics, athletics, cultural and fine arts, and community involvement.

This history continues today as A. H. Parker High School's students, faculty, staff, and alumni continue to leave their mark on this city, state, nation and world.

Ramsay

5574, 1800 13th Ave S, Birmingham, AL 35205
(205) 231-7000
<https://www.bhamcityschools.org/Domain/12>



Dr. Carolyn Russell-Walker, Principal

Ramsay High School is located between 12th and 13th Avenues and 17th and 19th Streets, South. The school is near Five Points South on the crest of one of the foothills of Red Mountain in the South Highlands of Birmingham. Ramsay overlooks the city to the north, and one can view the mountain of iron to the south. The site of our school was formerly the homestead of several pioneer families of Birmingham.

The school was named after Erskine Ramsay, who was the president of the Birmingham Board of Education at the time. Ramsay was also a capitalist, industrialist, engineer and philanthropist. The school was dedicated on September 19, 1930.

Ramsay provides an advanced curriculum and a dedicated staff that both challenges and enriches our students. The school currently has an enrollment of over 725 students. At Ramsay, the administrators, faculty, and staff endeavor to provide an atmosphere that enhances academic performance and encourages student leadership opportunities and responsibilities.

Wenonah

2800 Wilson Rd SW, Birmingham, AL 35221
(205) 231-1675
<https://www.bhamcityschools.org/wenonah>



Dr. Willie C. Goldsmith, Jr. Principal

The purpose of Wenonah High School is to provide a world class education that will enhance our scholar's capabilities to achieve at the next level of education, or the working environment. We want to ensure that all students are College and Career Ready for success in employment, competitive salary acquisition, and future career choices. The school's current academic structure offers Advanced Placement classes, Pre-AP classes (LTF), Special Education, an award winning Career Academy of Hospitality and Tourism, Career Technical classes, dual enrollment offering college credit courses provided through a matriculation agreement with Lawson State Community College, General Education Classes aligned with the ACOS and CCRS and various electives. Wenonah also offers Academy-led classes incorporating NAF curriculum and (Laying the Foundation -LTF), for pre-AP classes. We embody this purpose and mission, in order to enhance our expectations for our students.

Wenonah High School's motto is:

"Wenonah High School, where Champions Are Made and Knowledge Is Explosive!"

Woodlawn



5620 1st Ave N, Birmingham, AL 35212

(205) 231-8000

<https://www.bhamcityschools.org/woodlawn>

Rameka Davis, Principal

A “Purpose Built Community”.

WIN is a transformative approach to education that focuses on a cradle-to-career pipeline in the Woodlawn feeder pattern that includes area elementary schools, middle schools, and ends with Woodlawn Magnet High School. WIN also incorporates family and support services, mixed income housing, and a vibrant commercial district. This initiative developed the Woodlawn Early College High School Program that will give students the opportunity to participate in earning up to 60 transferable college credits with the goal of every student earning at least 25 college credits by the date of graduation. Students will have personalized intense acceleration and remediation

for college readiness. The students participate in a blended program where they attend Jefferson State Community College, and The University of Alabama at Birmingham for instruction 2-3 times per week. Students are enrolled in the dual-enrollment program and have a campus professor that meets with students weekly. We also offer Career Technical class for Cosmetology, Graphic Arts, Business, Finance, and ROTC.

The school’s demographics include a majority of African-American students. The Hispanic population has grown over the years, but still accounts for a small percentage. All students currently receive free and reduced breakfast and lunch under the Community Eligibility Program.

“Greatness Starts Here”

Virtual Academy of Learning

(205) 231-6024

<https://www.bhamcityschools.org/Domain/10495>

Jessica Jones-Wedgeworth, Principal

Birmingham City Schools Virtual Academy of Learning is the premier Virtual School that provides students in grades three through twelve with Accredited & Rigorous Curriculum, Standards Based Learning, State Certified Teachers, Asynchronous and Synchronous Learning, Innovative Technological Practices and Teaching, Self-paced Learning, and Flexible Daily School Schedule that allows for Access to course work from anywhere at any time and Academic Support available until 7pm.

VAL students also Enjoy the Benefits & Services of a BCS Student with Robust Course Offerings such as AP & Advanced Courses (6-12) and Foreign Language Offerings (3-12). VAL provides a Safe & Student-Centered Learning Environment and students in VAL receive Personalized Learning Experience and Targeted Academic Support & Success.

Students in the VAL program may also receive credentialing for their high school courses in the Academies of Birmingham Program

Academic Programs (Courses)

The 2015 Science Alabama Course of Study provides the framework for the K-12 science education program in Alabama's public schools. The main goal of the Alabama course of study for science is to give all Alabama students a solid foundation in science and engineering. The courses below include the most current scientific and engineering practices, cross-cutting concepts, and disciplinary core ideas our students need in order to become a scientifically literate, informed science citizen, and prepared college -and-career ready graduate.

Science

Science

*Courses are optional elective credits that match the AP Course

9 Biology
Biology, Advanced

10 Physical Science
Chemistry
Chemistry, Advanced



11 Chemistry
Chemistry, Advanced
Earth and Space Science
Human Anatomy
Environmental Science
Physics, Advanced
Biology, AP
*Biology, AP Workshop

Chemistry, AP
*Chemistry, AP Workshop
Environmental Science, AP
*Environmental Science, AP Workshop
AP Physics 1: Algebra-Based
AP Physics 1: Algebra-Based Workshop
Biology, HL, IB
Chemistry, HL, IB

12 Chemistry
Chemistry, Advanced
Earth and Space Science
Human Anatomy
Environmental Science
Physics, Advanced
Biology, AP
*Biology, AP Workshop

Chemistry, AP
*Chemistry, AP Workshop
Environmental Science, AP
*Environmental Science, AP Workshop
AP Physics 1: Algebra-Based
AP Physics 1: Algebra-Based Workshop
Biology, HL, IB
Chemistry, HL, IB

The goal of the Mathematics Department is to develop and implement curriculum that is scientifically research based and aligned with national, state, and local standards in order to improve student achievement. The department believes that a comprehensive, high quality, mathematics education enables students to increase their mathematical literacy in understanding mathematical principles and further enhances mathematical fluency that is essential for success in the 21st century. In support of this goal the department provides ongoing professional growth opportunities for all teachers of mathematics and numerous pathways for students, thereby creating an educational environment of mathematics excellence within all the district's school.

All students are required to enroll in a mathematics course every year they are enrolled in high school. Beginning credits in Grade 8 are not for the purpose of skipping a year of mathematics, but rather for taking additional mathematics courses.

With permission from the principal and Mathematics Department Chair, in order to take AP Calculus in grade 12, any student following this sequence may opt to double –up in Grades 9, 10 or 11 to complete Pre-Calculus prior to grade 12. All students are required to enroll in a mathematics course every year they are enrolled in high school. Beginning credits in Grade 8 are not for the purpose of skipping a year of mathematics, but rather for taking additional mathematics courses.

Any exceptions to this sequence or special cases will be handled on an individual basis.

Mathematics

Mathematics

*Courses are optional elective credits that match the AP Course

9

Geometry with Data Analysis
Geometry with Data Analysis, Advanced
Algebra I with Probability
Algebra I with Probability, Advanced



10

Algebra I with Probability
Algebra I with Probability, Advanced
Algebra II with Statistics
Algebra II with Statistics, Advanced

11

Algebra II with Statistics
Algebra II with Statistics, Advanced
Precalculus (Prerequisite: Alg II)
Mathematical Studies, SL, IB

12

Mathematical Modeling (Prerequisite: Alg II)
Precalculus
Calculus
Calculus AB, AP
*Calculus AB, AP Workshop
Statistics, AP
*Statistics, AP Workshop
Mathematical Studies, SL, IB

The goal of the English Language Arts curriculum is for all students to achieve English language literacy in order to be college- and career-ready. The academic content standards taught in each course are based on and includes all standards in the revised 2016 Alabama Course of Study Standards for English Language Arts. This is accomplished through a sequential, comprehensive curriculum that develops lifelong, critical thinkers who approach problem solving with confidence. Through English courses, students develop reading, writing, speaking, listening, and critical thinking skills they will need to be successful in the 21st century.

English

English

*Courses are optional elective credits that match the AP Course



9 English 9
English 9 Advanced

10 English 10
English 10 Advanced

11 English 11
English, Grade 11, Advanced
English, Language and Composition, AP
*English, Language and Composition, AP Workshop
Language A: Literature, HL, IB

12 English 12
English, Grade 12, Advanced Level
English, Literature and Composition, AP
*English, Literature and Composition, AP Workshop
Language A: Literature, HL, IB

“In order to be successful citizens in today’s world, students need to be knowledgeable about the economic, geographic, historical, and political perspectives of the world and its people. Since students are more directly involved in these issues and need information and strategies to make informed decisions, the theme of the 2010 Alabama Course of Study: Social Studies is responsible citizenship”

The Alabama 2010 Social Studies Course of Study

Educating for social responsibility is the main goal of the BCS Social Studies Department. Classroom instruction includes standards based content utilizing strategies to promote critical thinking and historical thinking skills. Students are challenged to develop reading, writing, speaking, and listening skills as they research historical and current social, political, and economic factors that influence today’s world.

Social Studies

Social Studies

*Courses are optional elective credits that match the AP Course



9

World History: 1500 to Present, Gr 9
World History: 1500 to Present, Adv Gr 9

10

United States History I: Gr 10
United States History I: Adv Gr 10

11

United States History II: Gr 11
United States History, AP
*United States History, AP Workshop
History, HL, IB

12

US Government (Semester)/Economics (Semester)
United States Gov and Politics, AP
* United States Gov & Politics, AP Workshop
History, HL, IB

Physical education provides students with a planned, sequential, K-12 standards-based program of curriculum and instruction designed to develop motor skills, knowledge and behaviors or active living, physical fitness, sportsmanship, self-efficacy and emotional intelligence.

The goal of the LIFE course is for high school students to make physical activity a part of their lives beyond high school. Through this course, students learn to apply fitness concepts and assessments in order to create a personal lifelong plan of physical activity for healthy living.

LIFE is not a traditional physical education class composed only of sport units. The course is structured to include both cognitive development and physical development. Physical activities are used to reinforce and apply fitness concepts.

Physical Ed

Every public school and private school, except church schools as defined in the Code of Alabama, 1975, §16-28-1, shall carry out a system of physical education, the character of which shall conform to the program or course outlined by the Alabama Department of Education (Code of Alabama, 1975, §16-40-1). Therefore, according to law the minimum required content found in the Alabama Course of Study: Physical Education must be taught in all public schools in Alabama.

Chapter 290-3-1 (a)

Alabama High School Diploma Lifelong Individualized Fitness Education (LIFE)

(c) Substitution Subjects for Physical Education in Grades 9-12. Until funding is obtained for K-8 physical education teachers, there will be no exception to the one required unit of physical education in Grades 9-12. Any Alabama public school system that has adequate certified physical education teachers in Grades K-8 may request of the State Superintendent of Education that the exemptions of the one credit of physical education in Grades 9-12 be applied as listed below:

1. May substitute physical activity-based subjects (e.g., marching band, and athletics) and other subject areas under exceptional circumstances for physical education under the following conditions:
 - A detailed plan (except JROTC) which reflects collaboration with the physical education teacher at the school must be developed and submitted to the State Superintendent of Education to ensure that students will master the required content standards and benchmarks as outlined in the Alabama Course of Study: Physical Education.
 - The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE).
 - Such other conditions as prescribed by local boards of education. This subsection (c) becomes effective with the class entering the ninth grade in the fall of 2006.
 - No other substitutions are authorized unless written authorization for such substitutions is secured from the State Superintendent of Education.

(a) Pursuant to Code of Ala. 1975, §16-40-1, each school shall carry out a system of physical education which includes: Chapter 290-3-1 Education.

Alabama Administrative Code (AAC)

- Planning a program to meet the needs of all students. A modified program shall be provided for those unable to take the regular program.
- Providing a properly certified physical education teacher as specified in the certification Subject and Personnel Codes.
- Scheduling classes which meet or exceed the minimum requirements of the Alabama Course of Study: Physical Education.
- Assigning students by grades if possible. If grouping is necessary, consideration should be given to primary grades, and Grades 4-5, 6-7, 7-8, 9-10, and 11-12.
- Limiting the number of students enrolled in a physical education program to the number prescribed by the Southern Association of Colleges and Schools.
- Providing for physical education through the regular school budget.

High School Physical Education REQUIREMENTS:

Lifelong Individualized Fitness Education (LIFE), a required one-credit high school course, provides students with a blueprint for a lifetime of healthy living. Through the LIFE course, students acquire information regarding various aspects of fitness and apply this learning to assess their own fitness levels. In addition, students are required to develop an individualized fitness plan that establishes a foundation for a healthy future.

It is highly recommended that this required course be taken in the 9th grade. Students who successfully complete the LIFE course fulfill the Alabama High School Diploma requirement for one credit in physical education.

NO EXCEPTION TO REQUIRED ONE-CREDIT COURSE IN GRADES 9-12

Until funding is obtained for K-8 physical education teachers at every school within a school system, there will be no exception to the required one-credit course in Grades 9-12 (Alabama State Board of Education Resolution H-1, April 1985).

Physical Education and IDEA

Individuals with Disabilities Education Act (IDEA):

Each child with disabilities must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education instruction, as prescribed in the child's individualized education program (Public Law 91-230, as amended). Every student with a disability shall receive appropriate daily physical education in his or her least restrictive environment through one of the following options:

1. Students may be included with regular physical education classes of like age or ability,
2. A teacher of adapted physical education may be employed to provide instruction,
3. Special education teachers may provide instruction in physical education for their own students, or
4. An outside agency may be contacted to provide instruction or therapy for severely handicapped students.

Accountability Law – Nothing in this Act shall be construed to diminish the current requirements of the Alabama State Board of Education with respect to health and physical education instruction in Grades K-12 or to reduce the effect of Code of Alabama, 1975, §16-40-1, regarding Health and Physical Education (Code of Alabama, 1975, §16-6B-2(d)(f)).

ALSDE/Alabama Laws for Health Education Requirements

Health risk behaviors such as the use of illegal drugs, premarital sexual activity, negligent parenting, and short-term emotional issues that may lead to consideration of suicide have detrimental long-term effects on students. Health education teachers should incorporate concepts embodied in the laws, regulations, and resolutions that follow in all age and content appropriate contexts throughout this document.

Acquired Immune Deficiency Syndrome (AIDS) Education

Students in Grades 5-12 receive instruction about AIDS through the health education program (Alabama State Board of Education Resolution, August 27, 1987, and October 22, 1987, meetings).

Cardiopulmonary Resuscitation (CPR) Education

In the required one-half credit high school course, students are to receive instruction in CPR from instructors certified by the American Heart Association or the American Red Cross (Code of Alabama, 1975, §16-40-8).

Character Education

The character education program focuses upon the development of courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, patience, creativity, sportsmanship, loyalty, and perseverance. These character education traits complement the goals of the 72 Alabama Course of Study: Health Education (Code of Alabama, 1975, §16-6B-2(h); Alabama State Board of Education Resolution, May 25, 1995, meeting).

Drug Abuse Prevention Education

Drug abuse prevention education is provided to all students as part of a comprehensive drug abuse education program. Funding is used from federal, state, local, or private resources. The program is age-appropriate and contains resistance skills and information pertaining to all aspects of illicit drug use, including legal, social, and health consequences. Students may be exempt without penalty from the drug education program if a parent or legal guardian presents to the school principal a signed statement indicating that the teaching of disease, its symptoms, its development and treatment, and the use of instructional aids and materials conflict with the religious preferences of the family (Code of Alabama, 1975, §16-41).

Parenting Education

Through existing required courses, students in Grades 7-12 receive instruction in parental responsibilities (Code of Alabama, 1975, §16-40-1.1).

Sex Education

The Code of Alabama states:

(a) Any program or curriculum in the public schools in Alabama that includes sex education or the human reproductive process shall, as a minimum, include and emphasize the following:

- (1) Abstinence from sexual activity is the only completely effective protection against unwanted pregnancy, sexually transmitted diseases, and acquired immune deficiency syndrome (AIDS) when transmitted sexually.
- (2) Abstinence from sexual activity outside of lawful marriage is the expected social standard for unmarried school-age persons.

The Code of Alabama states further that materials and instruction selected and used at the local level shall be age-appropriate; shall emphasize abstinence, refusal skills, ethical conduct, and applicable laws (child support, sexual abuse, and homosexual conduct); and shall include information indicating the reliability and unreliability of contraceptives (Code of Alabama, 1975, §16-40A-2).

Spinal Deformity Screening and Education

Students in Grades 5-9 or between the ages of 11-14 are screened for spinal deformities and provided education about scoliosis, kyphosis, and lordosis as well as methods of detection, the purpose of screening, and what to do if a deformity is indicated (Code of Alabama, 1975, §16-29; Senate Joint Resolution 62).

Suicide Prevention Education

An awareness program for suicide prevention must be implemented by each school system and must include mental and emotional health education in the one-half credit health education course required for high school graduation (Alabama State Board of Education Resolution, June 12, 1986, meeting).

LIFELONG INDIVIDUALIZED FITNESS EDUCATION (Required for High School Graduation)

Lifelong Individualized Fitness Education (LIFE), a required one-credit high school course, provides students with a blueprint for a lifetime of healthy living. Through the LIFE course, students acquire information regarding various aspects of fitness and apply this learning to assess their own fitness levels. In addition, students are required to develop an individualized fitness plan that establishes a foundation for a healthy future.

It is highly recommended that this required course be taken in the ninth grade. Students who successfully complete the LIFE course fulfill the Alabama High School Diploma requirement for one credit in physical education. Due to the unique aspects of the LIFE course, it is difficult to accomplish the required content of this course in athletics, the Junior Reserve Officers' Training Corps (JROTC) program, band, extracurricular activities, or other physical education courses.

Throughout the LIFE course, a variety of health-enhancing activities are derived by utilizing sports and games as a vehicle for reinforcing and applying fitness components and principles. The LIFE course includes active, hands-on laboratory learning experiences. For example, after a lesson in which students learn about target heart rate, students check their heart rates following participation in a game or activity. High school students experience significant physical, intellectual, and emotional growth and development. They also assume more complex responsibilities such as employment and making career choices. This course reinforces physical education knowledge and skills learned in Grades K-8 by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity.

The Arts Education Department of Birmingham City Schools includes the following offerings: dance, theater, instrumental music, music technology, and visual arts. Our Fine Arts instruction is standards-driven, sequential, substantive, and comprehensive. The fundamental skills that our students receive in elementary school are deepened and expanded upon each year, so that our high school students may graduate with an appreciation of, as well as a tremendous skillset in, the arts.

The Birmingham City School District has a quality Fine Arts program that implements the Alabama Core Curriculum Standards by which students: create, perform, produce, analyze and develop aesthetic understanding; demonstrate knowledge of the artists, art history, and world cultures; as well as make connections within the content of the arts, other disciplines, and everyday life. The Arts Education Department seeks to enhance each school's curriculum by offering students the opportunity to be imaginative, creative, independent, open-minded, and critical thinker.

Fine Arts

Band



9

TEE Marching Band 1	TEE Percussion 1
TEE Concert Band 1	TEE Jazz Ensemble 1
TEE Woodwinds 1	TEE Orchestra 1
TEE Brass 1	TEE Orchestra Chamber Ensemble

10

TEE Marching Band 2	TEE Percussion 2
TEE Concert Band 2	TEE Jazz Ensemble 2
TEE Woodwinds 2	TEE Orchestra 2
TEE Brass 2	TEE Orchestra Chamber Ensemble

11

TEE Marching Band 3	TEE Percussion 3
TEE Concert Band 3	TEE Jazz Ensemble 3
TEE Woodwinds 3	TEE Orchestra 3
TEE Brass 3	TEE Orchestra Chamber Ensemble

12

TEE Marching Band 4	TEE Percussion 4
TEE Concert Band 4	TEE Jazz Ensemble 4
TEE Woodwinds 4	TEE Orchestra 4
TEE Brass 4	TEE Orchestra Chamber Ensemble

Choir



9

TEE Mixed Chorus 1
TEE Show Chorus 1
TEE Women's Chorus 1
TEE Men's Chorus 1

HI Piano 1

10

TEE Mixed Chorus 2
TEE Show Chorus 2
TEE Women's Chorus 2
TEE Men's Chorus 2

HI Piano 2

11

TEE Mixed Chorus 3
TEE Show Chorus 3
TEE Women's Chorus 3
TEE Men's Chorus 3

HI Piano 3

12

TEE Mixed Chorus 4
TEE Show Chorus 4
TEE Women's Chorus 4
TEE Men's Chorus 4

HI Piano 4

Visual Arts & Theatre



9

VA Visual Arts 1
VA Digital Photography 1
VA Ceramics 1
VA Paintings 1

Theatre 1

10

VA Visual Arts 2
VA Digital Photography 2
VA Ceramics 2
VA Paintings 2

Theatre 2

11

VA Visual Arts 3
VA Digital Photography 3
VA Ceramics 3
VA Paintings 3

Theatre 3

12

VA Visual Arts 4
VA Digital Photography 4
VA Ceramics 4
VA Paintings 4

Theatre 4

The Arts Education Department of Birmingham City Schools includes the following offerings: dance, theater, instrumental music, music technology, and visual arts. Our Fine Arts instruction is standards-driven, sequential, substantive, and comprehensive. The fundamental skills that our students receive in elementary school are deepened and expanded upon each year, so that our high school students may graduate with an appreciation of, as well as a tremendous skillset in, the arts.

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ESL & Foreign Language



9

English for Speakers Other Lang 09

10

English for Speakers Other Lang 10

11

English for Speakers Other Lang 11

12

English for Speakers Other Lang 12

Foreign Language



9

Spanish I
French I

10

Spanish II
French II

11

Spanish III
French III

12

Spanish IV
French IV

Career and Technical Education (CTE) is focused on developing the industry-specific skills, leadership, problem solving abilities, soft skills, and employability of secondary students. It is a key component in preparing students for postsecondary learning and workforce opportunities. Birmingham City Schools considers CTE to be the foundation of our city, county, and state's future.

The rigor and relevance of CTE programs are achieved through offering a variety of occupation-based programs consisting of sequenced courses. To achieve the maximum benefit from CTE courses, students are encouraged to complete at least three or more courses in the sequence. These courses are based upon the Alabama State Department of Education (ALSDE) approved CTE courses of study to provide technical skills and academic knowledge necessary for success in current and emerging occupations and postsecondary education.

Career and Technical Education

Birmingham City Schools chooses CTE programs based on local workforce demand and those programs that can offer students high-wage and high-demand careers. Certain courses allow students to earn credentials and certifications that validate the student's readiness and the program's rigor to industry. Also, each program offers students the chance to join nationally recognized Career and Technical Student Organizations, which promote leadership skills, academic prowess, and contextual learning for workplace success. Birmingham City Schools is proud to have recent students hold state and national leadership positions, win state and national awards, and attend state and national competitions in these student organizations. Sixteen career clusters are recognized by the Alabama State Department of Education Career and Technical Education division. Each cluster provides a curriculum framework around groups of similar occupations.

Birmingham City Schools offers the following career clusters:

Agriculture, Food & Natural Resources
Architecture & Construction
Art, Audio/Video Technology & Communications
Business Management & Administration
Education & Training
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Law, Public Safety, Corrections & Security
Marketing
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics

The Birmingham City School District offers the following Career and Technical Education programs in selected middle and high schools within our district. The programs are designed to prepare students to be college and career ready.

The following link provides information about career readiness, indicators, credentials and certifications: <https://www.bhamcityschools.org/Page/44789>

Refer to the school-by-school list below for specific program offerings by name and the associated career cluster:

Carver High School

<u>Program Name</u>	<u>Career Cluster</u>
Animation	Arts, A/V Technology & Communications
Graphic Arts	Arts, A/V Technology & Communications
Television Production	Arts, A/V Technology & Communications
Business Administrative Services	Business Management & Administration
Cooperative Education	Work Based Learning (All)
Army JROTC	Government & Public Administration
Health Science	Health Science
Marketing	Marketing
Project Lead the Way - Engineering	Science, Technology, Engineering & Mathematics
Cosmetology	Human Services

Huffman High School

<u>Program Name</u>	<u>Career Cluster</u>
Building Construction	Arts, A/V Technology & Communications
Drafting Design Technology	Arts, A/V Technology & Communications
Business Administrative Services	Arts, A/V Technology & Communications
Financial Management	Business Management & Administration
Cooperative Education	Work Based Learning (All)
Army JROTC	Government & Public Administration
Health Science	Health Science
Restaurant, Food & Beverage Services/ Culinary Arts	Hospitality & Tourism
Cosmetology	Human Services
Family Studies & Community Services	Human Services
Emergency & Fire Management Services	Law, Public Safety, Corrections & Security
Marketing	Marketing
Computer Science	Information Technology
Insurance	Finance

Jackson- Olin High School

<u>Program Name</u>	<u>Career Cluster</u>
Plant Science	Agriculture, Food, & Natural Resources
Heating, Ventilation, Air Conditioning & Refrigeration	Architecture & Construction
Business Administrative Services	Business Management & Administration
Cooperative Education	Work Based Learning (All)
Army JRTOC	Government & Public Administration
Health Science	Health Science
Restaurant, Food & Beverage Services/ Culinary Arts	Hospitality & Tourism
Cosmetology	Human Services
Fashion	Human Services
Automotive Services	Transportation, Distribution & Logistics
Collision Repair	Transportation, Distribution & Logistics

Ramsey High School

<u>Program Name</u>	<u>Career Cluster</u>
Business Administrative Services	Business Management & Administration
Financial Management	Finance
Army ROTC	Government & Public Administration
Family Studies and Community Services	Human Services
Project Lead the Way - Engineering	Health Science
Emergency and Fire Management Services	Law, Public Safety, Corrections & Security

Parker High School

<u>Program Name</u>	<u>Career Cluster</u>
Graphic Arts	Arts, A/V Technology & Communications
Business Administrative Services	Business Management & Administration
Cooperative Education	Education & Training
Army ROTC	Work Based Learning (All)
Health Science	Government & Public Administration
Cosmetology	Health Science
Emergency and Fire Management Services	Law, Public Safety, Corrections & Security

Wenonah High School

<u>Program Name</u>	<u>Career Cluster</u>
Business Administrative Services	Business Management & Administration
Accounting	Finance
Cooperative Education	Work Based Learning (All)
Army JROTC	Government & Public Administration
Restaurant, Food & Beverage Services/ Culinary Arts	Hospitality & Tourism
Cosmetology	Human Services
Family Studies & Community Services	Human Services
Marketing	Marketing

Woodlawn High School

<u>Program Name</u>	<u>Career Cluster</u>
Graphic Arts	Arts, A/V Technology & Communications
Business Administrative Services	Business Management & Administration
Financial Management	Finance
National Academy of Finance (NAF)	Finance
Cooperative Education	Work Based Learning (All)
Army JRTOC	Government & Public Administration
Cosmetology	Human Services
Computer Science	Information Technology

Junior Reserve Officer Training Corps (JROTC)

Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the military and the high schools to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment. JROTC provides course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history.

JROTC is a citizenship program focused on character, leadership, teamwork, and responsibility. The heart of the program centers around a four-year core curriculum broken into 9 sections and various co-curricular activities.

The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques. Additional information regarding the Army JROTC program in Birmingham City Schools can be obtained by contacting LTC. Karlos Parker, Director of Army Instruction at (205) 231-87440 or visit the web site by accessing the link below:

<https://www.bhamcityschools.org/Domain/10002>

Career and Technical Education Student Organizations

Career technical student organizations (CTSO) enhance a student's experience in the career technical classroom. CTSOs allow students to apply knowledge learned in real-life situations, provide benefit to their community, enrich the lives of the students, and prepare the students for the challenges of the future. The Birmingham City School System has a reputation of excellence in CTSOs. BCS students are gold medal winners and have served in leadership positions.



The mission of this organization is to enhance the co-curricular education of students with interests in marketing, management, and entrepreneurship. The program includes competitive events, leadership activities, recognition programs and scholarships intended to help develop future leaders in marketing, management and entrepreneurship.



FCCLA promotes personal growth and leadership through family and consumer sciences education. Focusing on the multiple roles of a family member, wage earner and community leader, members develop skills for life through character development, creative and critical thinking, interpersonal communication, practical knowledge, and vocational preparation.



HOSA students are dedicated to promoting career opportunities in the health care industry and to enhancing the delivery of quality health care to all people. HOSA helps its members learn dedication, leadership, healthcare and social skills; all of which are vital when dealing with people in the context of health care.



The organization's central focus is providing quality educational experiences for students in leadership, teamwork, citizenship, and character development. There are seven major goals of this organization: professional development, community service, employment, ways and means, SkillsUSA Championships, public relations, and social activities.



Membership in the TSA prepares students for the challenges of a dynamic world by promoting technological literacy, leadership and problem solving, resulting in personal growth and opportunity. Students also have the opportunity to participate in local, state, regional and national competitions.



Students who are members of FFA are dedicated to making a positive difference in the lives of young people by developing their potential for premier leadership, personal growth and career success through agricultural education

High School Freshman Academy

The Birmingham City School system has established Freshman Academies in each high school designed to bridge the transition from middle school to high school, a critical point in a student's academic and social development. This transition 9th grade year is important because it can have the greatest influence on successful high school matriculation and future high school graduation. In general, Birmingham City Schools Freshman Academies have several characteristics in common. These characteristics include:

- Freshmen in groups traveling from one core class to another
- Freshmen core classes in close proximity to one another
- A team of dedicated core teachers, connect to a counselor who communicate and work together to support the ninth grade student's academic, social and emotional needs.
- An emphasis on team building and positive reinforcement
- Efforts on the part of teachers to increase the involvement of parents

Numerous activities are structured throughout the year to prepare students to make wise choices that impact attendance, discipline and academic achievement. Extensive self-awareness opportunities concerning career goals and interests are emphasized as well as detailed information concerning high school choices that align with future college and career alternatives.

Dual Enrollment

Dual enrollment for dual credit permits eligible high school students to enroll in college courses concurrently with high school classes, either at one of the college campuses or at the student's high school, earning college and high school credit simultaneously. The goals of the dual enrollment for dual credit program are to: (a) provide students with greater options in meeting rigorous educational and career objectives; (b) enable students who attend high schools that have limited curriculum offerings and/or are geographically isolated to experience equal learning opportunities; and (c) provide flexibility for administrators.

For more information on dual enrollment opportunities, please review the information contained in the link provided below:

<https://www.accs.cc/index.cfm/workforce-development/career-technical-education/dual-enrollment/>



Birmingham City Schools is excited to be able to offer the newest educational approach to preparing students for college and career success – the Academies of Birmingham. These small learning communities focus on areas students are interested in and give them the tools they need to go straight to work after their senior year, or further pursue their options in college.

The Academies of Birmingham is an innovative initiative with the primary mission of providing students with a safe learning environment that promotes intellectual growth and career exploration. Academy students are presented with a rigorous academic and career technical education curriculum, connect students to Institutions of Higher Education and provide access to business/industry networks that will prepare them to compete in a global economy.

Academies work by teaching students what they need to know in class and then giving them hands-on experience in real-world settings. This allows students to see how what they are learning in school is actually used in their chosen career. Students interact with professionals who are actively working in their field, engage in field-based experiences, as well as participate in job shadowing and internships to expose them to authentic career opportunities.

We currently have eleven academies being offered in seven different high schools. Students may apply for the Engineering Academy at Carver and Ramsay* High Schools in their 8th grade year. Students can apply to all other Academies in the second semester of their 9th grade year. Have a look at the Academies we offer in Birmingham and see which one best fits your interests!

*NOTE: Must be accepted into Ramsay High School before considered for Academy.

When you're ready to apply, contact the school or visit <http://academiesofbham.com>.

Academy of Architecture & Construction

HUFFMAN HIGH

Prerequisites: NONE
Starting Grade: 10TH

Are you fascinated with how buildings, bridges, and all sort of other structures are designed and built? Do you like the thought of designing a project and seeing it built? Are you interested in all of what goes into a construction project? If these sound like your interests, you are definitely suited for the Academy of Architecture and Construction (AOAC). The AOAC offers two education pathways, one in Architecture and a second focused on Building Construction. Both offer many career paths that can include going on to college but also offer ways to jump right into this thriving industry.

Pathway Courses: Architecture Pathway

Introduction to
Drafting Design

Introduction to
Architectural Design

3D Solid Modeling

Pathway Courses: Construction Pathway

Construction Farming

Construction Site
Preparation and Foundations

Residential Writing

Academy of Business and Finance

WOODLAWN HIGH

Prerequisites: NONE
Starting Grade: 10th

If your goal is to become a business leader, a captain of industry or a financial wizard, the Academy of Business and Finance, (AOBF) is the place for you.

This is the starting point for entrepreneurs, corporate executives, and managers, the place that grows the people who grow our economy. Here, you have the option of participating in either of two tracks, one focused on basic business management and the other focused on finance. You will be introduced to the key basics that prepare you for a long and fruitful career in businesses of all types.

Pathway Courses: Business & Finance

Advanced BTA

Multimedia Design

Entrepreneurship

Principal of Finance

Principals of Accounting

Business Economics

Business in a Global Economy

Financial Services

Ethics in Business

Academy of Engineering

G.W. CARVER HIGH and RAMSAY HIGH

Prerequisites: COMPLETION OF ALGEBRA 1 (8TH GRADE)

Starting Grade: 9TH

If you enjoy understanding how things work, how buildings and bridges are built, what's inside computers and how rockets fly, engineering might be just the direction for you!

Students in the Academy of Engineering (AOE) dig deep into how things are designed, with hands-on projects dealing with real-world problems. And when they graduate, they have what it takes to either begin a career or pursue their passion in college.

NOTE: Must be accepted into Ramsay before considered for Academy.

Pathway Courses: Engineering

Introduction to Engineering Design

Digital Electronics

Engineering Design and Development

Principals of Engineering

Academy of Health Sciences

G.W. CARVER HIGH P.D. JACKSON-OLIN HIGH A. H. PARKER HIGH

Prerequisites: NONE

Starting Grade: 10TH

If you like helping people, if you enjoy the satisfaction of seeing people go from feeling bad to feeling better, if you dream of working with medical technology or helping people, then attending the Academy of Health Sciences (AOHS) may be the ideal place for you. There is no better place to learn the basics that will help you develop a career in this amazingly fast-growing industry.

Pathway Course:

Foundation of
Health Sciences

Therapeutic Services

Health Science
Internship

Academy of Hospitality and Tourism

WENONAH HIGH

Prerequisites: NONE
Starting Grade: 10TH

If you ever dreamed of running a restaurant or hotel, helping people plan trips around the world, being involved in big events or managing a facilities, you were imagining yourself in one of the world's fastest-growing industries; hospitality and tourism and the BCS Academy of Hospitality and Tourism (AOHT) may be just the place for you to fulfill your dreams.

Pathway Courses:

Hospitality and Tourism Culinary Arts I or Travel Tour II Culinary Arts II or Travel Tour II

Academy of Information Technology

P.D. JACKSON-OLIN HIGH SCHOOL

Prerequisites: NONE
Starting Grade: 10TH

If you have an interest in a career in programming, database administration, web design and administration, digital network and others areas in the expanding digital workplace, then Academy of Information Technology (AOIT) is for you. AOIT provides students with a rigorous academic curriculum, while exposing them to the varied career paths and opportunities available in the information technology industry. Students engage in a rigorous, project-based learning curriculum focused on providing transferable skills and exposure to the dynamic IT field.

Pathway Courses:

Information Tech
Fundamentals

Networking I

Networking II

Academy of Urban Educators

A.H. PARKER HIGH

Prerequisites: NONE
Starting Grade: 10TH

So you think you might want to be a teacher? There is simply nothing quite like seeing the look of understanding that lights up someone's face when you've successfully communicated an idea to them that they had not been able to grasp before. One of the noblest, most respected, and rewarding careers you can have is teaching. If teaching is your passion, the Academy of Urban Educators, (AUE) is the starting place.

Pathway Courses:

Education and Training

Education I

Education II

Academy of Visual Communication

G. W. CARVER HIGH

Prerequisites: NONE
Starting Grade: 10TH

The Academy of Visual Communications (AOVC) provides preparation for students interested in the fields of animation, TV production, and graphic arts. Students will use creativity and technology to design and produce a variety of visual materials. Students will learn visual arts principles and techniques that will prepare them for the creative design and entertainment fields. Careers in this pathway include animator, multimedia artist, film maker, graphic designer, video and web producer, broadcaster, desktop publisher, film and video editor, and more.

Pathway Courses: Animation

Intro to Animation

Storyboarding

Character Animation

Pathway Courses: Animation

Intro to Graphic Arts

Digital File Prep

Advanced Digital File Prep

Pathway Courses: Animation

Intro to TV Production

TV/Photo Editing

Studio Operations



SUCCESS STARTS EARLY
EARLY COLLEGE AT BIRMINGHAM CITY SCHOOLS

BIRMINGHAM CITY SCHOOLS
BUILDING LEADERS. IMPACTING THE WORLD.

Students interested in Early College should contact
NFALL@BHM.K12.AL.US



Signature Programs & Early College

Woodlawn High School Early College Program

Woodlawn High School's Early College High School (ECHS) was established in 2014. Students have the opportunity to complete up to 60 hours of college credit through partnerships with the University of Alabama at Birmingham and Jefferson State Community College.

The early college high school concept strives to provide a rigorous and relevant educational opportunity to students allowing them to work on their high school diploma and college degree concurrently. The ECHS model focuses on serving low-income youth, first-generation college goers, English language learners, students of diverse ethnicities, and other young people who are traditionally underrepresented in higher education. This program allows students to earn an associate's degree from Jeff State or up to two years of credit toward a Bachelor's degree while working towards completion of High School Diploma requirements. College credits are transferable to the college of the student's choice upon graduation from high school.

Woodlawn's Early College enables students to complete college course work at no cost to the parent or student. Students are invited based on their academic performance and standardized test performance; however, students are allowed to apply to enter the program. In addition to regular degree coursework, service learning projects are strongly encouraged as well as participation in summer enrichment/bridge programs.

Admission

Students will be invited to participate based on their academic performance and test scores. Emphasis will be placed on their academic performance, attendance, behavior, and standardized test scores during the first semester of their 9th grade year. Students who are not invited can apply. Applications are placed on the Woodlawn High School website and copies are made available in the main office of the school. Parent/student information events are held at the school before the applications are made available. All applicants must complete the ECHS application by the deadline stated on the website and application.

Diplomas – Programs of Study

All students are expected to fulfill the Alabama State Department of Education graduation requirements. Students on the UAB pathway will pursue 60 college credit hours which will be used toward a four-year degree at the university of their choosing. Students on the Jefferson State Pathway will pursue the Associate of Arts Degree plan with a major in General Studies. All Woodlawn ECHS sample four-year planning documents refer to this plan. Students may begin taking courses in their desired major upon successful progress in the program as determined by the parents, EC coordinator, counselor and student.

The International Baccalaureate Program

Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

What the MYP offers students:

The MYP program empowers students to inquire into a wide range of issues and ideas of significance locally, nationally and globally. The result is young people who are creative, critical and reflective thinkers.

Why offer the MYP?

Research shows that students participating in the MYP:

- Learn by doing
- Connecting the classroom to the larger world
- Outperform non-IB students in critical academic skills
- Consistently have greater success in IB Diploma Program examinations
- Thrive in positive school cultures where they are engaged and motivated to excel
- Develop an understanding of global challenges and a commitment to act as responsible citizens
- Build confidence in managing their own learning

Transitioning from the MYP to DP

The MYP aligns most closely with the IB Diploma Program (DP) ensuring a smooth transition for students who continue their education within the IB continuum. MYP students acquire the knowledge, skills, and attitudes needed to be successful in the final years of secondary school and beyond.

MYP Curriculum

The International Baccalaureate® (IB) Middle Years Program (MYP) comprises 8 subject groups:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The MYP requires at least 50 hours of teaching time for each subject group in each year of the program. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups.

IB Diploma Program (IBDP)

The International Baccalaureate® (IB) Diploma Program (DP) is recognized and respected by the world's leading universities, and evidence suggests that higher rates of DP students go on to university and higher education study than non-IB students.

What is the DP?

Research suggests that there are many benefits to choosing the DP. The program aims to develop students who have excellent breadth and depth of knowledge who flourish physically, intellectually, emotionally and ethically.

The DP curriculum

The DP curriculum is comprised of six subject groups and the DP core, including theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

Choosing Subjects in the Diploma Program

Students choose courses from the following subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

Standard level subjects take up 150 teaching hours. Higher level comprises 240 teaching hours.

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Assessments and exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Program (DP) courses.

The prerequisite course required for future IB students include completing Algebra II by the end of 10th grade.

- For information regarding the IB programs, visit: www.IBO.ORG.

RAMSAY IB HIGH SCHOOL's MYP & DP Flow Chart 2018-2019

	9 th	10 th	11 th	12 th	Exam Level
English Group 1	Advanced English 9	Advanced English 10	IB Language A Literature 11	IB Language A Literature 12	HL
	IB Language A Literature is a two-year course.				
Foreign Languages Group 2	Spanish 1	Spanish 2	IB Spanish <i>ab initio</i> 11	French <i>ab initio</i> 12& Spanish <i>ab initio</i> 12	SL
	Students in French <i>ab initio</i> are currently taking this course online. If a vacancy is filled, they will complete the course with a Ramsay instructor. These IB Language Acquisition Courses are two-year courses.				
Social Studies Group 3 Sciences Group 4	Advanced World History 9	Advanced US History 10	IB History of the Americas 11	IB History of the Americas 12	HL
	IB History of the Americas is a two-year course.				
	Biology	Adv. Chemistry	IB Biology 11	IB Biology 12	HL
	Biology	Adv. Physics	IB Biology 11	IB Biology 12	HL
	IB Biology is a two-year course.				
The Maths Group 5	Algebra I	Geometry	IB Mathematics 11	IB Mathematics 12	SL
		Algebra II w/ Trigonometry			
	Geometry	Algebra II w/ Trigonometry	IB Mathematics 11	IB Mathematics 12	SL
	All IB DP candidates must have had Algebra II w/ Trigonometry.				
The Arts Group 6	None Required	None Required	IB Film 11	IB Film 12	SL
			IB Music 11	IB Music 12	SL
			IB Theatre 11	IB Theatre 12 *	SL
			IB Visual Arts 11	IB Visual Arts 12	SL
	All of The IB Arts are two-year electives. *IB Theatre 12 will not be offered since there were no IB Theatre 11 students enrolled.				
Technology Group 7	Career Preparedness	CTE	None Required		
Physical Ed. Group 8	Health Education (0.5)/Life PE or JROTC (1.0)	Life PE or JROTC (1.0)	None Required		
12 th grade required course for IB diploma			Theory of Knowledge (Second Semester = Junior Year; First Semester = Senior Year)		

Jobs for Alabama's Graduates (JAG)

Jobs for Alabama's Graduates (JAG) identifies and provides educational support and success strategies for Alabama's highest at-risk students. We partner JAG-eligible students with our Educational Specialists who mentor, equip, and provide the support needed to graduate and succeed after high school.

JAG is unique in that it serves students often overlooked. JAG-eligible students can face up to 33 barriers to success, including circumstances such as incarcerated parents, health problems, homelessness, having a dependent child or children in the home, or having a disability.

Once the students are identified, the JAG Model is implemented by a JAG Specialist who works in-school with 60 students all on the pursuit of a high school diploma, a quality entry-level job that leads to a career, and/or post-secondary education.

The purpose of the National Career Association (NCA) is to help members explore career pathways, to assess the opportunities and appropriateness of pursuing further education, to connect members with representatives of their chosen pathway, to develop their knowledge and skills, to secure employment in a job, and to demonstrate their ability to enter and advance with the employer.

Alternative Education Programs

Virtual Programming

Birmingham City Schools (BCS) seeks to utilize digital and virtual learning opportunities in order help students reach their full academic potential. Technology and online courses allow students to work at their own pace so that learning can meet students' individual needs. The mission of BCS is to guide all students to achieve excellence in a safe, secure and nurturing environment. The vision is that BCS will be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society. Enhancing our blended learning opportunities while growing a virtual learning program can allow BCS students to reach their full potential. BCS looks forward to the promise of providing blended and virtual learning to students.

(To learn more about the Virtual Programs, contact the Office of Prevention, Recovery & Alternative Programs at Dupuy Learning Center or via 205-231-9605)

Nontraditional Programs

Birmingham City Schools offers a variety of nontraditional programs to meet the needs of all students. The following programs provide students with choices in their educational program to be prepared for life in the 21st century.

Note: The BCS Code of Student Conduct applies to all students participating in any nontraditional programs in the District. Student must follow the policy indicated.

- Nontraditional High School Recovery Program (Dropout Recovery Program) serves high school students in the Birmingham City Schools zone. Designed to help students get back on track, the program provides an opportunity for students to complete coursework and recover credits needed for graduation through a blended format opportunity at three campuses: Abyssinia, Agape and Twenty-third Street Baptist Church. Students enrolled in any type of virtual/online program, must have an Individualized Learning Plan (ILP). The instructional program address the learning styles of students through smaller classes, more individualized attention, differentiated teaching strategies, Blended Instruction (80% - Computer Aided & 20% - Directed Instructions), and online course offering. Students must be out of school a full calendar school year. Extenuating circumstances require approval through their home school administrator and /or counselor after final Director of High School signature.
- Transitional Bridge Program is a nontraditional program that serves overage middle school students. The program is designed to remediate students and allow them to experience success with their peer group in high school the following school year. This unique program provides students during the summer a small class size, individualized learning, faculty mentor during the school year by providing them with a report card conference, blended inline curriculum, project-based learning, problem solving, critical thinking as well as innovative group session with the transitional counselor and staff that will make learning fun. In addition, students in the Transitional Program explore a wide variety of careers that may influence their career choice.

Six and seventh grade students who are two years overage are eligible for the program. Their counselor and principal recommend students. This is not a behavior program. This is a program for those students who will be successful academically during their placement. All overage students will be reviewed and recommended to the program by their comprehensive middle school transition team. Overage students enroll in the Summer Transitional Bridge Program with the intent of them moving to the High School during the fall. The Department of Prevention and Recovery Staff will monitor students.

- Alternative Education Program at Dupuy allows high school students who are behind in credits or those who need an alternative option within the traditional school will be given the opportunity with prior approval.
 - The Performance Learning Opportunity (Fast Track) is designed for students who have struggled in the traditional high school setting, but still a desire to get their diploma. School's counselor and principal will identify those students by providing them with a structured learning pathway to meet individual needs in a much smaller school setting through online courses and credit recovery. The individualization of the program allows students to complete their program successfully to complete with their individual cohort. Students are provided with a gold form from the counselor with the courses that are needed to graduate.
 - Temporary/Emergency School Safety Placement is to provide alternative programs and interventions for those students who are experiencing truancy problems, misconduct problems; social and emotional difficulties, major bullying problems, family dysfunction, or other difficulties that affect their abilities to stay in and perform well at school. The main goal is to provide support for students to succeed academically and socially. Director of High School refer students to be placed in this particular program. These programs are temporary placement. Students' courses are uploaded in an online mode currently enrolled from home school.

AHSAA Athletic Eligibility Requirements

Guidelines

- Eligibility may be determined before the start of each new school year or at the beginning of the second semester. A student that is academically eligible at the beginning of the school year remains eligible for the remainder of that school year so far as grades are concerned. A student that regains eligibility at the beginning of the second semester remains eligible for the remainder of the second semester so far as grades are concerned.
- Students declared ineligible at the beginning of a school year may regain their eligibility at the end of the first semester by meeting the academic requirements listed above during their last two semesters in attendance and summer school, if applicable. The regained eligibility of any student may be determined any time after the end of the first semester, but all course requirements used to determine the eligibility must be completed no later than the fifth day of the second semester.
- Only one unit (or subject) of physical education per year may be counted.
- A maximum of two units (or subjects) earned in an approved summer school may be counted. If a unit (or subject) is repeated in summer school, the higher numerical grade for that unit (or subject) may be used to compute the composite grade average.
- An accredited correspondence course may be accepted by a school system but must be completed before Sept. 1 and may be one of the maximum two summer units counted for eligibility purposes.
- Units earned through Credit Recovery may also be among the maximum two summer units counted and must be completed before Sept. 1. If Credit Recovery is used to make up Carnegie units, those units can only be accepted if they are earned through a State Department of Education-approved program.
- For eligibility purposes, special recitation, extra work, make-up work, tests, review, etc., may not be given for the purpose of making a student eligible.
- To be eligible, all students (including repeaters and hold-backs) must be enrolled in a specified number of new units at the school they represent.
- 9th, 10th and 11th graders must be carrying at least six new units (three per semester on a 4x4 block schedule).
- 12th graders that are on track for graduation with more than the required number of units earned must be carrying at least four new units for the school year (two units per semester on a 4x4 block schedule).
- 7th and 8th graders must be carrying at least five new subjects.
- The eligibility of a student that has attended another school during the preceding year must be established by a transcript from that school before the student is permitted to participate at the new school.
- For detailed information on NCAA eligibility, please visit the following site:
<https://wxpbs.ncaa.org/ecwr3/>

Early Release of High School Students

Pursuant to a May 6, 2013 memorandum by former ALSDE Superintendent Tomas R. Bice: “In the state of Alabama the only early release options during the prescribed school day must be for students who are released to a planned and supervised educational or work experience, i.e., Cooperative Education, Apprenticeships Programs, Dual Enrollment, Early College Enrollment, or other programs approved by the Alabama State Department of Education”.

For additional information regarding early release options please access the link below:

<https://www.alsde.edu/sites/memos/Memoranda/FY13-1008.pdf> Early Release of High School Students

Student Support Services

Gifted Education

Students identified as gifted and talented do not receive a specific pull-out or enrichment service from the BCS Gifted Education staff. However, students may receive consultative services for social and emotional needs, academic concerns, and/or behavior as requested by the LEA at each BCS high school, parent(s), or individual students. Please see the BCS Gifted Specialist and contact information assigned to each high school:

Mrs. Kimberly Green

BCS Gifted Education Specialist
kgree@bhm.k12.al.us
Ramsey High School
Wenonah High School
Jackson-Olin High School

Ms. Sonjanika Henderson

BCS Gifted Education Specialist
shenderson3@bhm.k12.al.us
Huffman High School
Woodlawn High School
Carver High School

Mrs. Veronica Rhodes-Simmons

BCS Gifted Education Program Specialist
Special Education Department vrhodes@bhm.k12.al.us
205-231-4612
205-821-1652

Academic Tutoring

We strongly believe in ensuring a strong academic foundation for every student. Understanding the challenges of high school, all schools offer tutorials after school and/or on Saturday.

Students and families should check with their local school for specific information.

Guidance and Counseling Services

A comprehensive school counseling and guidance program focuses on student outcomes through the delivery of four program components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support. School counselors are advocates for the academic achievement of every student, and they believe, support, and promote every student's opportunity to achieve success in school.

Parents are strongly encouraged to attend all offered individual and group meetings offered by their assigned school counselor. Counselors are able to assist with tasks such as planning for postsecondary education or the workforce and interpreting cognitive, aptitude and achievement tests. The school counseling office is the "one stop shop" for information regarding career pathways, college admission criteria, scholarship offerings and criteria, and funding your college education.

A first step in planning your future is taken through the development of a Four-Year Plan. It should be developed in 8th grade with the assistance of their guidance counselor and updated annually. These plans should drive course selection. Students' interests, skills and abilities in relationship to available offerings are considered in the development of these plans.

School counselors are also able to assist students experiencing problems through grief counseling services or activities with students who are exhibiting disciplinary problems or emotional issues. Therefore, scheduling individual meetings with the school counselor could be an essential part of student success. For problems of a serious or persisting nature, school counselors can share information of available community resources.

School counselors are available to work with you, your student, and the classroom teacher to improve study skills and/or share resources to assist with enrichment or remediation. They are happy to facilitate creating a plan of action that will aid struggling and excelling students.

As a reminder, if your child fails a course, the coursework must be repeated through one of the available options before the student progresses to the next course. Please monitor your child's progress by checking their grades at least once per week in the student information system.

Discuss with your son/daughter the importance of daily attendance to their academic achievement. Absences are likely to result in academic failure of the subject(s) due to missed time in the class.

Special Education Services

The Individuals with Disabilities Education Improvement Act of 2004, often referred to as IDEA, provides FAPE (Free Appropriate Public Education) for eligible students with disabilities. In order to be eligible to receive services under IDEA, a student must be determined to be a child with a disability impacting educational progress including:

- Autism
- Deaf-blindness
- Deafness
- Emotional Disturbance
- Hearing impairment
- Intellectual disabilities
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury, or
- Visual impairment (including blindness)

And to need special education and related services (each as defined under IDEA). The District complies with the requirement to identify and evaluate students who may have disabilities, to determine the eligibility of such students, to develop individualized education programs, to place students in appropriate settings, to follow certain procedural safeguards (including in connection with disciplinary actions), and to protect the confidentiality of student records. Congress made changes to IDEA in 2004, and the U.S. Department of Education revised the regulations on August 14, 2006 and December 1, 2008.

“Appropriate” under FAPE

The meaning of the term appropriate will depend on the unique needs of the individual student. Under IDEA, an appropriate education to a student with a disability is provided when:

- District personnel comply with Alabama Administrative Code (AAC), applicable federal law, and procedural requirements, and
- The individual education program developed for the student is reasonably calculated to enable the student to receive educational benefit.

The federal regulations implementing IDEA define an appropriate education as the provisions of general or special education and related aids and services that:

- Are designed to meet individual educational needs of persons with disabilities as adequately as the needs of persons without disabilities are met, and
- Are based on adherence to procedures that satisfy the requirements for evaluation.

The district is not required to provide the best possible education for a student with a disability. However, the District must provide a program that is designed to provide some educational benefit to the student. These educational benefits must be more than minimal, meaning the program must be designed to result in some tangible gain in the student's abilities.

504 Child Find

504 Child Find is designed to: identify, refer and evaluate individuals who are in need of minimal accommodations for critical life skills due to physical or mental impairments that substantially limit major life activity.

Disciplinary Procedures for Student under a Section 504 Plan

Students who receive 504 services must adhere to the district's Code of Student Conduct and **may not** be subjected to a disciplinary action for more than 10 (consecutive/cumulative) school days - unless it has been determined, by the 504 Team, that the behavior(s) causing the disciplinary action IS NOT related to the student's disabled condition(s). Disciplinary action(s) that may result in 10 or more school days must follow the 504 Manifestation Determination/Evaluation prior to any outcome.

Disciplinary action(s) less than 10 days (cumulative/consecutive for the year) **DO NOT** require the 504 Manifestation Determination/Evaluation. However, a review of the 504 Plan may be needed.

Section 504 Complaint Procedure

When a parent/guardian or student disagrees with the Section 504 Team's decisions regarding their child's identification, evaluation, educational program, or placement, they have the right to challenge the decisions by filing a grievance, requesting a mediation meeting, or requesting an impartial due process hearing. A parent/guardian or student who is disabled may also file a civil rights complaint with the Office for Civil Rights (OCR) if they believe they are being retaliated against because of their efforts to obtain an appropriate education for the student. In the event the parent/guardian and student Section 504 complaint is found credible, the District will take steps to prevent recurrence of any discrimination and to correct discriminatory effects on the complainant and others, if appropriate.

For more specific information concerning Section 504 and its provisions, contact your local school or

Maria Lyas, 504 Coordinator of Birmingham City Schools,
2015 Park Place North, Birmingham, AL 35203;
Telephone: 205-231-9874;
Email address: myoung2@bhm.k12.al.us.

Child Find

The Child Find Project seeks to create public awareness of special education programs, to advise the public of the rights of eligible children and parents, and to alert community residents of the need to identify, locate, and assess qualified children who are suspected of having a disability or developmental delay, and needing special education and/or related services. Children may be referred to Child Find by parent, state, or community agencies, private agencies, medical providers or facilities, private or parochial schools, preschool or daycare centers or others concerned with the child's needs. After the referral is initiated and the decision to evaluate is made, procedures for initial evaluation are followed.

To make a referral, contact 205-231-4777.

High School Assessments

The Testing, Research and Accountability Department works closely with High Schools in the understanding of each assessment, the professional development needed to prepare for these assessments, and finally, the implementation and analysis required for each assessment to ensure that all students are assessed in an equitable manner.

All Birmingham City High School students will be given the opportunity to participate in all District and State mandated assessments.

Those assessments include (with descriptions below):

9th Grade :	Scantron Performance Series Assessments
10th Grade :	Scantron Performance Series Assessments
11th Grade	PSAT
11th Grade :	ACT with Writing
12th Grade :	ACT WorkKeys
9th -12th Grades:	ACCESS for ELLs 2.0
9th – 12th Grades:	Alabama Alternative Assessment

Scantron Performance Series

Scantron's Performance Series is a computer-adaptive, online assessment that offers educators an efficient, standards-based method to immediately diagnose student needs and inform placement and instructional strategy decisions. Performance Series has been utilized for these purposes by districts across the state of Alabama since school year 2011-2012. For 2017- 2018, Alabama has adopted Performance Series as its interim state assessment for grades 3-8 for accountability, while planning for a state-owned summative assessment continues.

Performance Series assessments are aligned to Alabama's College- and Career-Ready standards, as well as to Common Core standards. The results show a student's scaled score and where that score falls in terms of grade-level achievement. The initial fall scaled score is used as a baseline for measuring growth, and growth targets for spring are immediately reported to the teacher and the student so they know how much the student needs to grow to stay on track.

The ACT with Writing

The ACT with Writing is the capstone of ACT College and Career Readiness Solutions, and it is aligned to Alabama's College and Career Readiness Standards.

The ACT with Writing is administered to all Grade 11 students enrolled in Alabama public high schools. The ACT:

- Is accepted by all four-year colleges and universities in the United States.
- Has been approved for use in No Child Left Behind and Annual Yearly Progress accountability.
- Will enable school and district leaders to track student performance with aggregate and standards-based reporting past high school classes.
- Will be used as an instructional improvement program statewide to improve the college and career readiness of Alabama students.
- Will raise college awareness and exposure among all students, rather than just self-selected, college-bound students now that it is administered statewide.
- Will provide user-friendly information about how ACT tests align with state standards.

ACT WorkKeys

All Grade 12 students in Alabama public schools were assessed with ACT WorkKeys for the first time in Spring 2015. ACT WorkKeys assessments are research-based measures of foundational work skills required for success across industries and occupations. They have been used for more than two decades by job seekers, employees, employers, students, educators, administrators, and workforce and economic developers.

ACT WorkKeys assessments measure the cognitive and non-cognitive skills needed for success in the workforce. Students take the Applied Mathematics, Reading for Information, and Locating Information tests. Based on the scores attained on the three assessments, students may be eligible to earn a Bronze, Silver, Gold, or Platinum Certificate.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment anchored in the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency (ELP) Standards and administered to students in Grades K-12 who have been identified as English language learners (ELs). It is given annually in Alabama and is used to monitor EL students' progress in acquiring academic English within the school context, as well as language associated with language arts, mathematics, science, and social studies across four domains of Speaking, Listening, Reading, and Writing.

Alabama Alternative Assessment

The Alabama Alternate Assessment (AAA) is a performance task assessment administered as an alternate to the general education state assessment. The AAA is administered to students with significant cognitive disabilities working on the Alabama Extended Standards. The AAA is a paper-based multiple choice assessment administered in the areas of reading and mathematics in Grades 3-8 and 10 and science in Grades 5, 7, and 10.

PSAT

The Preliminary SAT, also known as the PSAT/NMSQT® (National Merit Scholarship Qualifying Test), is a preparatory version of the SAT exam. You can only take the PSAT once per year. If you earn a high score on the PSAT your junior year, you could qualify to receive a National Merit Scholarship—\$180 million dollars in merit scholarships are awarded to students each year! The test measures a student's skills in two core areas: Evidence-Based Reading and Writing and Math, and is composed of three sections—Reading, Writing, and Math. The PSAT is 2 hours and 45 minutes long. Unlike the SAT, the highest score possible on the PSAT is 1520. The test format places a clearer, stronger focus on the knowledge, skills, and understandings most important for success after high school. The format also places great emphasis on a student's ability to determine the meaning of words in extended contexts and how word choice shapes meaning, tone, and impact.

CTE Course Descriptions
English Language Arts Course Descriptions
ESL Course Descriptions
Fine Arts Course Descriptions
Foreign Language Course Descriptions
Mathematics Course Descriptions
Science Course Descriptions
Social Studies Course Descriptions

Appendix

Career and Technical Education Course Descriptions

Accounting (9-12)

Course Number: 12104G1012

A one-credit designed to help students understand the basic principles of the accounting cycle. Whether students aspire to be future business owners or work in finance with other companies, accounting skills are fundamental to success and applicable in many different fields. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally-accepted accounting principles, and performing banking and payroll activities. Additionally, students receive exposure to the ethical considerations that accounting professionals must face and the standards of practice governing their work.

Course offered – BCS Virtual Academy, Huffman, Wenonah, Ramsay

Adv. Digital File Prep and Output (9-12)

Course Number: 11153G1022

A one-credit course that provides students with in-depth, hands-on industry-focused laboratory experiences. The prerequisites for this course are Introduction to Graphic Arts and Digital File Preparation. A school-based laboratory is required for this course.

Course offered – Carver, Parker, Woodlawn

Architecture, Construction, and Manufacturing (9-12)

Course Number: 17002G1001

A one-credit course that introduces students to core knowledge and skills in the areas of design, preconstruction, construction, maintenance, operations, and installation and repair which are foundational to courses related to careers in the architecture and construction, and manufacturing industries. This course is not a prerequisite for entering a specific pathway.

Course offered – AIDT (acceptance required), Carver, Huffman, Parker

Army JROTC Drill 1 (9-12)

Course Number: 09051G1012

The purpose of this course is to introduce freshman cadets to the theory and practice of military drills and ceremonies. Specific emphasis will be on individual movements unarmed, individual movements armed, squad drills, and platoon drills. In addition, basic color guard procedures will be taught along with specific instructions on how to properly render respect for the national colors at various indoor and outdoor ceremonies.

Course offered - Ramsay, Woodlawn

Army JROTC Drill 2 (9-12)

Course Number: 09052G1012

A one-credit course designed to provide intermediate instruction in leadership and citizenry, and the expansion of skills taught in LET I. Emphasis is placed on communication techniques, cadet challenges, American citizenship, map reading, and the role of the U. S. Army.

Course offered - Ramsay, Woodlawn

Army JROTC Drill 2b (9-12)

Course Number: 09052G1022

The purpose of this course is to further develop the understanding of the theory and practice of military drills and ceremonies. Specific emphasis will be on unarmed and armed squad drills, platoon drills, and company drills. Cadets will be placed in advanced leadership positions within these formations. In addition, advanced color guard procedures will be taught along with specific instructions on how to properly render respect for the nation's colors at various indoor and outdoor ceremonies. Selected cadets will be placed in leadership positions within the color guard formations to include 4-person, 5-person, and 6-person color guards.

Course offered – Ramsay

Army JROTC Drill 3 (9-12)

Course Number: 09053G101

This advanced senior course further develops proficiency in drill & ceremonies and color guard procedures for the school's Varsity Drill & Color Guard teams. As a state-recognized competitive event, this full-block course allows cadets to achieve maximum proficiency in military precision drills. Cadets assigned to this course must be pre-approved.

Course offered - Ramsay

Army JROTC Leader Ed and Training I (9-12)

Course Number: 09051G1001

A one-credit course that provides first-year cadets with classroom and laboratory instruction in the history, customs, traditions, and purpose of Army JROTC. Emphasis is placed on leadership skills, principles, values and attributes, and diversity.

Course offered – BCS Virtual Academy, Carver, Huffman, Jackson Olin, Parker, Ramsay, Wenonah, Woodlawn

Army JROTC Leader Ed and Training II (9-12)

Course Number: 09052G1001

A one-credit course designed to provide intermediate instruction in leadership and citizenry, and the expansion of skills taught in LET I. Emphasis is placed on communication techniques, cadet challenges, American citizenship, map reading, and the role of the U. S. Army.

Course offered – BCS Virtual Academy, Carver, Huffman, Jackson Olin, Parker, Ramsay, Wenonah, Woodlawn

Army JROTC Leader Ed and Training III (9-12)

Course Number: 09053G1001

A one-credit course designed to provide advanced instruction in leadership and citizenry, communication, history and career opportunities, and technology awareness. Students will have hands-on experiences as teacher/leaders within the cadet battalion.

Course offered – Carver, Huffman, Jackson Olin, Parker, Ramsay, Wenonah, Woodlawn

Army JROTC Leader Ed and Training IV (9-12)

Course Number: 09054G1001

A one-credit course that provides opportunities for students to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Emphasis is placed on negotiation skills and management principles.

Course offered – Carver, Huffman, Jackson Olin, Parker, Ramsay, Woodlawn

Business Essentials (9-12)

Course Number: 12002G1002

Business Essentials provides an overview of business skills required for today's business world. The course includes types of business ownership, laws and regulations, principles of business management, and analysis of business practices in light of ethical and social responsibilities. Emphasis is placed on skills needed for success in the workplace, managing resources to achieve company goals, and the impact of financial decisions on a business.

Course offered – Huffman

Business and Legal Concepts

Course Number: 12054G1001

Business and Legal Concepts emphasizes the ethical and legal dimensions of conducting business. The course focuses on application of ethical concepts, historical events that have shaped business law in the United States, the U.S. court systems, contracts, insurance, and various areas of law that impact business operations.

Course offered - Ramsay

Business Communications (9-12)

Course Number: 12009G1001

Business Communications

Course offered – Huffman

Business in Global Economy - NAF (1/2 CR) Course Number: 12056G0500

A one-half credit course that provides students with an understanding of globalization, cultural and political differences that affect organization operations and decision-making, international trade investment, and international finance.

Course offered - Woodlawn

Career Mathematics Course Number: 02153G1001

A one-credit course that provides students with the foundational knowledge and processes needed to apply mathematical concepts in a career setting. Emphasis is placed on applied problems in the areas of algebra, geometry, measurement, probability, and statistics.

Course offered - Woodlawn

Child Development (1/2 CR) Course Number: 19255G0500

A one-half credit course designed to help students develop skills related to the physical, social, intellectual, and emotional development of children as they explore child development theories and behavior management. A school-based laboratory is required for this course.

Course offered - Huffman

Computer Science Principles, AP Course Number: 10019E1000

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) program for computer science; focuses on the innovative and multidisciplinary aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives; introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

Course offered - Wenonah, Woodlawn

Cooperative Ed Seminar/WBL Exp I (11-12) Course Number: 22998G1001

Note: The teacher of this course must have earned credit in Functions of the Coordinator or Principles of Coordination.

A one-credit work-based experience requiring a minimum of 270 continuous and successful hours of employment (average of 15 hours per week) performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. Students enrolled in work-based experiences are required to participate in Cooperative Education Seminar one class period per week.

Courses offered - Carver, Huffman, Jackson-Olin, Parker, Ramsay, Wenonah, Woodlawn

Cooperative Ed Seminar/WBL Exp II (12) Course Number: 22998G1002

Note: The teacher of this course must have earned credit in Functions of the Coordinator or Principles of Coordination. A one-credit work-based experience requiring a minimum of 270 continuous and successful hours of employment (average of 15 hours per week) performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator. Students enrolled in work-based experiences are required to participate in Cooperative Education Seminar one class period per week.

Courses offered - Parker, Wenonah

Cooperative Ed/WBL I (11-12) Course Number: 22998G1014

Note: The teacher of this course must have earned credit in Functions of the Coordinator or Principles of Coordination. A one-credit work-based experience requiring a minimum of 140 continuous and successful hours of employment performed under the supervision of a workplace mentor and the work-based learning/cooperative education coordinator.

Course offered - Carver, Huffman, Jackson-Olin, Parker, Ramsay, Woodlawn

Customer Service and Sales (9-12)

Course Number: 12166G1002

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

Course offered – Huffman

Culinary Arts I (9-12)

Course Number: 16053G1012

A one-credit course designed to introduce students to basic food production, management, and service activities in both the back and front of the house. Emphasis is placed on sanitation, safety, and basic food production. The prerequisite for this course is Hospitality and Tourism. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for this course.

Course offered – Huffman, Jackson-Olin, Wenonah

Culinary Arts II (9-12)

Course Number: 16053G1022

A one-credit course designed to provide students with advanced experiences in food production, management, and service. The prerequisite for this course is Culinary Arts I. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for this course.

Course offered – Huffman, Jackson-Olin, Wenonah

Cybersecurity-PLTW

Course Number: 10016G1000

Cybersecurity - PLTW is a one-credit course that introduces students to the tools and concepts of cybersecurity and encourages them to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students'™ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber infrastructure that moves and processes information safely.

Course offered - Ramsay

Digital Electronics – PLTW (9-12)

Course Number: 21023G1000

A one-credit course that provides instruction and experiences in electronic circuitry.

Course offered – Carver, Ramsay

Digital File Preparation (9-12)

Course Number: 11153G1012

A one-credit course providing practical application of skills in word processing, interpreting production information, illustration, image editing, page layout, image capture, graphics, and manipulation of text. The prerequisite for this course is Introduction to Graphic Arts. A school-based laboratory is required for this course.

Course offered – Carver, Parker, Woodlawn

Digital Media Design (9-12)

Course Number: 11153G1001

Digital Media Design provides a creative, hands-on environment in which students collaborate to produce a variety of digital media projects. Students use various hardware, peripherals, software, and web-based tools to learn skills involving graphic design, digital photography, web design, and digital video production. Additionally, the standards are designed for students to engage in critical thinking skills and practice appropriate behavior in the use of technology. Emphasis is placed on exploring and demonstrating business-related skills such as teamwork, interpersonal skills, and ethics while completing their projects.

Course offered – Jackson-Olin, Ramsay, Wenonah

Emergency Services and Management (9-12) Course Number: 14055G1000

In Emergency Services and Management , students prepare for careers in the emergency management field. Students will learn about the integration of all public safety functions into the process of managing major natural and man made disasters, Students will be introduced to the National Incident Management Systems and practice emergency communications among professionals and between professionals and the public to ensure effective handling of emergency events.

Course offered – Ramsey

Engineering Design and Development-PLTW (9-12) Course Number: 21025G100

A one-credit research course designed for students to formulate the solution to an open-ended engineering question. Students create written reports, defend the reports, and submit them to a panel of outside reviewers at the end of the school year.

Course offered – Carver, Ramsay

Entrepreneurship (9-12) Course Number: 12053G1000

A one-credit course 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.

Course offered – BCS Virtual Academy, Huffman, Ramsay, Woodlawn

Entrepreneurship - NAF (1/2 CR)(9-12) Course Number: 12053G0500

A one-half credit course that provides students with the skills needed to create and manage a business in a global economy. Students create a business plan after exploring the steps necessary to start, finance, and organize a business.

Course offered - Woodlawn

Ethics in Business - NAF (1/2 CR)(9-12) Course Number: 12110G0500

A one-half credit course that provides an overview of ethics in a business environment. Students explore ethical situations common in organizations and the impact of organizational culture on ethical practices.

Course offered - Woodlawn

Event Planning (9-12) Course Number: 16057G1000

This is a one-credit course taught in grades 9-12. Students will learn to organize and plan all aspects of business and social events including the food, location, and décor associated with hiring an event planner. Concepts taught in the course to meet the needs of clients including planning for the event with activities, establishing a budget, determining the theme, planning the guest list, determining the location, developing an event plan schedule, planning transportation needs, training staff, staging the event, calculating room and space requirements, providing necessary technology and equipment, planning food and beverage services, securing entertainment, understanding legal issues in event planning, and conducting post-evaluations of events. Students demonstrate leadership characteristics and make decisions based on integrating knowledge of financial, human resources, promotion, and event management principles. Students are prepared for various career opportunities in event planning.

Course offered – Parker

Exploring Computer Science (9-10)

Course Number: 10012G1001

Exploring Computer Science is an introductory year-long high school computer science course for students in Grades 9-10 focused on foundational computer science concepts and computational practices. Students will be introduced to the breadth of the field of computer science through an exploration of engaging and accessible topics. The course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems.

The goal of Exploring Computer Science is to develop in students the computational practices of algorithm development, problem-solving, and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues.

Prerequisite: It is recommended that students have completed Algebra I prior to enrolling or be concurrently enrolled in Algebra I. Exploring Computer Science is designed to be a college preparatory high school course and thus, should provide a rigorous, but accessible, introduction to computer science. No previous computer science experience is required.

Course offered - Woodlawn

Family and Consumer Sciences (9-12)

Course Number: 19251G1000

A one-credit course that provides students with core knowledge and skills in the areas of marriage and family, parenting and caregiving, consumer sciences, apparel, housing, food and nutrition, and technology. A school-based laboratory is required for this course.

Course offered - BCS Virtual Academy, Huffman, Jackson-Olin, Wenonah

Family Hair Styling Practicum (9-12)

Course Number: 19148G1000

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 procedures. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Wenonah

Family Studies and Community Service I (9-12)

Course Number: 19259G1012

A one-credit course designed to provide students with knowledge and skill to provide services to families and older adults in need. A school-based laboratory is required for the course.

Course offered - Wenonah

Family Studies and Community Service II (9-12)

Course Number: 19259G1022

A one-credit course that provides students with knowledge and skill to determine client needs through the use of assessments, provide intervention services, and suggests community services and resources that address the needs of the family and older adults. The prerequisite for this course is Family Studies and Community Services I. A school-based laboratory is required for the course.

Course offered - Wenonah

Fashion (1 CR)(9-12)

Course Number: 05190G1001

A one-credit course designed to introduce students to the selection and care of clothing and accessories for individuals and families throughout their lifespan. A school-based laboratory is required for this course.

Course offered - Jackson Olin

Fashion Design (9-12)

Course Number: 05190G1002

A one-credit course designed for students interested in pursuing a career in fashion design. It provides students with knowledge and skills for the application of artistic expression related to textiles, apparel, and fashion design. A fashion design studio is the required school-based laboratory for this course.

Course offered – BCS Virtual Academy, Jackson Olin

Financial Services - NAF (½ CR) (9-12)

Course Number: 12103G0501

A one-half credit course that introduces students to the complex world of banks and various financial services companies with an emphasis on ethics in the financial services industry.

Course offered - Woodlawn

Firefighting I (9-12)

Course Number: 15152G1001

Fire Science I is designed to provide students with information regarding career possibilities in firefighting and instruction in firefighting techniques. Topics include emergency care provider; fire service history and orientation; fire department communications; fire behavior; firefighter safety and health; personal protective equipment; portable fire extinguishers; water supply; fire hose and streams; fire life safety initiatives; building construction; ground ladders; ropes and knots; and structure search and victim removal. Students who successfully complete Fire Science I and II and pass the certification tests will earn 160 of the 360 hours required to complete Alabama Fire College Firefighter I and II certifications.

Course offered - Huffman, Parker, Wenonah

Firefighting II (9-12)

Course Number: 15152G1000

Firefighting II is designed to provide the student with expanded information on fire service organizations, fire ground environment, firefighter safety, the science of fire, and fire behavior. Specific course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction.

Course offered - Huffman, Parker, Wenonah

Fire Science I (9-12)

Course Number: 15151G1001

Fire Science I is designed to provide students with information regarding career possibilities in firefighting and instruction in firefighting techniques. Topics include emergency care provider; fire service history and orientation; fire department communications; fire behavior; firefighter safety and health; personal protective equipment; portable fire extinguishers; water supply; fire hose and streams; fire life safety initiatives; building construction; ground ladders; ropes and knots; and structure search and victim removal. Students who successfully complete Fire Science I and II and pass the certification tests will earn 160 of the 360 hours required to complete Alabama Fire College Firefighter I and II certifications.

Course offered – Huffman, Parker

Fire Science II (9-12)

Course Number: 15152G1000

Firefighting II is designed to provide the student with expanded information on fire service organization, fire ground environment, firefighter safety, the science of fire, and fire behavior. Specific course topics surveyed and demonstrated through practical exercises include forcible entry, ground ladders, and tactical ventilation; fire and loss control; determination of origins and causes of fires; firefighter survival; and dealing with hazardous material and weapons of mass destruction.

Course offered – Huffman, Parker

Food and Nutrition (1CR)(9-12).

Course Number: 19252G1000

A one-credit course designed to enable students to explore the relationship between food, nutrition, fitness, and wellness. Students learn how to select and prepare nutritious foods. A school-based laboratory is required for this course.

Course offered - Huffman, Ramsay

Found of Engineering and Technology (9-12).

Course Number: 21005G1000

Foundations of Engineering and Technology offers students an exploratory view of the engineering profession and the fundamental skills utilized in the field. Students investigate various engineering disciplines and related career paths. Students will develop leadership and teamwork skills through creativity, collaboration, communication, and critical thinking. Additionally, students will increase their understanding of science, technology, engineering, and mathematics (STEM) principles used in problem-solving as they use the engineering design process. Upon completion of this course, students may be ready to earn a credential in Computer-Aided Design (CAD) software such as Autodesk Inventor, SolidWorks, or SolidEdge.

Course offered - Parker

Found of Ins I Property and Casualty (9-12).

Course Number: 12106G0505

Foundations of Insurance I: Property and Casualty is designed to help students develop skills related to property and casualty insurance, as they gain product knowledge of the industry. Students examine characteristics of personal auto and residential policies, utilize insurance terminology to explain insurance risks and benefits and distinguish among policy types and coverages, including medical coverage. Students develop effective techniques used to gather client information and serve customers, including providing timely, accurate information to meet customer needs and answer consumer questions effectively. Students also examine the certification pathway for selling insurance and the role of the state insurance commissioner.

Course offered - Huffman

Foundations of Health Science (9-12).

Course Number: 14002G1001

A one-credit foundational course that introduces students to integrated academics, employability and career development skills, legal and ethical issues, communications, safety, and life skills. This course is a prerequisite to all courses in the Health Science cluster.

Course offered - Jackson-Olin, Parker

Found of Insurance II - Life and Health (9-12).

Course Number: 12106G0506

Foundations of Insurance II: Life and Health is designed to help students develop skills related to life and health insurance, as they gain product knowledge of the industry. Students examine the characteristics of life and health insurance products, including health, disability, life, cancer, and long-term care insurance. Students develop effective techniques used to gather client information and serve customers, including providing timely, accurate information to meet customer needs and effectively answer consumer questions. Students also examine the certification and state insurance license requirements for selling life and health insurance and the roles of the state department of insurance and the insurance commissioner.

Course offered - Huffman

Health Internship (9-12).

Course Number: 14298G1000

A one-credit course focusing on basic knowledge and skills necessary for beginning health care workers. Health Science Internship reinforces and applies knowledge learned in classroom and laboratory settings. Content Standards 1,3,4,5,6, and 9 must be taught for this one-credit course.

Course offered - Huffman, Jackson-Olin, Parker

Horticulture Science (1CR) (9-12)

Course Number: 18052G1001

A one-credit course designed to enable students to become knowledgeable about horticultural science, including plant physiology, greenhouse production, plant identification and classification, and pest management. Specific content standards to be included in each course are indicated in the Course of Study chart.

Course offered - Jackson-Olin

Hospitality and Tourism (9-12)

Course Number: 16001G1000

A one-credit foundation course designed to introduce students to the hospitality and tourism industry, the lodging industry, and the culinary arts. This course is a prerequisite for Culinary Arts I, Travel and Tourism I, and Lodging I. A school-based laboratory (commercial food service kitchen with a food serving and dining area) is required for the course.

Course offered – BCS Virtual Academy, Huffman, Jackson-Olin, Parker, Wenonah, Woodlawn

Housing (1CR) (9-12)

Course Number: 19205G1000

A one-credit course designed to introduce students to the selection and planning of living environments to meet the needs and wants of individuals and families across the life span. Styles of housing, housing legislation and regulations, environmental and energy issues, home safety, and technology are included in this course. A school-based laboratory is required for this course.

Course offered - Ramsay

Intermediate Drafting (9-12)

Course Number: 21106G1023

A one-credit course designed to further the development of students' knowledge regarding the use of advanced drafting design practices and procedures. The prerequisite for this course is Introduction to Drafting Design.

Course offered – Huffman

Information Technology Fundamentals (9-12)

Course Number: 10001G1000

A one-credit course that introduces students to the knowledge base and technical skills for information technology careers. Students study the nature of business and demonstrate knowledge of the functions of information systems in business.

Course offered – Huffman

Introduction Architectural Design (9 – 12)

Course Number: 21103G1013

A one-credit course that introduces students to the basic terminology, concepts, and principles of the architectural design field including basic residential design. The prerequisite for this course is Intermediate Drafting Design.

Course offered – Huffman

Introduction to Cosmetology (9-12)

Course Number: 19104G1000

A one-credit course designed to provide students with a study of concepts related to the cosmetology profession. Students gain initial practical experience in sanitation, shampooing, hair shaping, and hairstyling.

Course offered – Carver, Huffman, Jackson-Olin, Parker, Wenonah, Woodlawn

Intro to Criminal Justice

Course Number: 15051G1000

A one-credit course designed specifically for students interested in criminal justice careers. The curriculum focuses on careers, ethics and professionalism, constitutional and criminal laws, court system, trial processes, juvenile justice and correctional systems, and human diversity.

Course Offered - Ramsay

Introduction to Computer Science-Teals

Course Number: 10012G1002

Introduction to Computer Science - TEALS is a one-credit engaging course that explores a variety of basic computational thinking and programming concepts through a project-based learning environment. Every unit culminates in a comprehensive project and roughly 75% of student time is spent building projects and practicing the skills they are learning

Course offered - Ramsay, Woodlawn

Introduction to Cosmetology

Course Number: 19104G1000

A one-credit course designed to provide students with a study of concepts related to the cosmetology profession. Students gain initial practical experience in sanitation, shampooing, hair shaping, and hairstyling.

Course offered - Carver, Huffman, Jackson-Olin, Parker, Wenonah, Woodlawn

Introduction to Drafting Design (9-12)

Course Number: 21106G1013

A one-credit course designed to provide students with instruction and experiences in computer-aided drafting (CAD) functions and techniques using CAD software applications.

Course offered - Huffman

Intro to Engineering Design - PLTW (9-12)

Course Number: 21017G1000

A one-credit course that uses a design development process while enriching problem-solving skills. Students create and analyze models using specialized computer software.

Course offered - Carver, Ramsay

Intro to Nail Care and Application (9-12)

Course Number: 19105G1001

A one-credit course designed to focus on all aspects of the nail care industry. Emphasis is placed on nail care history and opportunities, nail and skin services, sanitation and bacteriology, and salon conduct. This course is a prerequisite for Nail Art and Applications and State Board Practicum Pathway B.

Course offered - Jackson-Olin

Introduction to Public Safety (9-12)

Course Number: 15001G1000

Introduction to Public Safety is a foundational course that helps students develop the knowledge and skills necessary for success and advancement in specialized preparatory programs for public service jobs. The course emphasizes emergency preparedness, basic first aid, fire management services, legal services, and corrections and law enforcement services. FEMA Independent Study Courses 100, 200, 700, and 800, which are included in this course, are prerequisites for Hazardous Materials and Weapons of Mass Destruction CRI (NFPA 1072).

Course offered - Huffman, Parker, Wenonah, Woodlawn

Maintenance and Light Repair A (9-12)

Course Number: 20104G1001

A one-credit course that provides students with foundational knowledge and skills relative to safety, engine repair, and automatic transmissions, and manual drive trains.

Course offered - Jackson-Olin

Maintenance and Light Repair B (9-12)

Course Number: 20104G1002

A one-credit course that provides students with foundational knowledge and skills relative to safety, suspension and steering, and brakes.

Course Offered - Jackson-Olin

Maintenance and Light Repair C (9-12).

Course Number: 20104G1003

A one-credit course that provides students with foundational knowledge and skills relative to safety, suspension and steering, and brakes.

Course offered - Jackson-Olin

Maintenance and Light Repair D (9-12).

Course Number: 20104G1004

A one-credit course that provides students with foundational knowledge and skills relative to safety, engine performance, and electronic systems.

Course offered - Jackson-Olin

Marketing Principles (9-12).

Course Number: 12164G1001

A one-credit course designed to provide students with an overview of in-depth marketing concepts. Students develop a foundational knowledge of marketing and its functions, including marketing information management, pricing, product and service management, entrepreneurship, and promotion and selling.

Course offered - BCS Virtual Academy, Huffman

Medical Terminology (9-12).

Course Number: 14154G1000

A one-credit course designed for students to develop healthcare-specific knowledge for a career in the medical field. The course uses an integrated approach to teaching the language by incorporating medical terminology with anatomy and physiology and the disease process.

Course offered - Carver, Parker

Natural Hair Styling Practicum (9-12).

Course Number: 19148G1000

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 procedures. Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Carver, Huffman, Parker, Wenonah, Woodlawn

Natural Hair Styling Theory (9-12).

Course Number: 19103G1003

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.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Huffman, Wenonah, Woodlawn

NCCER Building Const I-Const Framing (9-12).

Course Number: 17004G1001

A one-credit course designed to complete all Core requirements for NCCER Core credentialing and to facilitate students understanding of the framing components of typical structures. Emphasis is placed on safety, floor systems, wall and ceiling framing, stair construction, and roof framing.

Course offered - AIDT (through acceptance), Carver, Huffman, Parker, Wenonah

NCCER Building Const II-Site Prep (9-12).

Course Number: 17005G1000

A one-credit course designed to facilitate students' understanding of the first phases of construction including types of structures and their uses. This course meets partial requirements for NCCER Construction Technology credentials.

Course offered – Huffman

NCCER Electrical Technologies I (9-12).

Course Number: 17101G1000

This is the first of 3 required one-credit courses in the Electrical 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, and electrical theory for use in the construction industry and required for NCCER Electrical Level I Credentialing.

Course offered – Parker

NCCER HVAC I (9-12).

Course Number: 17057G1000

An elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology. Prerequisite: Beginning Kinesiology

Course offered - Jackson-Olin, Parker

NCCER HVAC II (9-12).

Course Number: 17051G1000

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.

Course offered - Jackson-Olin

NCCER HVAC III (9-12).

Course Number: 17056G1000

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 the application, installation, and operation of HVAC systems leading to NCCER HVAC-level I Credentialing.

Course offered - Jackson-Olin

Nurse Aid Training (11-12).

Course Number: 14051G2000

Nurse Aide Training is a two-credit course. Students pursue skill mastery in the classroom, laboratory, and clinical areas. The Nurse Aide Training program and Health Science instructor must be approved by the Alabama Department of Public Health (ADPH), Division of Health Care Services, for students to be eligible to take the National Nurse Aide Assessment. Students must successfully complete an approved program and pass the National Nurse Aide Assessment certification exam in order to become a Certified Nurse Aide (CNA). Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Huffman

Orientation to Health Science (9-12).

Course Number: 14002G1002

Orientation to Health Science is a one-credit course to assist students in making informed decisions regarding their college and career goals. Students will be given the opportunity to apply knowledge and skills related to the Health Science cluster. The course also includes information concerning the practices for promoting health, wellness, and disease prevention. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials, and technology appropriate to the course content and in accordance with current practices.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered – Carver

Parenting (1/2 CR) (9-12).

Course Number: 19055G0500

A one-half credit course that allows students to focus on practical problems related to parenting roles and responsibilities. Topics include family structures, preparation for parenthood, and birth defects. A school-based laboratory is required for this course.

Course offered – Huffman

Parenting (1 CR) (9-12).

Course Number: 19055G1000

A one-credit course that allows students to focus on practical problems related to parenting roles and responsibilities. Topics include family structures, preparation for parenthood, and birth defects. A school-based laboratory is required for this course.

Course offered - Ramsay

Painting and Refinishing I (9-12).

Course Number: 20116G1013

A one-credit course designed to provide students with an introduction to current technologies in the basic principles of automotive finishes.

Course offered - Jackson-Olin

Painting and Refinishing II (9-12).

Course Number: 20116G1023

A one-credit course that provides students with specialized classroom and laboratory experiences in the application of various topcoats. Painting and Refinishing I is the prerequisite for this course.

Course offered - Jackson-Olin

Patient Care Technician (11-12).

Course Number: 14051G1000

Patient Care Technician is a one-credit course that provides students the opportunity to become effective and efficient multi-skilled healthcare providers. Students will develop a working knowledge of advanced patient care skills, vital signs, 12-lead EKGs, oxygen therapy, basic phlebotomy via simulation, and specimen collection and processing.

Essential workforce skills and safety will be emphasized, as well as, professional ethics and legal responsibilities. Students will ascertain employability skills and soft skills required by business and industry. Upon successful completion of the required theory, lab, and simulation, students may be eligible to sit for Patient Care Technician Certification.

Career and technical student organizations are integral, co-curricular components of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth.

Course offered - Jackson Olin

Personal Finance (ICR) (9-12).

Course Number: 19262G1001

Personal Finance is a foundational course that introduces students to the principles of financial literacy for achieving personal goals. This course is designed to inform students about how the choices they make directly influence their occupational goals, future earning potential, and long-term financial well-being. Content provides opportunities for students to explore consumer behavior, legislation, consumer protection, consumer rights and responsibilities, financial decision-making, advertising, and promotional techniques, individual and family money management, banking services, use of credit, income tax, and technology.

Course offered – BCS Virtual Academy, Huffman, Parker, Wenonah

Plant Biotechnology (9-12).

Course Number: 18308G1002

A one-credit course that provides students with an opportunity to develop an understanding of plant genetics and biotechnology relative to agriculture-related products and services. Emphasis is placed on cellular biology, applied genetics and biotechnology concepts, and the social and environmental impacts of biotechnology.

Course offered - Jackson-Olin

Preschool CDA I (10).

Course Number: 19153G1001

This is a one-credit course taught in grade 10. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Three (Supporting Children's Social and Emotional Development) and ten hours in Subject Area Eight (Understanding Principles of Child Development and Learning). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills, and provides opportunities for community service.

Course offered - Parker

Preschool CDA II (10).

Course Number: 19153G1002

This is a one-credit course taught in grade 10. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Three (Supporting Children's Social and Emotional Development) and ten hours in Subject Area Eight (Understanding Principles of Child Development and Learning). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four dates in a licensed or state-regulated preschool child care setting. It is recommended the course be offered in a 90-minute block. The Preschool CDA series of courses are designed to prepare

Students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA, I, II, III, IV, and V to be eligible to take the CDA certification exam.

Course offered - Parker

Preschool CDA III (11)

Course Number: 19153G1003

This is a one-credit course taught in grade 11. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Two (Advancing Children's Physical and Intellectual Development) and ten hours in Subject Area Seven (Observing and Recording Children's Behavior). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam. Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills and provides opportunities for community service.

Course offered - Parker

Preschool CDA IV (11)

Course Number: 19153G1004

This is a one-credit course taught in grade 11. During this course, students will spend a minimum of twenty-four hours on instruction. Ten hours of instruction must be provided in CDA Subject Area Four (Building Productive Relationships with Families) and ten hours in Subject Area Five (Managing an Effective Program). Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam.

Family, Career and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills, and provides opportunities for community service.

Course offered - Parker

Preschool CDA V (12)

Course Number: 19153G105

This is a one-credit course taught in grade 12. During this course, students will spend a minimum of twenty-four hours on instruction. The twenty-four hours of instruction for this course should be in CDA Subject Area Four (Building Productive Relationships with Families) to complete the Family Survey Questionnaires and in Subject Area Six (Maintaining a Commitment to Professionalism) to complete the CDA Professional Portfolio and to practice interviewing skills in preparation of the CDA Professional Development Specialist visit. Additional hours of instruction may be spent revisiting the other CDA Subject Areas to complete the required twenty-four hours. Laboratory experiences are a required component of this course. Students must spend a minimum of ninety-six hours working with children ages 3-5. Students will spend one day in class and four days in a licensed or state-regulated preschool childcare setting. It is recommended the course be offered in a 90-minute block.

All 120 instructional hours and 480 lab hours must be completed before applying to take the CDA Exam and requesting a Verification Visit from the CDA Professional Development Specialist. At the time of the Verification Visit by a CDA Professional Development Specialist, the student will provide the Specialist with their portfolio, be interviewed by the specialist, and work with preschoolers in a licensed or state-regulated preschool childcare setting to demonstrate competence. It is recommended that students take the CDA Exam before the Verification Visit. The Preschool CDA series of courses are designed to prepare students for employment in the field of preschool education and to prepare them for the Child Development Associate (CDA) a national credentialing program for the preschool setting. Students must successfully complete CDA I, II, III, IV, and V to be eligible to take the CDA certification exam. Family, Career, and Community Leaders of America (FCCLA), an integral part of the curriculum, provides opportunities to apply instructional competencies and workplace readiness skills, enhances leadership development skills and provides opportunities for community service.

Course offered - Parker

Prin of Accounting - NAF (½ Cr)

Course Number: 12104G0500

A one-half credit course designed to provide students with an understanding of the accounting process. Students learn how to apply technology to accounting by creating formulas and inputting data into spreadsheets, examining career opportunities, and evaluating professional certifications and designations of the accounting profession.

Course offered - Woodlawn

Principles of Engineering - PLTW

Course Number: 21018G1000

A one-credit course designed to explore technology systems and manufacturing processes.

Course offered - Ramsay

Prin of Finance - NAF (1/2 CR)(9-12)

Course Number: 12103G050

A one-half credit foundation course that introduces students to the concepts, tools, and institutions of finance. Emphasis is placed on financial literacy and the function of finance in society.

Course offered - BCS Virtual Academy, Woodlawn

Robotics Applications

Course Numbers: 21009G1002

A one-credit course with emphasis placed on the applications of a variety of robotic systems. Students will design and construct a robotic system with peripheral devices.

Course offered - Woodlawn

Salon Practices and Management (9-12)

Course Number: 19107G1003

A one-credit course designed to assist students in developing entry-level management skills for the cosmetology industry. Students practice all phases of cosmetology in a salon setting. The prerequisite for this course is Introduction to Cosmetology.

Course offered - Carver, Huffman, Jackson-Olin, Parker

Senior Career Path Proj Arch and Constr (11-12)

Course Number: 17047G1000

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in an in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

Course offered - Huffman

Senior Career Path Proj-Arch and Constr (11-12).

Course Number: 17047G1000

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in an in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

Course offered – Huffman

Sports and Entertainment Marketing (9-12).

Course Number: 12163G1003

Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking Sports and Entertainment Marketing.

Course offered – BCS Virtual Academy, Carver

State Board Practicum (9-12).

Course Number 19149G1000

A one-credit culminating course designed to provide students with a comprehensive study of State Board procedures and practical applications in cosmetology and nail care. The course consists of Pathway Cosmetology (content standards 1-17) and Pathway Nail Care Services (content standards 1-11 and 18-20). The prerequisites for this course depend upon the licensure the student is pursuing.

Course offered – Huffman, Jackson-Olin, Parker

Therapeutic Services (9-12).

Course Number 14099G1000

A one-credit course that introduces students to occupations and functions in the therapeutic services pathways. Careers in this area include nursing, medicine, physical therapy, surgical technology, respiratory therapy, emergency medical technician, and more.

Course offered – Carver, Parker

Three-Dimensional Solid Model Design I

Course Number 21107G1012

A one-credit course intended to introduce students to three-dimensional modeling utilizing three-dimensional capabilities of CAD software. The prerequisite for this course is Intermediate Drafting Design.

Course offered – Huffman

Travel and Tourism I

Course Number: 16151G1000

A one-credit course focused on the development, research, packaging, promotion, and delivery of a traveler's experiences that may include creating guidebooks, planning trips and events, managing a customer's travel plans, or overseeing a convention center. The prerequisite for this course is Hospitality and Tourism.

Course offered – Wenonah

Travel and Tourism II

Course Number: 16152G1000

A one-credit course designed to provide knowledge and skill in understanding economics, marketing operations, admissions to events, safety and security precautions, and local and regional markets. The prerequisite for this course is Travel and Tourism I.

Course offered - Wenonah

Senior Career Path Proj-Arch and Constr (11-12).

Course Number: 17047G1000

A one-credit course designed for students who have completed a minimum of two career and technical education courses to select an area of interest; engage in an in-depth exploration of the area; employ problem-solving, decision-making, and independent learning skills; and present a culminating pathway project before a selected audience.

Course offered – Huffman

Sports and Entertainment Marketing (9-12).

Course Number: 12163G1003

Sports and Entertainment Marketing is a specialized course designed to offer students an opportunity to gain knowledge and develop skills related to the growing sports and entertainment industry. This course introduces the student to the major segments of the industry and the social and economic impact the industry has on local, state, national, and global economies. Although no prerequisite is listed, it is suggested that students complete an introductory marketing course prior to taking Sports and Entertainment Marketing.

Course offered – BCS Virtual Academy, Carver

State Board Practicum (9-12).

Course Number 19149G1000

A one-credit culminating course designed to provide students with a comprehensive study of State Board procedures and practical applications in cosmetology and nail care. The course consists of Pathway Cosmetology (content standards 1-17) and Pathway Nail Care Services (content standards 1-11 and 18-20). The prerequisites for this course depend upon the licensure the student is pursuing.

Course offered – Huffman, Jackson-Olin, Parker

Therapeutic Services (9-12).

Course Number 14099G1000

A one-credit course that introduces students to occupations and functions in the therapeutic services pathways. Careers in this area include nursing, medicine, physical therapy, surgical technology, respiratory therapy, emergency medical technician, and more.

Course offered – Carver, Parker

Three-Dimensional Solid Model Design I

Course Number 21107G1012

A one-credit course intended to introduce students to three-dimensional modeling utilizing three-dimensional capabilities of CAD software. The prerequisite for this course is Intermediate Drafting Design.

Course offered – Huffman

Travel and Tourism I

Course Number: 16151G1000

A one-credit course focused on the development, research, packaging, promotion, and delivery of a traveler's experiences that may include creating guidebooks, planning trips and events, managing a customer's travel plans, or overseeing a convention center. The prerequisite for this course is Hospitality and Tourism.

Course offered – Wenonah

Travel and Tourism II

Course Number: 16152G1000

A one-credit course designed to provide knowledge and skill in understanding economics, marketing operations, admissions to events, safety and security precautions, and local and regional markets. The prerequisite for this course is Travel and Tourism I.

Course offered - Wenonah

English Language Arts Course Descriptions

English 9- Literature Focus: World Literature Course ID# 01001G1000 1.0 Credit

Ninth graders study a broad range of multicultural world literature. Emphasis is placed on encouraging students to read and think critically, write recursively, discuss collaboratively and create, present and view projects. Such genres as biography, autobiography, historical novels, and adventure stories are included in classroom and independent study. Students develop writing skills through both formal and informal writing: argument, personal narratives or autobiographies, expository or informative essays, short journal entries, casual notes or memos, persuasive columns, poetry, and essays that analyze literature. Students are expected to write research papers, complete projects and read a minimum of six novels by the completion of the course.

PREREQUISITE: Successful completion of English 8 or Pre-AP English 8

English 9, Advanced Course ID# 01001E1000 1.0 Credit

Students enrolled in this course must have demonstrated a high level of academic achievement, and they must be willing to accept the additional workload required in this course. Students with on grade level and above grade level in reading and writing are eligible for enrollment. Students read and study short novels, drama, essays, speeches, plays, and other nonfiction pieces in order to interpret, infer, analyze, annotate, and critically evaluate these works. Students respond to literature through expository writing, discussion, oral presentation, and graphic arts. They are also exposed to academic vocabulary and advanced literature selections

PREREQUISITE: Successful completion of 8th Grade English or Pre-AP English 8

English 10- American Literature prior to 1900 Course ID# 01002G1000 1.0 Credit

This course offers a balanced focus on reading literary and informational text. Students further develop their vocabulary and writing skills by reading fiction and nonfiction to explore varying styles and communication techniques of American authors prior to 1900. They will explore varying styles and communication techniques among authors and to recognize themes, motifs, and other elements of literary language through the analysis of texts and authors. Activities such as discussing and writing about organizational patterns, imagery, and characterization are used to stimulate creative and critical thinking. Writing in response to reading is used to stimulate to provide essential practice and personal experiences with the written use of Standard English .An Integral parts of the course are book reviews, formal speeches, essays that are narrative, expository, and argumentative, research reports, projects, letters, and journals. Student writing samples are reviewed, shared, and critiqued by peers and teachers. Vocabulary development and expansion are emphasized throughout the course. Students are expected to write research papers and read a minimum of six novels.

PREREQUISITE: Successful completion of English 9

English 10, Advanced

Course ID# 01002E1000 1.0 Credit

The students enrolled in this course must have demonstrated the highest level of academic achievement. They must be on or above grade level in reading and writing skills, and they must be able to accept the additional work load required for this course. Students read, analyze, and draw sophisticated inferences from short stories, novels, drama, and essays. The extended reading is designed to challenge students to respond to literature through expository writing, discussion, oral presentations, and graphic arts. Creative expression is encouraged and emphasized. The core curriculum will be enhanced with advance vocabulary study and advance literature.

[PREREQUISITE: Successful completion of English 9 or Pre- AP English 9](#)

English 11- Literature Focus: American Literature

Course ID# 01003G1000 1.0 Credit

Students explore the values unique to the democratic way of life through fiction and nonfiction. This course surveys the individual shaping history and being shaped by history. Students are expected to write responses to ideas, to characters, and to writing styles of the authors through individual, small group, and large group analysis. Students taking this course should be prepared to read widely, discuss actively, and draw parallels, not only between work in this course, but also between texts and materials presented in American History. Developing critical thinking skills is a major goal of the program of instruction in the eleventh grade. The curriculum helps students prepare for the ACT and SAT College entrance examinations and experience the PSAT. Technology in the form of word processors, electronic data access, and multimedia equipment is used to communicate the student work and learning experiences. Students are expected to write a research paper and read a minimum of six novels.

[PREREQUISITE: Successful completion of English 10](#)

English 11, Advanced

Course ID # 01003E1000 1.0 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: Successful completion of English 10 or English 10 Advanced](#)

English AP Language and Composition
Course ID# 01005E1000 1.0 Credit

The goal of the Advanced Placement English class is to give the college bound student the equivalent of a college freshman English course. This course engages students in becoming master readers of fiction and non-fiction. This AP course allows students to write in a variety of forms and subjects from personal and public experiences as well as imaginative literature and popular culture and art. This course will focus on the writing process asking students to compose essays that process through several drafts, with revision aided by the teacher and peers. Students will read and analyze a variety of literary styles from many disciplines and periods. This course involves extensive reading and writing. This course is designed to prepare the student for the Advanced Placement Exam in May. This course receives honor credit.

PREREQUISITE: Successful completion of Advanced English 10 or English 10 and recommendation from your English 10 teacher

English 12- Literature Focus: British Literature
Course ID# 01004G1000 1.0 Credit

Students analyze and evaluate the literature in order to gain insight into the variety of cultures and people of Great Britain. The study of British literature is enhanced in several ways: live dramatic presentations, films, and electronic media programs. Students analyze and evaluate literary criticism by refining and communicating their own critical opinions. Writing in response to reading is used to stimulate critical thinking and to provide essential practical and personal experiences with the written use of Standard English. Analytical writing skills are required. Students are expected to write a research paper and read a minimum of six novels.

PREREQUISITE: Successful completion of English 11

English 12, Advanced
Course ID# 01004E1000 1.0 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: Successful completion of English 11

English AP Literature and Composition 12
Course ID# 01006E1000 1.0 Credit

The emphasis in this course will be on British and American authors, as well as some of the more significant works of world literature. In composition, the primary emphasis will be on literary criticism and interpretation of all forms of literature. This course helps students develop skills in analyzing prose passages, and in writing essays in various rhetorical modes. This course is designed to prepare the student for the Advanced Placement Exam in May. This course receives honors credit.

PREREQUISITE: Successful completion of AP English 11 or English 11 and recommendation from English 11 teacher

Language A: Literature HL, IB (2 year- 11th and 12th grade course)
Course ID # 01007H00HL 1.0 Credit

This course is the first part of a two-year International Baccalaureate curriculum that prepares students for higher-level (HL) assessments in literature and composition. Extra emphasis is placed on oral presentation skills and the study of world literature themes.

PREREQUISITE: Available only to IB juniors pursuing IB Diploma

Elective Courses

Creative Writing
Course ID# 01104G1000 1.0 Credit

This course encourages each student to develop his/her literary imagination and to create it using his/her own experiences and power of expression. Adhering to the principle that all writing done by students is creative, this class will explore ways in which writing can generate and develop ideas.

PREREQUISITE: None

Public Speaking
Course ID # 01151G1000 1.0 Credit

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

PREREQUISITE: None

Journalism 1

Course ID# 11101G1013 1.0 Credit

The course is designed to teach students the various forms of journalism, application and analysis of media, as well as writing skills. Students will engage in multiple forms of media, with a strong focus in newspaper writing.

PREREQUISITE: None

Journalism 2

Course ID# 11101G1023 1.0 Credit

This is a course where students are responsible for the production of the school newspaper. Students taking this course should have journalistic writing skills and some working knowledge of using computer programs. Students must be responsible, self-motivated and able to meet deadlines.

PREREQUISITE: None

Journalism 3

Course ID # 11101G1033 1.0 Credit

This is a course where students are responsible for the production of the school yearbook. Students taking this course should have journalistic writing skills and some working knowledge of using computer programs. Students must be responsible, self-motivated and able to meet deadlines.

PREREQUISITE: None

Debate

Course ID# 01151G1001 1.0 Credit

In this course students develop critical thinking and analytic skills along with logic and impromptu speaking techniques to defend opposing sides of social issues. Students will receive instruction and practice in the art of public speaking with an emphasis on debate.

PREREQUISITE: None

Speech 1

Course ID# 01151G1011 1.0 Credit

This course offers an overview of the process of communication and provides a variety of public speaking experiences. Students will develop critical speaking and listening skills. Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have the opportunities to make different types of oral presentations including viewpoint, instructional, demonstration, informative, persuasive and impromptu. This course emphasizes research using technology and careful organization and preparation.

PREREQUISITE: None

Speech 2

Course ID # 01151G1012 1.0 Credit

This course provides high school students with an opportunity to develop an essential form of communication: speaking. Students will learn the impact of oral communication on one's role as a communicator. This course will aid students who are apprehensive about public speaking situations as well as further advance the skills of those students who excel in this area.

PREREQUISITE: None

Ethnic Literature

Course ID # 01063G1000 1.0 Credit

This course explores the literature of ethnic groups as a means to examine ethnic diversity. A wide range of literary works and authors will be discussed in their historical, social, political, and cultural context with consideration of literary themes and technique

PREREQUISITE: None

HS Literacy Ready

Course ID #

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas, both orally and in writing, in high school-level subjects such as English, history and science

PREREQUISITE: None

Essentials of College English

Course ID #

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses the course of study standards.

PREREQUISITE: None

English, Language and Composition, AP Workshop

Course ID #

This course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in different subject areas. Students learn to develop and defend ideas from textbooks and write about them in college-level formats for English, history and biology. The unit structure conforms to the framework of the Literacy Design Collaborative, which addresses the course of study standards.

PREREQUISITE: None

ESL Course Descriptions

English for Speakers Other Lang.9

Course ID # 01008G1009 1.0 Credit

This code applies to English for Speakers of Other Languages (ESOL) teachers who provide core English language development classes/courses at the secondary level (Grades 7-12). These teachers are responsible for ensuring English Language Learners (ELLs) acquire academic language and communicative competence through the implementation of the World-class Instructional Design and Assessment-English Language Proficiency (WIDA-ELP) Standards

English for Speakers Other Lang 10

Course ID# 01008G1010 1.0 Credit

This code applies to English for Speakers of Other Languages (ESOL) teachers who provide core English language development classes/courses at the secondary level (Grades 7-12). These teachers are responsible for ensuring English Language Learners (ELLs) acquire academic language and communicative competence through the implementation of the World-class Instructional Design and Assessment-English Language Proficiency (WIDA-ELP) Standards

English for Speakers Other Lang.11

Course ID# 01008G1011 1.0 Credit

This code applies to English for Speakers of Other Languages (ESOL) teachers who provide core English language development classes/courses at the secondary level (Grades 7-12). These teachers are responsible for ensuring English Language Learners (ELLs) acquire academic language and communicative competence through the implementation of the World-class Instructional Design and Assessment-English Language Proficiency (WIDA-ELP) Standards.

English for Speakers Other Lang 12

Course ID# 01008G1012 1.0 Credit

This code applies to English for Speakers of Other Languages (ESOL) teachers who provide core English language development classes/courses at the secondary level (Grades 7-12). These teachers are responsible for ensuring English Language Learners (ELLs) acquire academic language and communicative competence through the implementation of the World-class Instructional Design and Assessment-English Language Proficiency (WIDA-ELP) Standards.

Fine Arts Course Descriptions

Trad and Emer Ens, Concert Band I

Course ID # 05102G1001 1.0 Credit

This is a novice level course 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.

PREREQUISITE: NONE

Trad and Emer Ens, Concert Band II

Course ID# 05102G1002 1.0 Credit

This is an intermediate level course 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.

PREREQUISITE: INTRODUCTION TO CONCERT BAND OR APPROVAL OF THE INSTRUCTOR

Trad and Emer Ens, Concert Band III

Course ID# 05102G1003 1.0 Credit

This is a proficient level course 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.

PREREQUISITE: CONCERT BAND II OR APPROVAL OF THE INSTRUCTOR.

Trad and Emer Ens, Concert Band IV
Course ID# 05102G1004 1.0 Credit

This is an accomplished level course designed for students with multiple years of high school study to experience instrumental music in a concert band setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. 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.

[PREREQUISITE: CONCERT BAND LEVEL III OR APPROVAL OF THE INSTRUCTOR.](#)

Trad and Emer Ens, Jazz Ensemble I (1)
Course ID# 05105G10 1.0 Credit

This is a novice level course designed for beginning music students to experience instrumental music in a jazz band or jazz ensemble 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 jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: NONE](#)

Trad and Emer Ens, Jazz Ensemble II (1)
Course ID# 05105G1002 1.0 Credit

This is an intermediate level course designed for students with at least one year of experience-to-experience instrumental music in a jazz band or jazz ensemble 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 jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: INTRODUCTION TO JAZZ ENSEMBLE OR APPROVAL OF THE INSTRUCTOR](#)

Trad and Emer Ens, Jazz Ensemble III (1)
Course ID# 05105G1003 1.0 Credit

This is a proficient level course designed for students to increase artistry through reinforced experiences in an instrumental music jazz band or jazz ensemble 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 jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: CONCERT BAND LEVEL III OR APPROVAL OF THE INSTRUCTOR.](#)

Trad and Emer Ens, Jazz Ensemble IV (1)
Course ID# 05105G1004 1.0 Credit

This is an accomplished level course designed for students with multiple years of high school study to experience instrumental music in a jazz band or jazz ensemble setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. 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 jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: JAZZ ENSEMBLE III OR APPROVAL OF THE INSTRUCTOR](#)

Trad and Emer Ens, Marching Band I
Course ID# 05103G1001 1.0 Credit

This is a novice level course designed for beginning music students to experience instrumental music in a marching 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 develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts

[PREREQUISITE: NONE](#)

Trad and EmerEns, MarchingBand II
Course ID# 05103G1002 0.5 Credit

This is an intermediate level course designed for students with at least one year of experience to experience instrumental music in a chamber 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 advanced level music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

PREREQUISITE: INTRODUCTION TO INSTRUMENTAL CHAMBER ENSEMBLE OR APPROVAL OF THE INSTRUCTOR

Trad and Emer Ens, Jazz Ensemble IV (1)
Course ID# 05105G1004 1.0 Credit

This is an accomplished level course designed for students with multiple years of high school study to experience instrumental music in a jazz band or jazz ensemble setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. 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 jazz music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

PREREQUISITE: JAZZ ENSEMBLE III OR APPROVAL OF THE INSTRUCTOR

Trad and Emer Ens, MarchingBand I
Course ID# 05103G1001 1.0 Credit

This is a novice level course designed for beginning music students to experience instrumental music in a marching 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 develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts

PREREQUISITE: NONE

Trad and EmerEns, MarchingBand II
Course ID# 05103G1002 0.5 Credit

This is an intermediate level course designed for students with at least one year of experience to experience instrumental music in a chamber 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 advanced level music and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: INTRODUCTION TO INSTRUMENTAL CHAMBER ENSEMBLE OR APPROVAL OF THE INSTRUCTOR](#)

Trad and EmerEns, MarchingBand III
Course ID# 05103G1003 1.0 Credit

This is a proficient level course is designed for students to increase artistry through reinforced experiences in an instrumental music marching 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 develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: MARCHING BAND II OR APPROVAL OF THE INSTRUCTOR](#)

Trad and EmerEns, MarchingBand IV
Course ID# 05103G1004 1.0 Credit

This is an accomplished level designed for students with multiple years of high school study to experience instrumental music in a marching band setting. This level is designed to extend students' technical skills and artistry and to provide a deeper understanding and appreciation of the study of music. 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 develop coordination skills associated with marching while playing instruments and learn to connect musical experiences to other cultures and disciplines within and outside of the arts.

[PREREQUISITE: MARCHING BAND III OR APPROVAL OF THE INSTRUCTOR](#)

Trad and Emer Ens, Mixed Chorus I
Course ID# 05110G1001 1.0 Credit

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.

[PREREQUISITE: NONE](#)

Trad and Emer Ens, Mixed Chorus II
Course ID# 05110G1002 1.0 Credit

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

[PREREQUISITE: INTRODUCTION TO MIXED CHORUS I OR APPROVAL OF THE INSTRUCTOR](#)

Trad and Emer Ens, Mixed Chorus III
Course ID# 05110G1003 1.0 Credit

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

[PREREQUISITE: MIXED CHORUS II OR APPROVAL OF THE INSTRUCTOR](#)

Visual Arts, VisualArts I
Course ID# 05154GI001 1.0 Credit

This one credit course, novice level, it 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 allows 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.

PREREQUISITE: NONE

Visual Arts, VisualArts II
Course ID# 05154GI002 1.0 Credit

This is an intermediate level course. It 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 allows 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.

PREREQUISITE: INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR.

Visual Arts, VisualArts III
Course ID# 05154GI003 1.0 Credit

This is an accomplished level course. 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.

PREREQUISITE: VISUAL ARTS II OR APPROVAL OF THE INSTRUCTOR

Visual Arts, VisualArts I
Course ID# 05154GI001 1.0 Credit

This one credit course, novice level, it 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 allows 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.

PREREQUISITE: NONE

Visual Arts, VisualArts II
Course ID# 05154GI002 1.0 Credit

This is an intermediate level course. It 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 allows 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.

PREREQUISITE: INTRODUCTION TO VISUAL ARTS OR APPROVAL OF THE INSTRUCTOR.

Visual Arts, VisualArts III
Course ID# 05154GI003 1.0 Credit

This is an accomplished level course. 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.

PREREQUISITE: VISUAL ARTS II OR APPROVAL OF THE INSTRUCTOR

Visual Arts, Visual Arts IV
Course ID# 05154G1004 1.0 Credit

This is an advanced level course. It is the fourth 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. Student will demonstrate concepts and skills through continued exploration and experimentation with an advanced study in studio processes, art criticism, aesthetics, and art history.

Students will demonstrate critical problem solving techniques 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 equivalent to college-preparatory or honors to reinforce a continued enjoyment of visual arts. Safe practices and proper use of tools and materials are emphasized

[PREREQUISITE: VISUAL ARTS III OR APPROVAL OF THE INSTRUCTOR.](#)

Theatre I
Course ID# 05052G1001 1.0 Credit

This is a proficient level that 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.

[PREREQUISITE: NONE](#)

Theatre II
Course ID# 05052G1002 1.0 Credit

This is an accomplished level that 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.

[PREREQUISITE: INTRODUCTION TO THEATRE I OR APPROVAL OF THE INSTRUCTOR](#)

Theatre III

Course ID# 05052G1003 1.0 Credit

This is an advanced level that continues the study of theatre. Creating, performing, responding and connecting drive critical thinking, meaning, reflection, production and assessment. Student will demonstrate concepts and skills on how theatre communicates ideas and allows for self-expression. Students will use their acting talent to refine theatre technique equivalent to college-preparatory or honors to reinforce a continued enjoyment of theatre. Students will study, write and/or perform scenes and monologues. Students will further study the history of theater and technical theatre.

[PREREQUISITE: THEATRE II OR APPROVAL OF THE INSTRUCTOR](#)

Theatre, Independent Study

Course ID# 05097G1010 1.0 Credit

Independent Study courses at the advanced theatre arts level are courses designed to refine and demonstrate concepts focused on a specific area of emphasis within theatre arts. These courses are often conducted with instructors or professional artists as mentors. They enable students to collaboratively and independently refine specific work of their choice from the range of forms within theatre. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills

[PREREQUISITE: THEATRE II OR APPROVAL OF THE INSTRUCTOR](#)

Foreign Language Course Descriptions

Spanish I

Course ID # 01008G1009 1.0 Credit

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 II

Course ID# 01008G1010 1.0 Credit

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

Course ID# 04102G1000 1.0 Credit

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

Course ID# 01008G1011 1.0 Credit

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

French I

Course ID# 24952G1000 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 the culture.

French II

Course ID# 24953G1000 1.0 Credit

Listening and speaking skills including understanding and responding to a variety of directions, commands, and questions related to personal preferences; reading with comprehension main ideas from simple texts; writing with comprehension short presentations; further understanding of the culture

French III

Course ID # 24954G1000 1.0 Credit

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 the culture

French IV

Course ID# 24955G1000 1.0 Credit

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 using poetry or prose; extensive understanding of the culture

Mathematics Course Descriptions

Algebra I with Probability

Course ID # 02052G1000 1.0 Credit

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 Accelerate 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.

Prerequisite:

Advanced Algebra I with Probability

Course ID# 02052E1000 1.0 Credit

Advanced Algebra I with Probability builds upon algebraic concepts studied in Grade 7 and Grade 8 Mathematics. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Advanced Algebra I with Probability is the second of three courses required for all students. Students may enroll in this course after completing Geometry with Data Analysis in Grade 9 or by completing both Grade 7 Accelerated Mathematics and Grade 8 Accelerated Mathematics. Students who wish to accelerate their mathematics pathways in high school may also elect to enroll in Advanced Algebra I with Probability concurrently with Geometry with Data Analysis in the 9th grade.

Prerequisite:

Geometry w/Data Analysis

Course ID# 02073G1000 1.0 Credit

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.

Prerequisite:

Geometry w/Data Analysis, Advanced
Course ID# 02073G1000 1.0 Credit

Advanced Geometry with Data Analysis is the first of three required courses in high school mathematics. In Advanced Geometry with Data Analysis, students incorporate knowledge and skills in Geometry and Measurement, Algebra and Functions, and Data Analysis, Statistics, and Probability, leading to a deeper understanding of fundamental relationships within the discipline and building a solid foundation for further study. The prerequisite for Advanced Geometry with Data Analysis is either Grade 8 Mathematics or Grade 8 Accelerated Mathematics. For students who opt to accelerate their mathematical pathways in the 9th grade, Advanced Geometry with Data Analysis may also be taken concurrently with Algebra I with Probability.

Prerequisite:

Algebra II w/Statistics
Course ID # 02056G1000 1.0 Credit

Algebra II with Statistics builds on the student's 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, Pre-calculus, and all other approved ALSDE mathematics classes designed for completion of student's fourth mathematics credit.

Prerequisite:

Algebra II w/Statistics, Advanced
Course ID# 02056E1000 1.0 Credit

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

Prerequisite:

Algebra with Finance

Course ID# 02155GI000 1.0 Credit

Algebra with Finance is a college and career preparatory course. 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. 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 or an elective.

Prerequisite:

Career Mathematics

Course ID# 02153GI001 1.0 Credit

A one-credit course that provides students with the foundational knowledge and processes needed to apply mathematical concepts in a career setting. Emphasis is placed on applied problems in the areas of algebra, geometry, measurement, and probability and statistics.

Prerequisite:

Mathematical Modeling

Course ID# 02137GI000 1.0 Credit

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.

Prerequisite:

Mathematics Lab Elective

Course ID# 02996GI000 1.0 Credit

School systems should provide instructional support (labs or intervention periods) for students in Geometry with Data Analysis, Algebra I with Probability, and Algebra II with Statistics. Student assignment to this class period and the length of this class period are at the LEA's discretion. Credit for this class period would count as elective credit, not mathematics credit.

Prerequisite:

Science Course Descriptions

Biology

Course ID # 03051G1000 1.0 Credit

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.

Prerequisite: None

Biology, Advanced

Course ID#03051E1000 1.0 Credit

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.

Prerequisite: Recommendation of the previous science teacher

Physical Science

Course ID# 03159G1000 1.0 Credit

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.

Prerequisite: Successful completion of Biology

Chemistry

Course ID # 04053G1000 1.0 Credit

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, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life.

Prerequisite: Teacher recommendation and successful completion of Algebra 1

Chemistry, Advanced

Course ID# 03101E1000 1.0 Credit

Advanced 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, concentration of forces and motion, types of interactions, stability and instability in chemical systems, conservation of energy, energy transformations, and applications of energy to everyday life.

Prerequisite: Teacher recommendation and successful completion of Algebra 1

Chemistry, AP

Course ID# 220064 1.0 Credit

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for chemistry; atomic theory and structure; chemical bonding; nuclear chemistry; gases; liquids and solids; solutions; reaction types; stoichiometry; equilibrium; kinetics; thermodynamics

[Prerequisite: Successful completion of a first course of chemistry and a second year algebra course](#)

Environmental Science

Course ID# 03003GI000 1.0 Credit

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.

[Prerequisite: Successful completion of Biology, Physical Science or Chemistry](#)

Earth and Space Science

Course ID# 03008GI000 1.0 Credit

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 bio geology; includes integration of engineering, technology and application of science core ideas.

[Prerequisite: NONE](#)

Human Anatomy and Physiology

Course ID# 03053GI000 1.0 Credit

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 an organisms; how personal choices, environmental factors, and genetic factors affect the human body.

[Prerequisite: Successful completion of Biology with a Biology, Physical Science or Chemistry](#)

Physics, Advanced

Course ID# 220064 1.0 Credit

Advanced 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.

[Prerequisite: Successful completion of Physical Science or Chemistry and Alg II](#)

AP Physics 1: Algebra-Based
Course ID# 03165E1000 1.0 Credit

College-level, algebra-based, introductory physics course following the curriculum established by the College Board Advanced Placement (AP) Program; provides a foundation for future course work in physics; explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; introductory, simple circuits; facilitates inquiry-based learning designed to develop scientific critical thinking and reasoning skills.

Prerequisite: Successful completion of Physical Science or Chemistry and Alg II

AP Physics 1: Algebra-Based Workshop
Course ID# 03158GIOPH 1.0 Credit

Specialized topics, processes, skills, applications, principles, and experimentation in life science.

Prerequisite: NONE

Chemistry, AP Workshop
Course ID# 03158GIOCH 1.0 Credit

Specialized topics, processes, skills, applications, principles, and experimentation in life science.

Prerequisite: NONE

Earth and Space Science
Course ID# 03008GI000 1.0 Credit

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 bio geology; includes integration of engineering, technology and application of science core ideas.

Prerequisite: NONE

Environmental Science, AP
Course ID# 03207E1000 1.0 Credit

College-level advanced course following the curriculum established by the College Board Advanced Placement (AP) Program for environmental science; scientific process and application skills; earth systems and resources; the living world; population; land and water; energy resources and consumption; pollution; global change.

Prerequisite: Successful completion of Biology with a Biology, Physical Science or Chemistry

Environmental Science, AP Workshop
Course ID# 03158G10EN 1.0 Credit

Environmental Science introduces students to a broad view of the biosphere and the physical parameters that affect it. The course emphasizes Physical and Earth Science components involved in biogeochemical cycles that impact biomes. Students study a variety of topics including biotic and abiotic factors in habitats, ecosystems, and biomes; interrelationships between resources and environmental systems; sources and flow of energy through environmental systems; factors that influence carrying capacity; and natural and man-made environmental changes.

Prerequisite: Successful completion of Biology, Physical Science or Chemistry

Biology, HL, IB
Course ID# 03057E10HL 1.0 Credit

Emphasis on biology content including an application of scientific methods by which students develop an ability to analyze, evaluate, and synthesize scientific information

Prerequisite: This course may only be offered through an approved international baccalaureate (IB) diploma programme. A student may earn a total of two full credits for this course, if applicable.

Chemistry, HL, IB
Course ID# 03165E1000 1.0 Credit

College-level, algebra-based, introductory physics course following the curriculum established by the College Board Advanced Placement (AP) Program; provides a foundation for future course work in physics; explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; introductory, simple circuits; facilitates inquiry-based learning designed to develop scientific critical thinking and reasoning skills.

Prerequisite: This course may only be offered through an approved international baccalaureate (IB) diploma programme. A student may earn a total of two full credits for this course, if applicable.

Social Studies Course Descriptions

World History: 1500 to the Present
Course ID # 04053G1000 1.0 Credit

World History 9 is a course where students analyze the development and changes in European, Asia, African, and American civilizations and ways in which the interactions of these cultures have influenced the formation of today's world. Geographic concepts are used to enhance student comprehension of global connections and understanding of a wide variety of cultures, both historical and contemporary. Instructional practices foster the development of content literacy and historical thinking skills. A variety of visual stimuli should be used such as charts, graphs, and maps. Multiple opportunities should be provided to participate in educational strategies that utilize active civic participation, oral presentation, electronic and print media (primary & secondary sources), technology, small-group collaboration, academic writing, and independent research.

[Prerequisite: Social Studies 8 World History to 1500](#)

World History (Advanced)
Course ID# 04053E1000 1.0 Credit

This advanced course engages 9th grade students with examining social, political, geographical, economic, and technological changes in the world that occurred from 1500 to the present. Students begin their study with the earliest discoveries on the North American continent and follow a chronological history of the major issues, movements, leaders, and groups of people of the United States from a national and an Alabama perspective. Students develop a geographic understanding of historical events and their impact on American society and culture. 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: Social Studies 8 \(Adv.\) World History to 1500](#)

United States History I
Course ID# 04102G1000 1.0 Credit

This course provides opportunities for students to analyze the social, economic, geographic, and political developments in the United States over five centuries. Students begin their study with the earliest discoveries on the North American continent and follow a chronological history of the major issues, movements, leaders, and groups of people of the United States from a national and an Alabama perspective. A variety of visual stimuli should be used such as charts, graphs, and maps. Historical Thinking Skills are enhanced through the use of primary sources, debate, presentations, simulations, and analysis of complex issues. Opportunities should be provided for active civic participation, social science research and writing, critical thinking, and development of technology skills.

[Prerequisite: World History](#)

United States History I-Advanced
Course ID# 04102E1000 1.0 Credit

This is an advanced level course that employs strategies where students analyze the social, economic, political, and geographic developments in the United States over five centuries. Students begin their study with the earliest discoveries on the North American continent and follow a chronological history of the major issues, movements, leaders, and groups of people of the United States from a national and an Alabama perspective. Students develop a geographic understanding of historical events and their impact on American society and culture. A variety of visual stimuli should be used such as charts, graphs, and maps. This course is designed for the successful completion of AP Social Studies Courses and the rigor of college level reading, writing and critical thinking.

[Prerequisite: World History](#)

United States History II
Course ID# 04103G1000 1.0 Credit

U. S. History II allows students to analyze the economic, social, and political development of the United States beginning with the Post-Reconstruction period. Students engage in a study of the major issues, movements, leaders, and groups of people through the present time from a national and an Alabama perspective. Students develop a geographic understanding of historical events and their impact on American society and culture. A variety of visual stimuli should be used such as charts, graphs, and maps. Content Literacy and Historical Thinking Skills are enhanced through the use of primary sources, debate, presentations, simulations, and analysis of complex issues. Opportunities should be provided for active civic participation, social science research and writing, critical thinking, and development of technology skills.

[Prerequisite: U. S. History I](#)

United States History-AP
Course ID# 04103G1000 1.0 Credit

Advanced Placement (AP) U. S. History II is an advanced level course that utilizes Advanced Placement college level content standards as students analyze the economic, social, and political development of the United States from the earliest discoveries on the American continent to the present. Students enhance their geographic understanding of historical events and develop historical thinking skills to analyze complex texts, primary and secondary sources, charts, maps, and graphs. Course content follows Advanced Placement curriculum guides- focusing on historical eras and themes. Students engage in college level research and writing, deliver oral presentations, and develop technology skills. This course is designed to prepare students to make a qualifying score on the AP U. S. History Exam. Students may receive college credit for freshmen U. S., History if they score a 3 or higher on the AP U. S. History Exam.

[Prerequisite: U. S. History I, Advanced](#)

U. S. Government (Semester)

Course ID# 04151G0500 0.5 Credit

U. S. Government 12 is the equivalent of a one semester course that is paired with a semester of Economics to complete a 12th grade year of study. This course is designed to foster the development of civic competence and civic participation. Students use the knowledge of U. S. History to focus on the origins, structure, and function of government in the United States. Emphasis is placed on the intellectual foundations of a republic based on the rule of law, freedom of opportunity, individual liberty, and representative democracy. The course includes a detailed study of the U. S. Constitution. Students engage in analysis of primary sources- documents, speeches, landmark Supreme Court cases and relevant current political commentary.

[Prerequisite: U. S. History II](#)

Economics (Semester)

Course ID # 04201G0500 0.5 Credit

Economics is a one semester course that is paired with a semester of U. S. Government to complete a 12th grade year of study. This course focuses on functions and institutions of modern-day economic systems and economic theory. Students use the knowledge and analytical thinking skills learned in grades 9-11 to analyze issues and problems in contemporary economic systems. Students will examine the consequences of public policies and their impact on current economic conditions.

[Prerequisite: U. S. History II](#)

AP U. S. Government & Politics

Course ID# 04157E1000 1.0 Credit

Advanced Placement (AP) U. S. Government & Politics employs college level critical thinking skills while providing students an analytical perspective on government in the United States. This course engages students in advanced level study of the major themes in AP U. S. Government and Politics. Course topics include the Constitutional foundation of the U. S. Government; Political Beliefs and Practices; and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties. Students study typical patterns of political processes and their consequences, analyze and interpret data from charts, graphs, tables, and other formats, and critically analyze and apply relevant theories and concepts. This course is designed to prepare students for the AP U. S. Government & Politics Exam.

[Prerequisite: U. S. History II AP](#)

Psychology

Course ID# 04254G1000 0.5 Credit

Psychology provides a review of psychological theories, principles, and practices associated with the five major fields or domains of this field of study. The five major fields of study include methods, bio-psychological, development, cognitive, and socio-cultural. Standards for this course follow guidelines of the American Psychological Association's National Standards for High School Psychology Curriculum. Students are encouraged to use critical thinking skills employed by psychologists and employ knowledge of the brain as related to human behavior. A variety of instructional strategies will be used including oral presentations, research and writing, technology, and collaborative learning.

Prerequisite: None

Sociology

Course ID# 04258G1000 0.5 Credit

Sociology is the study of human society that focuses on the formation and behavior of human groups. The general study of Sociology includes topics such as culture and society, social inequality, social institutions, and social change. Students address the issues involved in living together in societal groups, the importance of tolerance and respect for others. Students are challenged to discuss the influences of genetics, demographics, religion, and personal behaviors upon society.

Prerequisite: None

Street Law

Course ID# 04199G105L 1.0 Credit

The Street Law course is designed to equip students with the knowledge and skills pertaining to the law, the legal process and the legal system, and the fundamental principles and values on which these are based. The instructional process should provide opportunities to engage in critical thinking and analysis and content literacy skills, debate and persuasive arguments, collaborative learning, simulations, oral presentations, and academic writing.

Prerequisite: None

We The People

Course ID# 04199G10WP 1.0 Credit

This course promotes civic competence and responsibility. The students will learn interactive strategies, relevant content and engage in simulated congressional hearings to make teaching and learning exciting for both students and teachers.

Prerequisite: None

African American Studies

Course ID# 04999G10AA 1.0 Credit

African American Studies provides a broad historical survey of the African-American experience in the United States. The course begins with an introduction to the history and culture of West Africa before 1600 and continues from the colonial period of American history through the Civil Rights Movement, focusing on major themes, key figures and social movements. Critical thinking and historical thinking skills are emphasized along with utilizing a variety of instructional strategies including, oral presentations, the use of technology, research and writing, collaborative learning, and interpreting maps, charts, and graphs. This course will challenge students to explore the historical underpinnings of many contemporary social issues facing African-Americans.

Prerequisite: None

World Geography

Course ID# 04001G1000 1.0 Credit

This course promotes civic competence and responsibility among secondary students. Interactive strategies, relevant content and the simulated congressional hearing make teaching and learning exciting for both students and teachers.

Prerequisite: None

Birmingham City Schools does not discriminate on the basis of race, ethnicity, color, religion, national origin, sex, disability, age, or homeless status in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups.

The following persons have been designated to handle inquiries regarding non-discrimination policies:

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