TODAY’S CHOICES OPEN DOORS FOR TOMORROW’S OPPORTUNITIES
Jackson Public Schools
Secondary Curriculum Guide
for 2014-2015

Dr. Cedrick Gray, Superintendent
Jackson Public School District
Jackson, Mississippi
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The focus of middle schools is to develop healthy, caring, and responsible students who will be academically skilled, intellectually serious, socially involved, and prepared for success at the high school level. Administrators and teachers will involve all students in high-standard curricula. Teachers will incorporate learning strategies that actively engage all students in exploration, discovery, hands-on learning, demonstration, and problem solving as a means to enhance student performance. In supporting the development of these adolescents, middle schools will form a partnership of students and their families, teachers, administrators, businesses, and community members to identify and coordinate resources that can improve student performance. This partnership will work to ensure a safe, caring climate that supports the unique social, emotional, physical, and moral development of early adolescents.

For specific information related to middle school academics, policies, and requirements, such as grading, promotion, retention, etc., please see the district’s Student Handbook.

MIDDLE SCHOOL SPECIAL PROGRAMS

ACADEMIC AND PERFORMING ARTS COMPLEX (APAC)

The Academic and Performing Arts Complex (APAC) is open to students who are strong academic achievers and/or who show aptitude for one or more of the visual or performing arts. There is an application process held during the fall and winter of each year for entrance into these programs of study for the following school year.

ACADEMICS

The academic division is a challenging program of study in English/language arts, math, science, and social studies that accelerates students in order to prepare them for college coursework (Advanced Placement) in their final years of high school. APAC academic courses are offered for grades 4 and 5 at Power APAC Elementary; for grades 6 through 8 at Chastain, Powell, and Peeples Middle Schools; and for grades 9 through 12 at Murrah High School and at Forest Hill High School. Transportation is provided to all students admitted to the program.

VISUAL AND PERFORMING ARTS

APAC Visual and Performing Arts is a pre-professional arts program based on a rigorous written, sequential curriculum taught by artist-teachers. Artistically, our objective is to prepare students for the next level in the arts whether university, apprenticeship, or professional experience. Supported on the foundation of the National Standards for the Arts and the Mississippi Visual and Performing Arts Framework, our intent is to develop artistic talent over the course of our nine-year program so that twelfth grade students are prepared to audition successfully at the college level in the area of their chosen arts discipline. The visual and performing arts division offers comprehensive classes that include the performance and academic elements of dance (ballet, modern and jazz), music (piano, instrumental and vocal music), theatre arts (performance and technical) and visual arts (drawing, design, ceramics, sculpture, painting, printmaking and photography). Advanced Placement courses are offered in music and visual arts.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

IB MIDDLE YEARS PROGRAM

The International Baccalaureate Middle Years Program (IB – MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Middle School, and the MYP continues, grades 9-10, at Jim Hill High School.
MIDDLE SCHOOL ACCELERATED COURSES

Middle school accelerated courses follow the general course curriculum for a particular grade level; however, accelerated courses require many more texts and passages to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students are expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis accompany all lessons and classrooms assignments. Students develop a sharpened sensitivity to the academic language used in accelerated courses.

LANGUAGE ARTS

In language arts courses for grades 6-8, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Each year, students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

LANGUAGE ARTS, GRADE 6
2 semesters; no unit credit 100600

LANGUAGE ARTS, GRADE 6 ACCELERATED
2 semesters; no unit credit 100650

LANGUAGE ARTS, GRADE 7
2 semesters; no unit credit 100700

LANGUAGE ARTS, GRADE 7 ACCELERATED
2 semesters; no unit credit 100750

LANGUAGE ARTS, GRADE 8
2 semesters; no unit credit 100800

LANGUAGE ARTS, GRADE 8 ACCELERATED
2 semesters; no unit credit 100850

MATHEMATICS

MATHEMATICS, GRADE 6
2 semesters; no unit credit 200610
Rational number computations are more fully developed. Solving algebraic equations in multiple ways (such as guess-and-check, tables, inspection, and algebraic manipulations) is part of the course of study as students move toward the middle grades where there is a stronger focus on algebraic topics. Using function tables and graphing supports the algebraic development. Rigid (translations, reflections and rotations) and non-rigid (dilations) motions are used in problem-solving situations and in making generalizations. Application problems using area and perimeter of regular and irregular shapes are part of the measurement strand, while volume is introduced. Data analysis includes box-and-whisker plots along with other graphical representations. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding.

MATHEMATICS, GRADE 7
2 semesters; no unit credit 200710
Seventh grade mathematics supports the more sophisticated computations that students can do with rational numbers and introduces exponents. Algebraic topics and the formation of generalizations are major foci as this course is preparing students for Pre-Algebra.
Given the work with rational numbers, students explore probability ideas. Transformations are now carried out on the coordinate plane. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding.

**PRE-ALGEBRA, GRADE 6**
2 semesters; no unit credit  
210600

The Pre-Algebra mathematics framework serves as a bridge between lower-grades’ mathematics and Algebra. This course will build a foundation of algebraic concepts through the use of manipulatives and collaborative/cooperative learning. Concepts include real numbers, algebraic expressions, linear equations, polynomials, inequalities, geometry, ratios, proportions, percents, number theory, measurement, data analysis, statistics, and graphing. A variety of problem-solving techniques and technology will be used when applying these concepts, which will enable students to solve real-life application, routine word, and non-routine problems. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This course should provide a foundation for the development of justifications to support solutions and solution methods. Physical materials should continue to be part of the development of mathematical understanding. This course is designed to prepare students for Transition to Algebra or Algebra I.

**ALGEBRA TRANSITION, GRADE 7**
2 semesters; no unit credit  
210750

Algebra Transition is designed to give students an additional opportunity to develop foundational skills required to be successful in Algebra I. Students should enter Transition to Algebra with fluency in computing with rational numbers and an understanding of solving and interpreting linear equations and graphs. In Transition to Algebra, students continue the development of their understanding by making generalizations about the characteristics of graphs and their associated equations, expanding the techniques used to solve equations, and applying properties in real-world applications, routine word, and non-routine problems. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding.

**PRE-ALGEBRA, GRADE 8**
2 semesters; 1 unit credit  
210811

The Pre-Algebra mathematics framework serves as a bridge between lower-grades’ mathematics and Algebra. This course will build a foundation of algebraic concepts through the use of manipulatives and collaborative/cooperative learning. Concepts include real numbers, algebraic expressions, linear equations, polynomials, inequalities, geometry, ratios, proportions, percents, number theory, measurement, data analysis, statistics, and graphing. A variety of problem-solving techniques and technology will be used when applying these concepts, which will enable students to solve real-life application, routine word, and non-routine problems. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This course should provide a foundation for the development of justifications to support solutions and solution methods. Physical materials should continue to be part of the development of mathematical understanding. This course is designed to prepare students for Transition to Algebra or Algebra I.

**ALGEBRA I, GRADE 8**
2 semesters; 1 unit credit  
210801

The Algebra I course provides the minimum competencies required for students to be successful in higher-level math courses. Students should enter Algebra I with fluency in computing with all four operations using rational numbers and basic knowledge and understanding of how to use formulas to solve problems. Solving equations and graphing is extended to include linear and non-linear functions and relations and higher-degree equations.

* Denotes subject area test required for high school graduation.
Concepts and computations with matrices are introduced. The analysis of graphs includes scatter plots. Written and oral justifications to support solution methods and solutions are required. Technology should be a component of the instruction. The instructional approach should provide opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies should include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. Physical materials should continue to be part of the development of mathematical understanding including area models for polynomial operations.

**SCIENCE**

In middle school science courses, students explore and investigate properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Students explore the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment. The courses are designed to build connections that link technology and societal impacts to topics such as those discussed. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.

**INTEGRATED SCIENCE, GRADE 6**

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<thead>
<tr>
<th>2 semesters; no unit credit</th>
<th>300600</th>
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<tbody>
<tr>
<td>The sixth grade course builds on the Kindergarten through Fifth grade concepts and provides foundational skills and knowledge for students to learn core concepts, principles, and theories of science studied in high school courses. Sixth grade science is designed to investigate properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.</td>
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**INTEGRATED SCIENCE, GRADE 6 ACCELERATED**

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<th>2 semesters; no unit credit</th>
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**INTEGRATED SCIENCE, GRADE 7**

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<td>The sixth grade course builds on the Kindergarten through Sixth grade concepts and allows students to make concrete associations using the processes of science in solving problems, making decisions, and furthering understanding. Seventh grade topics include properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.</td>
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**INTEGRATED SCIENCE, GRADE 7 ACCELERATED**

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**INTEGRATED SCIENCE, GRADE 8**

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<td>The eighth grade course builds on the Kindergarten through Seventh grade concepts and explores the joint enterprises of science and technology and the interrelationships of these to each other in the context of society and the environment. Eighth grade science is designed to build connections that link technology and societal impacts to topics such as properties and changes of properties of matter, motions and forces, energy transfer, structure and function in living systems, and the structure of the Earth system. Throughout the teaching process, inquiry, safety skills, the scientific method process, measuring, use of scientific equipment, current events, environmental, and hands-on activities should be emphasized.</td>
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**INTEGRATED SCIENCE, GRADE 8 ACCELERATED**

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<th>2 semesters; no unit credit</th>
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SOCIAL STUDIES

WORLD GEOGRAPHY AND CITIZENSHIP, GRADE 6

2 semesters; no unit credit  411600

With geography as a framework, the sixth grade course of study examines the basics of civic engagement. The course provides a foundation for understanding global affairs and hemispheric concerns including current situations. The course examines the differing physical landscapes of the Western Hemisphere and teaches interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. Course content is organized into five strands: Domestic Affairs, Global Affairs, Civil Rights/Human Rights, Economics, and Culture.

WORLD HISTORY FROM PRE-HISTORIC ERA TO THE AGE OF ENLIGHTENMENT, GRADE 7

2 semesters; no unit credit  411700

With geography as a framework, the seventh grade course of study focuses on world history from prehistoric times to the 18th Century. The content traces the evolution of civilizations from clans, to kingdoms, to empires and individual nations/states, thus laying a foundation for understanding global affairs. The course is organized around five strands and infused with the skills of understanding change over time, exploring and analyzing primary and secondary sources, making arguments based on evidence, and interpreting physical and political maps and globes.

U.S. HISTORY TO 1877, GRADE 8

2 semesters; no unit credit  410800

The eighth grade course of study focuses on the historical development of the United States from Pre-Columbian time through Reconstruction. Examining the events involving Native Americans and various European settlers, students will understand origins of political ideas which led to the development of our democratic society. Students will discover how conflicts over political and economic ideologies marked the course of United States history through the Reconstruction period. The strands of civics, history, geography, and economics are emphasized throughout the course.

ELECTIVES

OPEN DOORS – GIFTED EDUCATION PROGRAM

Gifted education courses provide instruction in creativity, thinking skills, research, creative problem solving, communication, leadership, group dynamics, and self-knowledge in order to increase students' skill and capacity for autonomous learning, metacognition, and self-understanding. Students enrolled in the district's gifted education program, or Open Doors program, have met intellectually gifted criteria set by the state of Mississippi. Please contact the Open Doors office by phone at 601.960.8310 for additional information.

GIFTED, GRADE 6

2 semesters; no unit credit  540600

COMPENSATORY EDUCATION

Compensatory courses are designed as intervention courses to support core courses. For example, compensatory courses are utilized as companion courses to “double dose” with other core courses such as Algebra I. Only students who have been identified as needing additional support and/or academic interventions should be placed in compensatory courses. Placement is based on a review of data, including but not limited to, placements tests, diagnostic assessments, MCT2 and SATP data. Students must be placed based on the specific support needed and the intensity of the support needed as identified through the Response to Intervention (RtI) Process, formally known as the Tiered Intervention Process. Students who have been identified through the District Teacher Support Team Process (DTST) must be placed in a compensatory course(s) based on recommendations from the District Teacher Support Team (DTST).

COMPENSATORY READING

COMPENSATORY READING, GRADE 6

1 semester; no unit credit  110604
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<th>Course</th>
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<td>COMPENSATORY READING, GRADE 8</td>
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<td>COMPENSATORY WRITING, GRADE 6</td>
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<td>2 semesters; no unit credit</td>
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<td>LEARNING STRATEGIES AND STUDY SKILLS</td>
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<td>2 semesters; no unit credit</td>
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STUDY SKILLS, GRADE 8
1 semester; no unit credit 000864
2 semesters; no unit credit 000860

ENGLISH AS A SECOND LANGUAGE (ESL)

The primary aim of the ESL course in middle school is to enable students considered English language learners (ELLs) to develop communicative control of spoken and written English so that they may successfully meet high school grade-promotion and graduation requirements. Instruction covers the areas of reading, writing, listening, speaking, comprehension, grammar, and vocabulary. Middle school ESL courses are offered at Chastain and Whitten middle schools.

ENGLISH AS A SECOND LANGUAGE, GRADES 6-8
2 semesters; no unit credit 851300

FOREIGN LANGUAGE

The foreign language program of study is designed to improve students’ knowledge of world languages other than English. The courses are designed to ensure linguistic proficiency, cultural appreciation, and the ability to function successfully in a global setting. More specifically, students will be encouraged to understand and be understood in the language(s), to communicate in a culturally-appropriate manner, and to demonstrate cultural awareness and sensitivity. The district recommends that students should have at least a “B” average in language arts to enroll in a foreign language course in middle school. One (1) Carnegie unit will be awarded for first-year foreign language taken in the eighth grade and will be accepted for admission to Mississippi public colleges and universities.

FOREIGN LANGUAGE INTRODUCTION, GRADE 6
2 semesters; no unit credit 800600

FOREIGN LANGUAGE INTRODUCTION, GRADE 7
1 semester; no unit credit 800704
2 semesters; no unit credit 800700

FRENCH, GRADE 6
1 semester; no unit credit 820604
2 semesters; no unit credit 820600

FRENCH, GRADE 7
1 semester; no unit credit 820704
2 semesters; no unit credit 820700

FRENCH I, GRADE 8
2 semesters; 1 unit credit 820801

SPANISH, GRADE 6
1 semester; no unit credit 810604
2 semesters; no unit credit 810600

SPANISH, GRADE 7
1 semester; no unit credit 810704
2 semesters; no unit credit 810700

SPANISH I, GRADE 8
2 semesters; 1 unit credit 810801
CAREER AND TECHNICAL EDUCATION

INFORMATION AND COMMUNICATION TECHNOLOGIES I (ICT I) GRADE 7
2 semesters; no unit credit  731700
Information and Communication Technologies I introduces seventh grade students to career opportunities and the skills needed for various career paths. An experimental, hands-on is approach is used to make learning more fun for students. The course is designed to provide a variety of experiences and activities that promote self-awareness, career exploration, and educational planning related to students’ future educational and occupational plans.

INFORMATION AND COMMUNICATION TECHNOLOGIES II (ICT II) GRADE 8
2 semesters; 1 unit credit  731800
Information and Communication Technologies II exposes eighth grade students to a multimedia environment and fundamental computer skills. Using an innovative multimedia environment to make subject matter come alive, this course is designed to provide fundamental skills in operation of microcomputers, including an introduction to computers, keyboarding skills, operating systems using Windows, and file management skills. Real-world applications in word processing, graphics, databases, telecommunications, spreadsheets, and desktop publishing make the course exciting, relevant, and challenging. One (1) Carnegie unit will be awarded for successful completion of this course.

ORAL COMMUNICATION

Oral Communication for middle school is a non-credit elective course that builds important communication skills that will enhance all aspects of the individual's life. This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the individual to think logically, clearly, and creatively. It also contributes to the student's understanding of himself and his management of relationships. The oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver.

ORAL COMMUNICATION, GRADE 6
1 semester; no unit credit  130604
2 semesters; no unit credit  130600

ORAL COMMUNICATION, GRADE 7
1 semester; no unit credit  130704
2 semesters; no unit credit  130700

ORAL COMMUNICATION, GRADE 8
1 semester; no unit credit  130804
2 semesters; no unit credit  130800

WRITTEN COMMUNICATION

This course is designed to be taken in addition to the English class. The course provides extra experience in writing a variety of kinds of writing for various audiences and purposes. Some kinds of writing include poetry, tall tales, fairy tales, explanations, stories, descriptions, captions, bumper stickers, dialogues, lab reports, learning logs, letters, narratives of personal experiences, newscasts and news articles, reports, summaries, and self-evaluations. Different purposes for writing include recording observations; justifying actions or decisions; giving directions; describing procedures; persuading others to an action or opinion; informing others; analyzing events, people, art, movies, or literature; expressing feelings; describing people, places, or things; making predictions; interpreting visual material; clarifying thinking; and reflecting on problem-solving processes.

WRITTEN COMMUNICATION, GRADE 7
1 semester; no unit credit  170714
2 semesters; no unit credit  170710
WRITTEN COMMUNICATION, GRADE 8
1 semester; no unit credit 170814
2 semesters; no unit credit 170810

PHYSICAL EDUCATION/COMPREHENSIVE HEALTH

All grade levels stress fitness and its potential relationship to current and future wellness of students. A fitness test is given twice per year to each student. Each school district is encouraged to use instructional strategies appropriate for its facilities, equipment, and faculty expertise. Physical Education in grades six through eight is dedicated to developing competency in many movement forms and their relation to fitness. The focus is to apply previously introduced skills and to acquire knowledge necessary for participation. The instruction at each level focuses on basic skills, lead-up games and knowledge for competency in each activity.

As with all disciplines, Comprehensive Health includes a range of educational experiences. It is taught in a way that students can obtain, interpret, and apply basic health information to their daily lives to enhance their individual health. In order to be health literate, students are encouraged to be self-directed learners while establishing a basic understanding of health promotion and disease prevention. They are encouraged to use literacy, numerical skills, and critical thinking skills to gather, analyze, and apply health information as their needs and priorities change throughout life. They learn to use interpersonal and social skills in relationships to learn about others and from others. The interdisciplinary nature of health contributes to the feasibility of infusing health content and skills across disciplines.

PHYSICAL EDUCATION/HEALTH, GRADE 6
1 semester; no unit credit 500604
2 semesters; no unit credit 500600

PHYSICAL EDUCATION/HEALTH, GRADE 7
1 semester; no unit credit 500704
2 semesters; no unit credit 500700

PHYSICAL EDUCATION/HEALTH, GRADE 8
1 semester; no unit credit 500804
2 semesters; no unit credit 500800

VISUAL AND PERFORMING ARTS

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity’s most essential and universal language transcending culture, time, and place. Through visual arts, dance, drama, and music, students will learn to communicate ideas and feelings by creating and performing works of art; respond to, describe, analyze, interpret, and evaluate the complex characteristics of works of art; understand the roles and functions of artists and works of art in cultures, times, and places; perceive, understand, and appreciate the diverse meanings and values of art; as well as make valid connections among the content of the arts, other subject areas, and everyday life.

ART

ART, GRADE 6
1 semester; no unit credit 610604
2 semesters; no unit credit 610600

ART, GRADE 7
1 semester; no unit credit 610704
2 semesters; no unit credit 610700
ART, GRADE 8
1 semester; no unit credit 610804
2 semesters; no unit credit 610800

DANCE

Dance, the art of human movement, is a perfect educational model for learning to be perceptive and expressing thoughts, sensations, feelings and ideas, all essential for the development of communication and a construct for learning the creative process. Students studying dance learn an awareness that guides the logical sensory execution of movement. This program includes classical ballet, modern dance, and jazz techniques. Studies encompassed within each discipline are technique, fundamental movement, composition, and performance.

DANCE, GRADE 6
1 semester; no unit credit 620600

DANCE PERFORMING, GRADE 7
1 semester; no unit credit 620704
2 semesters; no unit credit 620700

DANCE PERFORMING, GRADE 8
2 semesters; no unit credit 620800

DRAMA

Drama courses are designed to stimulate and develop unique intellectual and creative abilities of each student through learning and practicing basic theatre arts/drama concepts. Through an applied emphasis in these courses, students will gain greater knowledge of self and others and will begin to develop an appreciation of drama as an art form.

DRAMA, GRADE 6
1 semester; no unit credit 630604
2 semesters; no unit credit 630600

DRAMA, GRADE 7
1 semester; no unit credit 630704
2 semesters; no unit credit 630700

DRAMA, GRADE 8
1 semester; no unit credit 630804
2 semesters; no unit credit 630800

MUSIC

The goal of this program of study is to continue sequential music instruction that leads to music literacy, educated music consumers, and lifelong learning in music. With that goal in mind, during the middle school years, students are expected to increase skills in performing, creating, and responding to music.

BAND, GRADE 6
2 semesters; no unit credit 650600

BAND, GRADE 7
1 semester; no unit credit 650704
2 semesters; no unit credit 650700

BAND, GRADE 8
2 semesters; no unit credit 650800
STRING ORCHESTRA, GRADE 6
  2 semesters; no unit credit 660600

STRING ORCHESTRA, GRADE 7
  1 semester; no unit credit 660704
  2 semesters; no unit credit 660700

STRING ORCHESTRA, GRADE 8
  2 semesters; no unit credit 660800

CHORAL MUSIC, GRADE 6
  1 semester; no unit credit 670604
  2 semesters; no unit credit 670600

CHORAL MUSIC, GRADE 7
  1 semester; no unit credit 670704
  2 semesters; no unit credit 670700

CHORAL MUSIC, GRADE 8
  1 semester; no unit credit 670804
  2 semesters; no unit credit 670800

MUSIC PERFORMING CHOIR, GRADE 7
  2 semesters; no unit credit 670710

MUSIC PERFORMING CHOIR, GRADE 8
  2 semesters; no unit credit 670810

EXPLORATORY COURSES

CAREER EXPLORATION, GRADE 6
  2 semesters; no unit credit 050600
This course is designed to allow students to become more aware of diverse job possibilities in the world of work. Students will become aware of their specific abilities, interests, and needs and how these relate to their future work/career goals.

COMPUTER EDUCATION, GRADE 6
  2 semesters; no unit credit 910600
This course is a broad introduction to the use of computers as tools for creativity, communications and organizing information.

EXPLORATORY, GRADE 6
  Rotation; no unit credit 000600
The sixth grade exploratory course rotation is designed to provide students with an introduction to various course offerings. It is designed to assist students and parents with making informed curriculum decisions for future elective choices. Students and parents who want to know more about the exploratory course rotation should speak to the school's counselor or principal.
EXCEPTIONAL EDUCATION

FINE MOTOR SKILLS, GRADE 6
2 semesters; no unit credit 000680

FINE MOTOR SKILLS, GRADE 7
2 semesters; no unit credit 000780

FINE MOTOR SKILLS, GRADE 8
2 semesters; no unit credit 000880
The Fine Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their fine motor skills are addressed in this course on an individual basis.

INCLUSION EX, GRADE 6, 7, 8
2 semesters; no unit credit 004180
Exceptional Education students enrolled in the Inclusion EX course receive instruction in regular education classes. An assigned exceptional education teacher collaborates with the regular education teachers, provides instructional support (tutorial services), or provides instruction to the exceptional education students in the regular education classes in order for the student to meet course requirements.

MONITORED/CONSULTATIVE SERVICES, GRADE 6, 7, 8
2 semesters; no unit credit 004280
Exceptional Education students enrolled in the Monitored/Consultative EX course receive all instruction from regular education teachers. The students must have a current Individual Education Plan (IEP) with appropriate accommodations/modifications to be used by the regular education teachers.

GROSS MOTOR SKILLS, GRADE 6
2 semesters; no unit credit 005680

GROSS MOTOR SKILLS, GRADE 7
2 semesters; no unit credit 005780

GROSS MOTOR SKILLS, GRADE 8
2 semesters; no unit credit 005880
The Gross Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their gross motor skills will be addressed in this course on an individual basis.

COMMUNICATION SKILLS, GRADE 6
2 semesters; no unit credit 006680

COMMUNICATION SKILLS, GRADE 7
2 semesters; no unit credit 006780

COMMUNICATION SKILLS, GRADE 8
2 semesters; no unit credit 006880
The Communication Skills course of study is designed to facilitate the receptive and expressive language needs of the student with limited speech or non-verbal communication. The goal is to assist the student in exerting some control over his or her environment by making his or her needs, desires, dislikes and confusions clear. This course of study may include an augmentative or alternative means of communication designed to meet the specific needs of the individual student.
COMMUNITY, GRADE 6
2 semesters; no unit credit 010680

COMMUNITY, GRADE 7
2 semesters; no unit credit 010780

COMMUNITY, GRADE 8
2 semesters; no unit credit 010880
The Community Curricular Domain includes the acquisition of skills needed to access all community resources including people, places, and activities. Skills needed to access community environments utilized by the student and his/her family are emphasized. Instruction will also occur in those community environments.

DAILY LIVING SKILLS, GRADE 6
2 semesters; no unit credit 020680

DAILY LIVING SKILLS, GRADE 7
2 semesters; no unit credit 020780

DAILY LIVING SKILLS, GRADE 8
2 semesters; no unit credit 020880
The Daily Living Skills Curricular Domain includes the acquisition of skills needed for managing personal finances and a household, caring for personal needs, and instruction in planning meals. This domain also teaches the student the skills needed to become contributing members of the community. The skills needed in the student's current and future home environments are emphasized.

PERSONAL/SOCIAL, GRADE 6
2 semesters; no unit credit 030680

PERSONAL/SOCIAL, GRADE 7
2 semesters; no unit credit 030780

PERSONAL/SOCIAL, GRADE 8
2 semesters; no unit credit 030880
The Personal/Social Skills Curricular Domain includes the acquisition of skills involving independence, self-confidence, improved communication, socially acceptable behavior, maintaining friendships and other interpersonal relationships. These critical skills allow students to adjust satisfactorily in the community.

RECREATION AND LEISURE SKILLS EX, GRADE 6
2 semesters; no unit credit 032680

RECREATION AND LEISURE SKILLS EX, GRADE 7
2 semesters; no unit credit 032780

RECREATION AND LEISURE SKILLS EX, GRADE 8
2 semesters; no unit credit 032880
The Recreation and Leisure Skills Course of study emphasizes the utilization of recreational facilities and the engagement in leisure time activities. The focus of this course will be the demonstration of knowledge of available community resources, the process of choosing and planning activities, the demonstration of knowledge in the value of recreation as well as participation in group and individual activities.

OCCUPATIONAL GUIDANCE AND PREPARATION, GRADE 6
2 semesters; no unit credit 040680

OCCUPATIONAL GUIDANCE AND PREPARATION, GRADE 7
2 semesters; no unit credit 040780

OCCUPATIONAL GUIDANCE AND PREPARATION, GRADE 8
The Occupational Guidance and Preparation Curricular Domain emphasizes the skills necessary for achieving successful outcomes in occupational awareness activities, work evaluation, vocational education, job training, placement, and follow-up. The aim is to ensure that all students have a planned job-training program and that educational experiences are related to the occupational goal. On-the-job work experience is the crucial element of this component. Workplace mentoring, instruction in workplace skills and expectations, and work-study programs are other elements of workplace learning.

**VOCATIONAL SKILLS EX, GRADE 7**
2 semesters; no unit credit 044780

**VOCATIONAL SKILLS EX, GRADE 8**
2 semesters; no unit credit 044880

The Vocational Skills Course of study is designed to provide the student with varied work experiences in the community as well as to stimulate working environments in the school setting so that appropriate work behaviors can be learned. This course will prepare the student for work, following rules and policies in the work place and demonstrate appropriate interpersonal skills in the workplace. The student will learn strategies to secure employment and know what resources are available to help when assistance is needed. The student will also become aware of specific abilities, interests, and needs and how these relate to future life work.

**FUNCTIONAL READING EX, GRADE 6**
2 semesters; no unit credit 112680

**FUNCTIONAL READING EX, GRADE 7**
2 semesters; no unit credit 112780

**FUNCTIONAL READING EX, GRADE 8**
2 semesters; no unit credit 112880

The Functional Reading Course of study is designed to meet the individual literacy needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach every day words to the student using short steps and multiple repetitions. The student will be given the opportunity to read common words seen every day, such as functional signs in the school environment as well as in the community. The student will also learn meaningful words in a variety of every day settings such as shopping, working and dining out.

**FUNCTIONAL WRITING EX, GRADE 6**
2 semesters; no unit credit 170680

**FUNCTIONAL WRITING EX, GRADE 7**
2 semesters; no unit credit 170780

**FUNCTIONAL WRITING EX, GRADE 8**
2 semesters; no unit credit 170880

The Functional Writing Course of study is designed to meet the individual writing needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach everyday words to the student using short steps and multiple repetitions. Using assistive technology the student will be given the opportunity to develop writing skills to create lists, retell stories, write a description of language experiences, and write poems and letters for self-expression.

**FUNCTIONAL MATH EX, GRADE 6**
2 semesters; no unit credit 203680

**FUNCTIONAL MATH EX, GRADE 7**
2 semesters; no unit credit 203780

**FUNCTIONAL MATH EX, GRADE 8**
2 semesters; no unit credit 203880

The Functional Math Course of study is designed to meet the individual functional math needs of the moderate to severely disabled student.
Multi-sensory programming will be utilized to teach everyday math concepts to the student using short steps and multiple repetitions. The student will be given the opportunity to count numbers, identify and count money and make change, as well as identify time to the hour and half hour, according to each student's individual needs. The student will also be given the opportunity to manage personal finances and make responsible expenditure choices.

**ELECTIVES**

**LEARNING STRATEGIES TUTORIAL, GRADE 6**  
2 semesters; no unit credit 080680

**LEARNING STRATEGIES TUTORIAL, GRADE 7**  
2 semesters; no unit credit 080780

**LEARNING STRATEGIES TUTORIAL, GRADE 8**  
2 semesters; no unit credit 080880

The elective courses vary by school in accordance with each student's Individual Education Plan (IEP). Please see your guidance counselor for the specific offerings at your school.

**LANGUAGE ARTS AND READING—EXCEPTIONAL EDUCATION**

In language arts courses for grades 6-8, students study and develop communication skills, reading skills, spelling, vocabulary, capitalization, punctuation, dictionary skills, parts of speech, and sentence structure. As students progress from one grade level to the next, an in-depth review of skills will be included, as well as an increased emphasis on the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will read age- and grade-appropriate materials.

**LANGUAGE ARTS, GRADE 6**  
2 semesters; no unit credit 100680

**LANGUAGE ARTS, GRADE 7**  
2 semesters; no unit credit 100780

**LANGUAGE ARTS, GRADE 8**  
2 semesters; no unit credit 100880

**READING, GRADE 6**  
2 semesters; no unit credit 110680

**READING, GRADE 7**  
2 semesters; no unit credit 110780

**READING, GRADE 8**  
2 semesters; no unit credit 110880

**MATHEMATICS—EXCEPTIONAL EDUCATION**

In mathematics courses for grades 6-8, students study conceptual development of rational and whole numbers. Benchmark numbers are emphasized with regard to decimals and fractions. The instructional emphases are on mathematical language development with writing and talking about mathematics, multiple representations, and routine and non-routine problem solving. Mathematics instruction should include manipulatives, cooperative and collaborative learning experiences, and justifications, proofs or arguments to support reasoning. In addition, students will develop a knowledge of banking and financial problem solving such as buying on installment, borrowing and saving money, buying insurance, and reporting taxes.
MATHEMATICS, GRADE 6
2 semesters; no unit credit 200680

MATHEMATICS, GRADE 7
2 semesters; no unit credit 200780

MATHEMATICS, GRADE 8
2 semesters; no unit credit 200880

SCIENCE - EXCEPTIONAL EDUCATION
In science courses for grades 6-8, students study general science, health and safety skills for daily living. Courses include the study of plants, animals, the weather, personal health care and hygiene, physical development, and drug awareness. Courses will also include a study of simple machines and basic earth and space science.

INTEGRATED SCIENCE, GRADE 6
2 semesters; no unit credit 300680

INTEGRATED SCIENCE, GRADE 7
2 Semesters; No Unit Credit 300780

INTEGRATED SCIENCE, GRADE 8
2 semesters; no unit credit 300880

SOCIAL STUDIES - EXCEPTIONAL EDUCATION
In social studies courses for grades 6-8, students study people of the United States and the foundation of the American democratic society. Students will examine early settlements, the development of early colonization by various groups and the impact of those groups on the forming of our democratic nation. The course will develop citizenship education through the study of ideals, principles, and practices of citizenship in a democratic society, and students’ roles and responsibilities within their families and surroundings. Community services and resources are reviewed, as well as available jobs and opportunities within the community. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, and charts.

SOCIAL STUDIES, GRADE 6
2 semesters; no unit credit 400680

SOCIAL STUDIES, GRADE 7
2 semesters; no unit credit 400780

SOCIAL STUDIES, GRADE 8
2 semesters; no unit credit 400880

APAC ACADEMICS MIDDLE SCHOOL

APAC LANGUAGE ARTS
In APAC Language Arts courses for grades 6-8, students actively engage in the integrated language strands of reading, writing, speaking, and listening. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading multiple novels and writing frequently. Emphasis is placed on using Standard English in speaking and writing, and on critical analysis of literature across the genres.

LANGUAGE ARTS, GRADE 6 APAC
2 semesters; no unit credit 100690

LANGUAGE ARTS, GRADE 7 APAC
2 semesters; no unit credit 100790
APAC MATH

In APAC Math courses for grades 6-7, students study all objectives identified for their grade level along with matching, extended objectives from Pre-Algebra and Transition to Algebra, so that they are prepared for Algebra I by grade 8. Students use skills, textbooks and materials that are ahead of the on-level curriculum. Emphasis is placed on problem solving from daily life and on building a strong foundation of basic computational skills that will be used throughout higher level math courses.

MATH, GRADE 6 APAC
2 semesters; no unit credit 210690

MATH, GRADE 7 APAC
2 semesters; no unit credit 210790

ALGEBRA I, GRADE 8 APAC
2 semesters; 1 unit credit 210891

APAC SCIENCE

In APAC Science courses for grades 6-8, students actively engage in the integrated science strands of earth, physical and life sciences. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading additional texts and completing a science project each year. Emphasis is placed on building a foundation of strong content knowledge, along with scientific inquiry and critical thinking.

SCIENCE, GRADE 6 APAC
2 semesters; no unit credit 300690

SCIENCE, GRADE 7 APAC
2 semesters; no unit credit 300790

SCIENCE, GRADE 8 APAC
2 semesters; no unit credit 300890

APAC SOCIAL STUDIES

In APAC Social Studies courses for grades 6-8, students actively engage in the integrated social studies strands of geography, history, politics and economics. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading historical fiction and primary documents, and completing research projects. Emphasis is placed on building a foundation of strong content knowledge, along with critical analysis and application of knowledge to the current world.

WORLD GEOGRAPHY AND CITIZENSHIP, GRADE 6 APAC
2 semesters; no unit credit 411690

WORLD HISTORY FROM PRE-HISTORIC ERA TO THE AGE OF ENLIGHTENMENT, GRADE 7 APAC
2 semesters; no unit credit 411790

U.S. HISTORY TO 1877, GRADE 8 APAC
2 semesters; no unit credit 410890
APAC PERFORMING & VISUAL ARTS

VISUAL ARTS

All APAC visual arts classes include instruction in the following: drawing, design, painting, printmaking, sculpture, and photography. On the average, each grade level includes 80 contact hours per student in both drawing and design and 40 contact hours per student in each subject area of painting, printmaking, sculpture, and photography annually. All grade levels have equal access to instruction from the three full-time artists/instructors. Art history and art appreciation are taught within the context of each subject area. Visiting artists are a regular component of instruction on each grade level. APAC art courses are hands-on experiences, but reading and written analysis are required components in the curriculum.

ART, GRADE 6 APAC
2 semesters; no unit credit
610690

VISUAL ARTS, GRADE 6 APAC
2 semesters; no unit credit
610694

These courses will introduce the student to a wide range of media, techniques, and creative choices in drawing and design. Sculpture is presented as 3-dimensional design emphasizing surface and texture. Printmaking begins with an overview of all the main processes and focuses on relief printing and monotypes. The basics of photography (film, camera, and darkroom) are introduced. Light as color is the emphasis of media experiments in painting.

ART, GRADE 7 APAC
2 semesters; no unit credit
610790

VISUAL ARTS, GRADE 7 APAC
2 semesters; no unit credit
610794

Good craftsmanship and the study of nature are the focus of design and drawing in these courses. Observational drawing skills are emphasized. Transparent painting methods and the study of Old Master techniques in painting are included. The camera as a creative tool is the focus of photography. The four basic methods of modeling, carving, assemblage, and casting are introduced in sculpture. Intaglio techniques are the focus of printmaking.

ART, GRADE 8 APAC
2 semesters; no unit credit
610890

VISUAL ARTS, GRADE 8 APAC
2 semesters; no unit credit
610894

Linear perspective and the study of light are the focus of drawing in these courses. Design explores color theory. Painting also explores color and expression with an emphasis on creative problem solving. Texture and embossing are the focus of printmaking, while sculpture explores creative themes and abstraction. The darkroom, the negative, and the print are the focus of photography in this course.

DANCE

The APAC dance program includes classical ballet, modern dance, and jazz techniques. Studies encompassed within each discipline are technique, fundamentals of movement, musicality, pointe, composition, and performance. Mastery of requirements on each level is prerequisite to advancement to the next level.

Intermediate level dancers are expected to be proficient at their level of expertise. Students are required to attend, critique, and participate in dance performances. Students attend class daily.

Course levels are as follows:

Level A
Fundamentals of Movement - This level is structured to stimulate the body for efficient action by developing balance and general coordination. The scope of the student's movement will be enlarged by teaching preparatory techniques and methods.

Level B
The emphasis of this level is to master proper placement within ballet, modern, and jazz techniques while developing an awareness of space and rhythm. Class structure advances as correct placement and alignment become increasingly important.
The student builds on previous work by mastering the already known vocabulary and adding more advanced movements in each discipline of dance. Theory and beginning pointe work will be introduced based on the student's technical proficiency, physical form, and potential.

**DANCE, GRADE 6 APAC**  
2 semesters; no unit credit 620690

**CLASSICAL BALLET, GRADE 6 APAC**  
2 semesters; no unit credit 620694

**DANCE, GRADE 7 APAC**  
2 semesters; no unit credit 620790

**CLASSICAL BALLET, GRADE 7 APAC**  
2 semesters; no unit credit 620794

**DANCE, GRADE 8 APAC**  
2 semesters; no unit credit 620890

**CLASSICAL BALLET, GRADE 8 APAC**  
2 semester; no unit credit 620894

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### THEATRE ARTS

The APAC Theatre Arts program in middle school is a highly specialized program in which a student is exposed to the diverse array of the world of theatre. This exposure includes dramatic literature, theory, history, technical components, and a variety of performance skills. The curriculum is designed to be taught in cycles. Each year encompasses Core Curriculum and Studio units which are taught to students on a rotating basis.

Since APAC Theatre Arts welcomes new students every year, the only prerequisite for admission during any year of the cycle is scoring above the established cut-off score during the audition process. The Core Curriculum includes the following:

- **Cycle 1:** Background of the Theatre  
  Play and Its Parts  
  Tragedy  
  Melodrama  
  Comedy

- **Cycle 2:** Traditional Modes of Theatre  
  Realism  
  Theatricalism

- **Cycle 3:** The Director  
  The Actor  
  The Designer

- **Cycle 4:** Theatre Architecture  
  The Audience  
  Playwriting

Core Curriculum units are combined with Studio units so students gain specialized skills in performance and technical theatre.

**DRAMA, GRADE 6 APAC**  
2 semesters; no unit credit 630690

**MUSICAL PERFORMANCE DRAMA, GRADE 6 APAC**  
2 semesters; no unit credit 630694

**DRAMA, GRADE 7 APAC**  
2 semesters; no unit credit 630790

**MUSICAL PERFORMANCE DRAMA, GRADE 7 APAC**  
2 semesters; no unit credit 630794
MUSICAL PERFORMANCE DRAMA, GRADE 8 APAC
2 semesters; no unit credit  630894

MUSIC

Students study scales, learn small group rehearsal techniques, begin to build a classical and jazz repertoire, work on performance techniques, and learn sight-reading and improvisation techniques. More advanced students are encouraged to take lead roles in our ensembles and to seek more solo opportunities. Acceptance and curriculum entry level are determined by audition.

MUSICAL PERFORMANCE INSTRUMENTAL, GRADE 6 APAC
2 semesters; no unit credit  650694

MUSICAL PERFORMANCE INSTRUMENTAL, GRADE 7 APAC
2 semesters; no unit credit  650794

MUSICAL PERFORMANCE INSTRUMENTAL, GRADE 8 APAC
2 semesters; no unit credit  650894

PIANO, GRADE 6 APAC
2 semesters; no unit credit  660690

MUSICAL PERFORMANCE PIANO, GRADE 6 APAC
2 semesters; no unit credit  660694

PIANO, GRADE 7 APAC
2 semesters; no unit credit  660790

MUSICAL PERFORMANCE PIANO, GRADE 7 APAC
2 semesters; no unit credit  660794

PIANO, GRADE 8 APAC
2 semesters; no unit credit  660890

MUSICAL PERFORMANCE PIANO, GRADE 8 APAC
2 semesters; no unit credit  660894

Placement of the student depends upon audition and grade-point average. The class meets daily.

Emphasis is on developing and refining performance skills through building of technique and repertoire with frequent performances in a wide variety of settings. Classical music is stressed, with improvisation and jazz incorporated as well. Accompanying and ensemble collaborations are encouraged. Guest artists and masters classes are a regular feature of this course.

MUSICAL PERFORMANCE CHORAL, GRADE 6 APAC
2 semesters; no unit credit  670694
CHORAL MUSIC, GRADE 7 APAC
2 semesters(s); no unit credit 670790

MUSICAL PERFORMANCE CHORAL, GRADE 7 APAC
2 semesters(s); no unit credit 670794

CHORAL MUSIC, GRADE 8 APAC
2 semesters(s); no unit credit 670890

MUSICAL PERFORMANCE CHORAL, GRADE 8 APAC
2 semesters(s); no unit credit 670894
Overall emphasis is placed on the development of tone production techniques. Students are introduced to music reading skills and sight-singing. Students receive training in both ensemble and solo singing. Basic vocal anatomy and stage presence are stressed. More advanced students receive additional training in diction by use of the International Phonetic Alphabet, and are encouraged to seek other solo opportunities. The development of ability to sing with correct diction in at least one language other than Language Arts is emphasized. Acceptance and placement level is determined by audition.

IB MIDDLE YEARS PROGRAM

The International Baccalaureate Middle Years Program (IB – MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Middle School, and the MYP continues, grades 9-10, at Jim Hill High School.

LANGUAGE A – LANGUAGE ARTS / ENGLISH

Studying language A is essential for any student engaged in the Middle Years Program, as it provides an academic rigor with its own subject group and also crosses the boundaries of the traditional disciplines. The study of language A has a double role to play – as the basic tool of communication and as a vehicle to study various forms of expression – from fulfilling cultural and intercultural roles to deepening the student's understanding of human nature and value. The course will encourage reading for enjoyment, understanding and appreciation for one's own culture as well as others, and teach students how to use the English language with enjoyment as a vehicle for thought, creativity, learning, and self-expression, as well as how to develop a critical approach to literature.

MYP Language Arts 6
2 semesters; no unit credit 100670

MYP Language Arts 7
2 semesters; no unit credit 100770

MYP Language Arts 8
2 semesters; no unit credit 100870

LANGUAGE B – FOREIGN LANGUAGE

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. Learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject area, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue. The study of language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.
MYP Foreign Language I
2 semesters; no unit credit

MYP Foreign Language II
2 semesters; no unit credit

MYP French I
2 semesters; 1 unit credit

MYP Spanish I
2 semesters; 1 unit credit

Note: One (1) Carnegie unit of credit will be awarded for successful completion of MYP French I or MYP Spanish I in the eighth grade; either foreign language course taken in the eighth grade will be accepted for admission to in-state colleges and universities.

HUMANITIES – SOCIAL STUDIES

The aim of humanities (social studies) is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological, and cultural.

MYP World Geography and Citizenship
2 semesters; no unit credit

MYP World History from Pre-Historic Era to the Age of Enlightenment
2 semesters; no unit credit

MYP U.S. History to 1877
2 semesters; no unit credit

MATHEMATICS

Mathematics plays an essential role both within the school and society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life. IB mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

MYP Pre-Algebra
2 semesters; no unit credit

MYP Algebra Transitions
2 semesters; no unit credit

*MYP Algebra I
2 semesters; 1 unit credit

Note: One (1) Carnegie unit of credit will be awarded for successful completion of MYP Algebra I in the eighth grade. MYP Algebra I is of comparable rigor and content as the state's required course, Algebra I. *Denotes subject area test required for high school graduation.
SCIENTIFIC

In this rapidly changing world, education should prepare students for life in the twenty-first century. The course must be relevant to the interests of the students, providing them with opportunities to explore the role of science in historical and contemporary contexts. The science courses offered aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society.

MYP Integrated Science 6 300670
2 semesters; no unit credit

MYP Integrated Science 7 300770
2 semesters; no unit credit

MYP Integrated Science 8 300870
2 semesters; no unit credit

ARTS AND ELECTIVES

The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking, and creating are combined in a powerful form of visual, aural, and tactile affective communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify, and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. This course encourages students to see the arts as a powerful medium for the exploration of the human condition, our society, and our world.

For available course listings, please see the Exploratory – Electives section of the Secondary Curriculum Guide.

TECHNOLOGY

The technology subject group is essentially concerned with solving problems in an effort to stimulate students’ ingenuity and to encourage them to combine intellectual talents and practical skills. Schools are granted flexibility in the choice of technology subjects, but each course provides a balance between three key areas: systems, information, and materials. In particular, students are encouraged to display ingenuity and creativity in devising practical solutions to given tasks. Students use the design cycle to investigate, design, plan, create, and evaluate. This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

MYP Computer Education 6 910600
2 semesters; no unit credit

MYP Information and Communication Technologies I 7 731770
2 semesters; no unit credit

MYP Information and Communication Technologies II 8 731880
2 semesters; 1 unit credit

Note: One (1) Carnegie unit of credit will be awarded for successful completion of MYP ICT II.
**PHYSICAL EDUCATION/HEALTH**

The aim of physical education is to facilitate physical, intellectual, emotional, and social development, as well as cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness. This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

**MYP Physical Education/Health I 6**
2 semesters; no unit credit

**MYP Physical Education/Health II 7**
2 semesters; no unit credit

**MYP Physical Education/Health III 8**
2 semesters; no unit credit

**HIGH SCHOOL DIVISION**

The focus of high schools is to develop healthy, caring, and responsible students who will be academically skilled, intellectually serious, socially involved, and prepared for success after high school graduation. It is the district's vision to graduate productive, caring citizens who are prepared to succeed in a global society. Administrators and teachers will involve all students in high-standard curricula. Teachers will incorporate learning strategies that actively engage all students in exploration, discovery, hands-on learning, demonstration, and problem solving as means to enhance student performance. In supporting the development of high school students, high schools will form a partnership of students and their families, teachers, administrators, businesses, and community members to identify and coordinate resources that can improve student performance. This partnership will work to ensure a safe, caring climate that supports the unique social, emotional, physical, and moral development of adolescents.

For specific information related to high school academics, policies, and requirements, such as grading, promotion, retention, etc., please see the district's *Student Handbook*.

**HIGH SCHOOL SPECIAL PROGRAMS**

**ACADEMIC AND PERFORMING ARTS COMPLEX (APAC)**

The Academic and Performing Arts Complex (APAC) is open to students who are strong academic achievers and/or who show aptitude for one or more of the visual or performing arts. There is an application process held during the fall and winter of each year for entrance into these programs of study for the following school year.

**Academics**

The academic division is a challenging program of study in English/language arts, math, science, and social studies that accelerates students in order to prepare them for college coursework (Advanced Placement) in their final years of high school. APAC academic courses are offered for grades 4 and 5 at Power APAC Elementary; for grades 6 through 8 at Bailey Magnet Middle School; and for grades 9 through 12 at Murrah High School. Transportation is provided to all students admitted to the program.
Visual and Performing Arts

APAC Visual and Performing Arts is a pre-professional arts program based on a rigorous written, sequential curriculum taught by artist-teachers. Artistically, our objective is to prepare students for the next level in the arts whether university, apprenticeship, or professional experience. Supported on the foundation of the National Standards for the Arts and the Mississippi Visual and Performing Arts Framework, our intent is to develop artistic talent over the course of our nine-year program so that twelfth grade students are prepared to audition successfully at the college level in the area of their chosen arts discipline. The visual and performing arts division offers comprehensive classes that include the performance and academic elements of dance (ballet, modern and jazz), music (piano, instrumental and vocal music), theatre arts (performance and technical) and visual arts (drawing, design, ceramics, sculpture, painting, printmaking and photography). Advanced Placement courses are offered in music and visual arts.

ADVANCED PLACEMENT® (AP) COURSES

The Advanced Placement program was designed by the College Board to give high school students an opportunity to enroll in college level courses during their junior and senior years in high school or even earlier. The College Board is a non-profit membership organization with a mission to prepare, inspire, and connect students to college and opportunity. Because the Advanced Placement curriculum and exams are standardized nationwide, AP gives students an opportunity to complete coursework that is recognized by a majority of U.S. colleges and universities as a measure of a student's ability to handle the rigors of college work.

For entry into an AP course, a student must –

a. Provide a letter of commitment signed by the student and his/her parents;
b. Have a high degree of commitment to academic work demonstrated in previous courses; and
c. Have passed the prerequisite/recommended core course(s) as well as passed the state's Subject Area Test(s).

Exception: SATP U.S. History is not offered until grade 11.

JPS strongly recommends that in addition to the above-mentioned requirements, students should have –

d. Demonstrated a history of achievement within the content area for which they plan to take an AP course by passing the recommended core course(s) with grade(s) no lower than a 90 in regular courses, as well as passing the state's Subject Area Test(s), scoring proficient or advanced for those core course(s).
e. Performed well on the PSAT exam, administered during grade 10.

To remain in an AP course, students must meet the following minimum requirements:

a. Maintain at least a “C” for each nine weeks term. If a student, parent, and teacher recognize that the level of difficulty of the AP course(s) is such that the student may not be successful, a course change should occur immediately. Please see AP Schedule Change Guidelines.
b. Continuously demonstrate a high degree of ongoing commitment to rigorous, academic coursework.

CAREER DEVELOPMENT CENTER (CDC)

High school juniors and seniors have an opportunity to get extensive training in vocational areas by enrolling in classes at the district’s Career Development Center for Vocational Education. Programs are designed for students who plan immediate employment or further vocational study after graduation. Students can choose from among 21 subject areas including business technology, child care and guidance, diversified technology, distributive education, cosmetology, clothing management, electricity, drafting, food service occupations, sales and marketing, commercial design and printing, automobile body and fender repair, air conditioning and refrigeration, radio-television repair, health occupations, horticulture, auto specialist, and all-terrain vehicle and motorcycle mechanics. Programs at the center are studied for two years, with job seeking skills and work values instruction included as a part of the training. Second-year students get on-the-job training through an apprenticeship program. Students who successfully complete the two-year program are awarded a certificate of proficiency.

CREDIT RECOVERY (CR) PROGRAM

The Credit Recovery Program is an opportunity for students to recover lost credits in Math, English, Science, Social Studies and Advanced Seminar. Through these sessions, students are able to accumulate credits toward graduation and to stay on track with their graduating class. Credit Recovery is a program that enables students who have failed a course the opportunity to recover the credit for the class. Credit Recovery opportunities will be offered at each JPS high school during the academic year and at designated summer school sites.
DUAL ENROLLMENT- DUAL CREDIT

The dual enrollment – dual credit program allows high school students to simultaneously earn credit towards a high school diploma and a postsecondary degree or certificate. Dual enrollment eases students’ transition from high school to college. Dual enrollment provides high school students with the opportunity to explore different fields before declaring a major, a rigorous course load on their transcripts, and college credits prior to entering college so they will be able to graduate from college early or on time. The dual enrollment – dual credit program is available at all JPS high schools.

HEALTH RELATED PROFESSIONS (HRP) PROGRAM

Murrah High School offers the only Health-Related Professions high school program in the state. Students who participate in the health-related careers program at Bailey Magnet take a rigorously challenging curriculum that is science-oriented, complemented by advanced math and technology courses. In addition to the academic curriculum, numerous opportunities to select health-related career choices are provided to students through field trips, mentors from the medical fields, internships, and university partnerships.

INTERNATIONAL BACCALAUREATE (IB) PROGRAM

The International Baccalaureate Middle Years Program (IB – MYP) is designed for students aged 11 to 16. This period, encompassing early puberty and mid-adolescence, is a particularly critical phase of personal and intellectual development and requires a program that helps students participate actively and responsibly in a changing and increasingly interrelated world. Learning how to learn and how to evaluate information critically is as important as learning facts. This program is offered in grades 6-8 at Northwest Middle School, and the MYP continues, grades 9-10, at Jim Hill High School.

The International Baccalaureate Diploma Program (IB - DP) is an internationally recognized program of studies available at Jim Hill High School to highly motivated 11th and 12th grade students. This program provides the rigor, the structure, and the experience necessary to challenge academically talented and motivated students. The IB – DP program comprises a holistic philosophy of learning that seeks to address the intellectual, philosophical, and social development of the student. The DP program is a two-year program of study across the disciplines. The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.

JUNIOR RESERVE OFFICERS TRAINING CORPS (JROTC) PROGRAM

The Junior Reserve Officers Training Corps (JROTC) provides students with academically stimulating experiences and promotes community involvement. JROTC fosters good citizenship, patriotism, self-reliance and communication skills. Students in the program are not obligated to enter any of the military services, although scholarships of up to four years are awarded annually to qualifying students seeking careers as commissioned officers after graduation. Students who complete at least three years of the program are eligible for advanced placement in the military after high school. JROTC courses include The Spirit of American Citizenship and Army JROTC, Techniques of Communication/Methods, Mathematics/Science Units, Cadet Challenge, History of U.S. Citizens, First Aid, Map Reading, Vietnam War, Hunter Safety, Drug Education, AIDS Awareness Education, and other instructional units.

MISSISSIPPI VIRTUAL PUBLIC SCHOOL (MVPS)

Mississippi Virtual Public School (MVPS) is a web-based educational service offered by the Mississippi Department of Education to provide Mississippi students and educators with access to a wider range of course work, with more flexibility in scheduling, and with the opportunity to develop their capacities as independent learners. The Internet is revolutionizing access to information and transforming education. MVPS is a tool that is “bringing education to the fingertips of Mississippi students.” E-learning prepares the student to think for himself, to be original and creative, to solve problems and to interact with his surroundings in a collaborative way.
Enrollment in on-line courses must have prior approval granted by the school’s counselor/site coordinator. In order to be successful in an on-line course, a student must have daily access to a reliable computer with high-speed Internet access and a printer. Each school site will provide access to the required technology whenever possible, but it is strongly suggested that you also have access at home. Most local public libraries offer limited access in increments of thirty minutes and charge a small fee for printing. MVPS course offerings are subject to change based on teacher availability, number of students enrolled, and/or number of requests for course(s). Please contact your school’s counselor/site coordinator for a current list of courses offered or visit the MVPS website located at http://www.mvps.mde.k12.ms.us.

WEIGHTED COURSE GRADES

Course grades for AP® and IB receive more weight than regular course grades. In calculating high school GPAs, a “B” in an AP or IB course is counted as an “A,” a “C” is counted as a “B,” etc.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score</th>
<th>On-Level</th>
<th>Accelerated</th>
<th>APAC, AP® And IB</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>4.0</td>
<td>4.5</td>
<td>5.0</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>3.0</td>
<td>3.5</td>
<td>4.0</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
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<td>2.5</td>
<td>3.0</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Note: Students withdrawing from AP course or the IB program or any IB course must enroll in the required on-level academic courses for JPS graduation; these courses include, but are not limited to, Employability Skills: Advanced Seminar and other on-level academic courses required for English, mathematics, science, and social studies.
Letter of Commitment for Advanced Placement® Courses

AP courses require a high degree of commitment to academic work from students, as well as their families. AP courses are among the most rigorous and academically challenging courses students may experience in JPS. Therefore, students and parents should carefully discuss the commitments required to succeed in these demanding courses. Students should demonstrate a history of achievement within the content area for which they plan to take an AP course. To be successful in AP courses, students should be analytical, critical thinkers, as well as be able to read extensively, write clearly, and express themselves competently. Parents and students must sign this letter of commitment before students are enrolled into any AP course. A copy of this letter will be given to the student(s) to bring home.

AP classes are an extension of the regular course curriculum with added rigor, extended lesson content, and increased course work to be completed by students outside of the standard school day. AP courses prepare students for college-level course work while simultaneously addressing the state's curricular requirements for grades 10-12 and prepare students for the AP exams taken in April or May of each year. Most colleges and universities in the U.S., as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP exam grades. Student willingness to meet the demands of these challenging courses brings great rewards. Students are able to

- Earn college credit (if they receive qualifying scores on the AP exams)
- Demonstrate to colleges and universities an ability to succeed in rigorous academics
- Take exactly the kind of course they will face in college

By signing this letter of commitment, you indicate recognition of the expectations and opportunities of an AP course(s). You also recognize that a student may not withdraw from the course after two weeks prior to the end of the first term. Please note: Seniors who withdraw from an AP course(s) will be required to enroll in the district's required Advanced Seminar course if he/she has not met the AP exemption policy for Advanced Seminar.

Name of Student ___________________________ Signature of Student ___________________________

Name of Parent/Guardian ___________________________ Signature of Parent/Guardian ___________________________

Parent/Guardian's Phone Number (home) ___________________________ Parent/Guardian's Phone Number (work) ___________________________

Parent/Guardian's Email Address (optional) ___________________________ Best time to reach parent/guardian by phone. ___________________________


These course offerings are subject to change based on teacher availability, number of students enrolled, and/or number of requests for course(s). Please contact the school counselor for a current list of courses offered at your child's school.
Schedule Change Guidelines for Advanced Placement® Courses

Each spring a series of scheduling activities takes place to assist each student in selecting appropriate courses for the next school year. Extensive time is spent developing written information in the form of the Secondary Curriculum Student Guide, worksheets, and advisement forms. Advisement by teachers and individual counseling are available. The final step verifies the students' selections and offers them an opportunity to correct or change selections. Because of this detailed program, students have the best chance of developing a sound educational plan and an appropriate schedule in the spring.

REASONS THAT JUSTIFY CHANGES IN YOUR SCHEDULE
1. Semester imbalances
2. Replacement of summer school course(s) successfully completed
3. Schedule adjustments for the educational options approved by the administration
4. Adjustments for handicapped students
5. Inappropriate course level as dictated by the prerequisite
6. Requests that appear on the verification form or original schedule form but do not appear on printed schedules
7. Level change (dropping AP) and Grade Replacement (e.g. Spanish II to Spanish I)

Once a student, parent, and teacher recognize that the level of difficulty of the AP course(s) is such that the student may not be successful, a level change should occur immediately. The deadline date for this type of level change is two weeks prior to the end of first term. The weighted point value for GPA earned in the AP course is not transferrable to the newly scheduled class. The grade transfers as an unweighted grade. In order to drop an AP course, the classroom teacher and parent must discuss the proposed change.

WARNING: Dropping a course may affect your GPA, class ranking, grade placement, or graduation status.

WARNING: Dropping (an) AP course(s) may cause the student to be required to enroll in the district required course, Employability Skills: Advanced Seminar. This course is required of all seniors.

REMININDER: Some Benefits of AP:
AP courses prepare students for rigorous college-level course work, as well as the AP exams taken in April or May of each year. Most colleges and universities in the U.S., as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying AP exam grades. Student willingness to meet the demands of these challenging courses brings great rewards. Students are able to

• Earn college credit (if they receive qualifying scores on the AP exams),
• Demonstrate to colleges and universities an ability to succeed in rigorous academics
• Take exactly the kind of course they will face in college

In order to drop an AP course, the classroom teacher and parent must discuss the proposed change.

Drop Course Name | Drop Course Code | Add Course Name | Add Course Code
--- | --- | --- | ---

1. Please indicate if your child is on an IEP or 504 Plan? Yes No
2. Will this schedule change affect your athletic ability? Yes No
3. Will this schedule change affect your grade placement or graduation? Yes No
4. Please state your reason for the schedule change:

Parent/Guardian’s Signature

Note: A student is not to sign his/her parent/guardian’s name.

AP Teacher’s Signature

Teacher's signature indicates that the classroom teacher has discussed the course change with the student's parent/guardian.

Counselor’s Signature

Principal’s Signature
HIGH SCHOOL ACCELERATED COURSES

High school accelerated courses follow the general course curriculum for a particular grade level; however, accelerated courses require many more texts and passages to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students will be expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis will accompany all lessons and classroom assignments.

ACT/SAT PREPARATORY COURSES

These ACT/SAT Preparatory courses will prepare students for the ACT and/or SAT exams required for college admission. Students will know what to expect on test day by reviewing practice questions, taking practice tests, learning testing strategies and techniques, and more.

**ACT/SAT PREP I**
- 1 semester; ½ unit credit
- 2 semesters; 1 unit credit

**ACT/SAT PREP II**
- 1 semester; ½ unit credit
- 2 semesters; 1 unit credit

ADVANCED SEMINAR

JPS seniors are required to complete an Advanced Seminar: Employability Skills course designed to prepare them for employment. This graduation requirement is in response to feedback from parents, employers, and the community for high school graduates to be better equipped to enter the work force. The following students are exempt from Advanced Seminar: students enrolled in APAC, IB, HRP, Base Pair, or SOAR; students who are two-year completers of vocational programs or enrolled in the second year of vocation programs; students enrolling as seniors in the district after the first term; and Advanced Placement® students (see JPS graduation requirements for board approved exemptions). Students withdrawing from an exempt program must enroll in and successfully complete Advanced Seminar.

**ADVANCED SEMINAR: EMPLOYABILITY SKILLS**
- 2 semesters; 1 unit credit
- Grade 12 only

TEACHER ACADEMY PROGRAM

**TEACHER ACADEMY I**
- 2 semesters; 1 unit credit
- Grades 11-12

Teacher Academy I is an entry-level course. Students in Education I gain foundational competencies related to students as learners, planning and assessing teaching, teaching strategies, and communication skills. Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a pair of high school courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

**TEACHER ACADEMY II**
- 2 semesters; 1 unit credit
- Grade 12
- Prerequisite: Teacher Academy I

Teacher Academy II provides students with the opportunity to gain advanced skills needed to enhance them as learners, teachers, and communicators.
Teacher Academy is a pathway for students in the Human Science, Art, and Humanities career cluster. The Teacher Academy program is a pair of high school courses designed to attract students to the field of education, to provide information and field experiences relevant to pursuing a degree in education, and to prepare students for the rigors of a career in education so they will remain long-term educators. The Teacher Academy pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the education field.

ALTERNATIVE EDUCATION

CAREER ACADEMIC PLACEMENT (CAP) PROGRAM

The Career Academic Placement Program includes pre-employment/work maturity skills training, limited entry employment training internship, self-esteem motivational activities, individual group counseling, vocational training, and GED preparation. Through the CAP program students are prepared for a useful and productive adult life by addressing academic and personal needs and by developing competencies needed in a vocational area.

GED COURSE
Grades 9-12 051300

JOBS FOR MISSISSIPPI GRADUATES (JMG) PROGRAM (Grades 9-12)

The Jobs for Mississippi Graduates (JMG) Program provides a dropout prevention and intervention program for students by assisting young people in graduating from high school and in successfully transitioning to higher education or the work force. The ultimate objective of this program is to help students secure a quality job that will lead to a good career, either directly after high school or after further education at the post-secondary level. The program is based on the Jobs for America's Graduates (JAG) model.

JOBS FOR MISSISSIPPI GRADUATES I
2 semesters; 1 unit credit 050911

JOBS FOR MISSISSIPPI GRADUATES II
2 semesters; 1 unit credit 051011

JOBS FOR MISSISSIPPI GRADUATES III
2 semesters; 1 unit credit 051111

JOBS FOR MISSISSIPPI GRADUATES IV
2 semesters; 1 unit credit 051211

WORK RELEASE PROGRAM

The board grants permission to principals to approve a limited class schedule for twelfth grade students who need to be away from school for a portion of the school day to work or because of hardship. For policy requirements and procedures, please see Board Policy IDL.

WORK RELEASE
Grade 12 only; no unit credit 051200

THE ARTS

The mission of arts education in Mississippi is to ensure that students know and experience the uniqueness of the arts, understand themselves and their world by creating, expressing, and communicating meaning through the arts, and value the arts as humanity's most essential and universal language transcending culture, time, and place. Through visual arts, dance, drama, and music, students will learn to communicate ideas and feelings by creating and performing works of art; respond to, describe, analyze, interpret, and evaluate the complex characteristics of works of art; understand the roles and functions of artists and works of art in cultures, times, and places;
perceive, understand, and appreciate the diverse meanings and values of art; as well as make valid connections among the content of the arts, other subject areas, and everyday life.

**ART I, GRADES 9-12**

| 2 semesters; no unit credit | 610901 |

**ART II, GRADES 10-12**

| 2 semesters; 1 unit credit | 611001 |

**ART III, GRADES 11-12**

| 2 semesters; 1 unit credit | 611101 |

**ART IV, GRADES 12**

| 2 semesters; 1 unit credit | 611201 |

**ART SPECIAL COURSE, GRADES 9-12**

| 1 semester; ½ unit credit | 611305 |

**DRAMATIC CRITICISM AND PERFORMANCE, GRADES 9-12**

| 1 semester; ½ unit credit | 631405 |
| 2 semesters; 1 unit credit | 631401 |

**FINE ARTS INTRODUCTION, GRADES 9-12**

| 2 semesters; 1 unit credit | 600901 |

**THEATRE ARTS INTRODUCTION, GRADES 9-12**

| 2 semesters; 1 unit credit | 631301 |

**ADVANCED PLACEMENT FOR THE ARTS**

**AP Art History**

| Grades 10 – 12 | 612041 |
| 2 semesters; 1 unit credit |  |
| Prerequisite(s): AP World History (or Accelerated or APAC) |  |

College Board's Recommendation: There are no specific curricular prerequisites for students taking AP Art History.

The AP Art History course is designed to provide students with a learning experience equivalent to that of an introductory college art history survey. Students enrolled in this course will develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting, and other art media. Students will be able to communicate effectively using an informed art vocabulary – visually, verbally, and in written form.

**AP Studio Art**

| Grades 10-12 | 611341 |
| 2 semesters; 1 unit credit |  |
| Prerequisite(s): Meet district's entry requirements, as well as verification of prior training in art. |  |

College Board's Recommendation: There are no specific curricular prerequisites for students taking AP Studio Art.

Note: While the College Board does not recommend any specific curricular prerequisites, JPS requires that students have prior training in art.

The AP Studio Art course is designed to provide students with a learning experience equivalent to that of an introductory college course in studio art foundation. Students have the option of submitting one of three different portfolios – Drawing, 2-D Design, or 3-D Design – each based upon different skills mastered and concepts addressed in college-level foundation courses. A minimum of 24 completed art projects must be produced by May 1 of each school year.
BUSINESS EDUCATION

KEYBOARDING
1 semester(s); 1/2 unit credit
Grades 9-12  900905
Keyboarding provides the student an opportunity to master the touch-method keystroking skill for entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad. Emphasis is placed on developing proper speed and accuracy techniques. Students format documents such as letters, memorandums, reports, and tables for personal, educational, and business uses.

WORD PROCESSING
1 semester(s); 1/2 unit credit
Grades 9-12  901305
Prerequisite: Keyboarding, Computer Applications, or Computer Discovery
Word processing prepares the student with word processing skills for personal use, use in the work place, and use in postsecondary education. Introductory keyboarding skills are refined through continued use of the keyboard. The student’s use of formatting techniques is enhanced through the creation of documents such as letters, reports, memos, and tables. Through document preparation, students master specialized software functions and produce original projects using advanced skills.

ACCOUNTING I
1 semester(s); 1/2 unit credit
Grades 10-12  901401
Accounting I is offered in grades 10, 11, and 12. Accounting I teaches students accounting terminology, principles, and procedures as they relate to single proprietorship, a partnership, and a corporation. The study of accounting prepares students for accounting careers and for personal use, and provides opportunities for further study.

ACCOUNTING II
1 semester(s); 1/2 unit credit
Prerequisite: Accounting I
Grades 11-12  901501
Accounting II is offered in grades 11 and 12. Accounting II is a review and expansion of topics covered in Accounting I. Accounting II incorporates accounting principles and procedures in managerial, intermediate, and cost accounting with an emphasis on corporate accounting. Advanced concepts and practices are integrated with related computer skills. Accounting II is designed to prepare students who plan to pursue a career in accounting or business.

ENTREPRENEURSHIP
1 semester(s); 1/2 unit credit
Grades 9-12  901505
Keyboarding provides the student an opportunity to master the touch-method keystroking skill for entering alphabetic, numeric, and symbolic information on a keyboard and a ten-key pad. Emphasis is placed on developing proper speed and accuracy techniques. Students format documents such as letters, memorandums, reports, and tables for personal, educational, and business uses.

COMPUTATION IN BUSINESS
1 semester(s); 1/2 unit credit
Grades 9-12  901605
Computation in Business is designed to help students improve proficiency in solving problems that are encountered in many business situations. Students apply basic mathematical concepts to solve problems related to banking, such as reconciling bank statements, choosing the best type of savings account to receive the best interest rate, and completion of basic bank forms. Installment purchases are discussed and compared with cash purchases, calculating the difference in the two types. Personal taxes, such as payroll and income tax, are studied. The course provides a basic foundation in mathematical business applications that are used on a day-to-day basis by all individuals.

PERSONAL FINANCE
1 semester(s); 1/2 unit credit
Grades 9-12  901705
Personal Finance allows the student to explore personal financial decision making. It also helps each individual utilize skills in money management, recordkeeping, and banking. The course accomplishes this by the study of basic concepts involving economics, insurance, credit, and other related topics. Activities will include preparation of budgets, comparison shopping, advertising research, standard of living analysis, and comparison of housing options.
**COMMUNICATION IN BUSINESS**

1 semester(s); 1/2 unit credit

Grades 9-12 902005

Communication in Business is designed to help students improve proficiency in solving problems that are encountered in many business situations. Students apply basic mathematical concepts to solve problems related to banking, such as reconciling bank statements, choosing the best type of savings account to receive the best interest rate, and completion of basic bank forms. Installment purchases are discussed and compared with cash purchases, calculating the difference in the two types. Personal taxes, such as payroll and income tax, are studied. The course provides a basic foundation in mathematical business applications that are used on a day-to-day basis by all individuals.

**INTERNATIONAL BUSINESS AND PUBLIC POLICY**

1 semester(s); 1/2 unit credit

Grades 9-12 902105

International Business prepares the student for imaginative and responsible citizenship and leadership in the business world as well as in society in general. Because of the technological world in which we live, no longer do we look at just a “domestic” business market. The business world of today has an international base. Students learn about international markets as well as domestic ones. Factors that shape and impact the international business environment as well as strategies for effective and profitable relations are studied in this course. Students analyze the role of international finance and major forms of business ownership. Students leave the course with an overall picture of the new international business world.

**BUSINESS LAW**

1 semester(s); 1/2 unit credit

Grades 9-12 902205

Legal Systems in Business provides the student with the basic foundations of law as it relates to business. The origin of the law, ethics, and the structure of the court systems are studied. Criminal and civil procedures, including minor and family laws, are also taught in this course. Legislation that applies to employment, real and personal property, and procedural law are also covered. Legal Systems in Business will equip the student with a workable knowledge of the law as it is applied to various legal situations that are encountered in personal and business situations.

**COMPENSATORY EDUCATION**

Compensatory courses are designed as intervention courses to support core courses. For example, compensatory courses are utilized as companion courses to “double dose” with other core courses such as Algebra I. Only students who have been identified as needing additional support and/or academic interventions should be placed in compensatory courses. Students are placed based on a review of data, including but not limited to, placements tests, diagnostic assessments, MCT2 and SATP data. Students must be placed based on the specific support needed and the intensity of the support needed as identified through the Response to Intervention (RtI) Process, formally known as the Tiered Intervention Process. Students who have been identified through the District Teacher Support Team Process (DTST) must be placed in a compensatory course(s) based on recommendations from the District Teacher Support Team (DTST).

**COMPENSATORY READING**

(GRADES 9-12)

**COMPENSATORY READING I**

1 semester; 1/2 unit credit
2 semesters; 1 unit credit 111305 111301

**COMPENSATORY READING II**

1 semester; 1/2 unit credit 111405
2 semesters; 1 unit credit 111401

**COMPENSATORY WRITING**

(GRADES 9-12)

**COMPENSATORY WRITING I**

1 semester; 1/2 unit credit 171305
2 semesters; 1 unit credit 171301

COMPENSATORY WRITING II
1 semester; ½ unit credit 170405
2 semesters; 1 unit credit 171401

COMPENSATORY MATHEMATICS
(Grades 9-12)

COMPENSATORY MATHEMATICS I
1 semester; ½ unit credit 201305
2 semesters; 1 unit credit 201301

COMPENSATORY MATHEMATICS II
1 semester; ½ unit credit 201505
2 semesters; 1 unit credit 201501

COMPENSATORY MATHEMATICS III
1 semester; ½ unit credit 201705
2 semesters; 1 unit credit 201701

COMPENSATORY MATHEMATICS IV
1 semester; ½ unit credit 201805
2 semesters; 1 unit credit 201801

LEARNING STRATEGIES
(Grades 9-12)

LEARNING STRATEGIES
1 semester; ½ unit credit 001405
2 semesters; 1 unit credit 001301

COMPUTER EDUCATION

WEB PAGE DESIGN I
1 semester(s); 1/2 unit credit 920105
Grades 10-12
Prerequisites: Keyboarding and Computer Applications or 8th Grade Computer Discovery
Web Page Design I is an introductory course that examines basic Hypertext Markup Language (HTML) editors and web publishing software. Course skills include learning the essentials to develop a web site and the evaluation of several HTML web publishing packages.

WEB PAGE DESIGN II
1 semester(s); 1/2 unit credit 920205
Grades 10-12
Prerequisite: Web Design I
Web Page Design II is designed to expand on the material taught in Web Page Design I. Students take a more detailed look at the visual tools, site development/planning process, and web hosting services. Students also develop a site on an assigned topic.

CONTENT STRANDS: (A-Accounting) (IB-International Business) (MK-Marketing). Discuss other design considerations. Demonstrate an understanding of advanced web page authoring software features. (IT). Compare and contrast the features/reviews of various image editing software.

COMPUTER APPLICATIONS
1 semester(s); 1/2 unit credit 911305
Grades 9-12
Note: Students who have successfully completed 8th grade Computer Discovery have already earned credit for this course.
Computer Applications provides each student with essential introductory skills and knowledge necessary to use computer hardware and software in daily life and occupational tasks. The student learns to utilize computer hardware and software to improve and enhance English, science, history, mathematics, or elective subject projects, presentations, or critiques. Emphasis is placed on common applications including word processing, database management, spreadsheet and presentation software.

**INFORMATION PROCESSING**

1 semester(s); 1/2 unit credit  
Grades 9-12  
Prerequisite: Computer Applications or Computer Discovery (8th grade)

Information Processing provides a workable knowledge of database management and spreadsheet applications for use in the workplace and post-secondary education. Students will integrate database, spreadsheet, and word processing files to produce personal and business-related documents. It is recommended that industry-standard software (individual packages or a suite) be used in this course.

**INNOVATIVE APPLICATIONS USING TECHNOLOGY**

2 semester(s); 1 unit credit  
Grades 9-12  
Prerequisite: Keyboarding and Word Processing

Innovative Applications Using Technology is project-oriented. A team approach and the development of leadership ability are emphasized. Students expand their critical thinking, organization, communication, and technology skills. Using available technology, students select and research a project, assimilate the data, and communicate the results. This is an applied learning course where the teacher's role is that of facilitator.

**TELECOMMUNICATIONS**

1 semester(s); 1/2 unit credit  
Grades 9-12  
Prerequisite: Keyboarding and Word Processing

Telecommunications provides students with an understanding of electronic communication. Students access online information and communicate using electronic mail. The students develop the skills needed to use information tools such as online databases, web sites, etc. Students become responsible and ethical users of technology while being encouraged to stay current as emerging technologies develop.

**RESEARCH USING TECHNOLOGY'S INFORMATION TOOLS**

1 semester(s); 1/2 unit credit  
Grades 9-12  
Prerequisite: Keyboarding and Word Processing

Research Using Technology's Information Tools is a research oriented course. The students develop the skills needed to use information tools such as Internet, CD-ROM, Laser Disc, etc. Students will become responsible and ethical users of technology while being encouraged to stay current as emerging technologies develop. (Although creative research methodologies are part of the course design, unrestricted browsing of the Internet is not encouraged.)

**DESKTOP PUBLISHING I, GRADES 9-12**

1 semester; 1/2 unit credit  
Prerequisite: Keyboarding and Word Processing

Desktop Publishing offers the student the opportunity to use keyboarding and word processing skills in the production of attractive documents such as a flyer, letterhead, business card, report cover, and newsletter. Graphic design and page layout techniques are emphasized. Students produce attractive documents that communicate effectively and use proper desktop publishing strategies.

**DESKTOP PUBLISHING II, GRADES 9-12**

1 semester; 1/2 unit credit  
Prerequisite: Keyboarding and Word Processing
ADVANCED PLACEMENT FOR COMPUTER EDUCATION

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

The Advanced Placement Program offers two computer science courses: Computer Science A and Computer Science AB. The content of Computer Science A is a subset of the content of Computer Science AB.

COMPUTER SCIENCE A AP

2 semester(s); 1 unit credit 911341
Grades 10-12
Prerequisite: Algebra II and any basic computer course
Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Computer Science A emphasizes programming methodology with an emphasis on problem solving and algorithm development and is the equivalent of a first-semester course in Computer Science. It also includes the study of data structures and abstraction, but these topic are not covered to the extent that they are covered in Computer Science AB.

COMPUTER SCIENCE AB AP

2 semester(s); 1 unit credit
Grades 10-12 911441
Prerequisite: Algebra II, any basic computer course, and Computer Science A AP
Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Computer Science AB includes all the topics of Computer Science A, as well as a more formal and in-depth study of algorithms, data structures, and abstraction.

ENGLISH AS A SECOND LANGUAGE

The primary aim of the ESL course in high school is to enable students considered English language learners (ELLs) to develop communicative control of spoken and written English so that they may successfully meet high school grade-promotion and graduation requirements. Instruction covers the areas of reading, writing, listening, speaking, comprehension, grammar, and vocabulary. High school ESL courses are offered at Callaway High School.

ENGLISH AS A SECOND LANGUAGE

2 semesters; 1 unit credit 851301
Grades 9-12

ENGLISH/LANGUAGE ARTS

English language and literature courses at the high school level require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is appropriate text complexity. This complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade 9 to grade 12, texts should require a greater cognitive involvement for the student to appreciate and comprehend the literal aspects, along with figurative subtleties and nuances. In addition to reading and text complexity, students sharpen their ability to produce, analyze, and evaluate effective communication, as well as their abilities to use Standard English grammar, mechanics, and sentence structure to communicate.

ENGLISH I, Grade 9

2 semesters; 1 unit credit 100901

ENGLISH I ACCELERATED, Grade 9

2 semesters; 1 unit credit 100951

*ENGLISH II, Grade 10

2 semesters; 1 unit credit 101001

*Denotes subject area test required for high school graduation.
ENGLISH II ACCELERATED, Grade 10
2 semesters; 1 unit credit 101051

ENGLISH III, Grade 11
2 semesters; 1 unit credit 101101

ENGLISH III ACCELERATED, Grade 11
2 semesters; 1 unit credit 101151

ENGLISH IV, Grade 12
2 semesters; 1 unit credit 101201

ENGLISH IV ACCELERATED, Grade 12
2 semesters; 1 unit credit 101251

AMERICAN NOVEL
1 semester(s); 1/2 unit credit
Grades 9-12 161305
The American Novel course is an examination of literary works that have contributed significantly to the culture and literary heritage of the United States. In this course, students will read a variety of influential works representing the late 1700s to the present to gain a sense of the evolution and current direction of the American novel.

MYTHOLOGY
1 semester(s); 1/2 unit credit
Grades 9-12 161405
The Mythology course will include reading of myths from multiple cultures. The content will also include an epic by Homer or Virgil. Group discussions, individual presentations, and writing experiences will be required in this course.

AFRICAN-AMERICAN LITERATURE
1 semester(s); 1/2 unit credit
Grades 9-12 161505
The African-American Literature course is a survey course which draws upon a compilation of genres, themes, styles, and language used by various writers of African-American descent. The student will recognize and appreciate contributions of selected authors through reading, speaking, and viewing selected works and by researching and writing.

MISSISSIPPI WRITERS
1 semester(s); 1/2 unit credit
Grades 9-12 161605
The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama. The one-semester elective course identifies major sources and themes of twentieth century and contemporary Mississippi writing as it emerges from and contributes to a historical, political, and social milieu.

SHORT STORIES
1 semester(s); 1/2 unit credit
Grades 9-12 161705
The Short Stories course allows the student to analyze, evaluate, and interpret short stories and to gain a sense of the development of the genre. Students recognize the contributions of writers to this genre and evaluate their reflections on society.

CREATIVE WRITING
1 semester(s); 1/2 unit credit
Grades 9-12 171405
Note: Not recommended in conjunction with Technical and Workplace Writing
This course provides students an opportunity to express themselves through original fiction, poetry, non-fiction, and drama. Repeated use of “the writing process” promotes students' proficiency in writing. The course will refine the writing process by developing critical thinking skills, by expanding the imagination, by promoting the use of figurative and literal language, and by creating plausibility. Publishing procedures will be reviewed during the process.

*Denotes subject area test required for high school graduation.
TECHNICAL AND WORKPLACE WRITING
1 semester(s); 1/2 unit credit
Grades 9-12

Note: Not recommended in conjunction with Creative Writing

The Technical and Workplace Writing course focuses on the kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine written materials produced to communicate within the workplace as well as with the customer and general public. Through reviewing examples and through instruction, students will gain principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication.

ADVANCED PLACEMENT FOR ENGLISH

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities and colleges that wish to encourage and recognize such achievement.

ADVANCED COMPOSITION, Grades 9-12
1 semester; ½ unit credit

Prerequisite(s): None

The purpose of this course is to assist students in the writing skills needed for Advanced Placement courses and for college-level writing. Students will use the rhetorical modes to write non fiction in a variety of forms and will develop increasing complexity and maturity in their style through constant use of the entire writing process, as well as through peer and teacher conferencing. Students will show mastery of Standard English grammar, usage, and mechanics while increasing their ability to develop solid content and write for specific audiences and purposes. Students will analyze and interpret samples of good writing, and learn to identify purposeful use of syntactical sentence structure utilizing these tools in their own writing.

ENGLISH LANGUAGE AND COMPOSITION AP
2 semester(s); 1 unit credit

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

An Advanced Placement English course in Language and Composition for 11 and 12th grade is primarily a course in both effective writing and critical reading. The writing skills that students come to appreciate through attentive and continued analysis of a variety of prose texts can serve them in their own writing as they become increasingly aware of these skills and their pertinent uses.

ENGLISH LITERATURE AND COMPOSITION AP
2 semester(s); 1 unit credit

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This course, a cooperative endeavor with the College Board, is offered in 12th grade. Students study British and American literature of various periods and genres and use this wide reading knowledge in discussion of literary topics. Through careful reading of literary works, students sharpen their awareness of language and their understanding of the writer's craft, develop critical standards for the independent appreciation of any literary work, and increase their sensitivity to literature as shared experiences. To achieve these goals, students study the individual work, its language, characters, actions, and themes. Primarily through their writing, students become aware of the resources of language: connotation, metaphor, irony, syntax, and tone.
FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT
1 semester(s); 1/2 unit credit
Grades 9-12
701405
This course is offered in grades 9-12 and prepares students to understand children's physical, mental, emotional, and social growth and development, as well as their care and guidance. The course will draw on aspects of the social and biological sciences of which home economics is a component. Observation and actual experiences with children and their parents will be integral parts of the course.

NUTRITION AND WELLNESS
1 semester(s); 1/2 unit credit
Grades 9-12
701505
Nutrition and Wellness is a course which develops skills related to the importance of proper nutrition and the concept of overall wellness in modern life. It includes instruction in basic principles of nutrition, the impact of diet on well being, and food and behavior management for a healthy lifestyle. This course is currently only offered at Jim Hill.

FAMILY AND INDIVIDUAL HEALTH
1 semester(s); 1/2 unit credit
Grades 10-12
701605
Family and Individual Health is an instructional program that will prepare individuals to understand the related aspects of health in family living with special emphasis on nutrition, emotional health, and physical health; the relationship of the health of an individual to the well-being of the family; the prevention of illness; and the basic care of the ill and convalescent in the home, including the elderly, the young child, and the handicapped. This course meets the graduation requirement for a half unit in comprehensive health.

FAMILY DYNAMICS
1 semester(s); 1/2 unit credit
Grades 10-12
701705
Family Dynamics teaches skills in critical thinking, decision-making, communication, conflict management, and resource management as related to personal development and responsible family and parenting decisions. The focus of the course will be to provide knowledge and skills to grow as individuals and assume responsibility for the direction of life and to consider the demands and challenges involved in creating and maintaining a healthy family in today's society.

PERSONAL DEVELOPMENT
1 semester(s); 1/2 unit credit
Grades 9-12
701905
Personal Development develops skills related to positive interpersonal relationships within the family, peer groups, the workplace, and the community. It includes instruction on self-discovery, relationships with family members, relationships with others, establishing goals, and career survival skills. This course is currently only offered at Jim Hill.

RESOURCE MANAGEMENT
1 semester(s); 1/2 unit credit
Grades 9-12
702005
Resource Management is a course which focuses on how individuals make decisions, solve problems, and utilize resources to successfully achieve individual, family, consumer, and community goals. This course is currently only offered at Jim Hill.

FOREIGN LANGUAGE
The foreign language program of study is designed to improve students' knowledge of world languages other than English. The courses are designed to ensure linguistic proficiency, cultural appreciation, and the ability to function successfully in a global setting. More specifically, students will be encouraged to understand and be understood in the language(s), to communicate in a culturally-appropriate manner, and to demonstrate cultural awareness and sensitivity.
FRENCH I, Grades 9-12  
2 semesters; 1 unit credit 820901

FRENCH II, Grades 10-12  
2 semesters; 1 unit credit 821001

FRENCH III, Grades 11-12  
2 semesters; 1 unit credit

FRENCH IV, Grade 12  
2 semesters; 1 unit credit 821201

GERMAN I, Grades, 9-12  
2 semesters; 1 unit credit 840901

GERMAN II, Grades 10-12  
2 semesters; 1 unit credit 840001

GERMAN III, Grades 11-12  
2 semesters; 1 unit credit 841101

GERMAN IV, Grade 12  
2 semesters; 1 unit credit 841201

LATIN I, Grades 9-12  
2 semesters; 1 unit credit 830901

LATIN II, Grades 10-12  
2 semesters; 1 unit credit 831001

LATIN III, Grades 11-12  
2 semesters; 1 unit credit 831101

LATIN IV, Grade 12  
2 semesters; 1 unit credit 831201

SPANISH I, Grades 9-12  
2 semesters; 1 unit credit 810901

SPANISH II, Grades 10-12  
2 semesters; 1 unit credit 811001

SPANISH III, Grades 11-12  
2 semesters; 1 unit credit 811101

SPANISH IV, Grade 12  
2 semesters; 1 unit credit 811201

Open Doors
Gifted Education Program (Grades 9-12)

Gifted education courses provide instruction in creativity, thinking skills, research, creative problem solving, communication, leadership, group dynamics, and self-knowledge in order to increase students' skill and capacity for autonomous learning, metacognition, and self-understanding. High school students enrolled in the district's gifted education program, or Open Doors program, have met intellectually gifted criteria set by the state of Mississippi.
Gifted courses in grades 9-12 are offered based upon funding and available teacher units provided by the state. Currently, Forest Hill High School is the only high school to offer gifted courses in English/language arts. Please contact the Open Doors office by phone at 601.960.8310 for additional information.

**GIFTED, ACCELERATED ENGLISH I**
2 semesters; 1 unit credit  
540911

**GIFTED, ACCELERATED ENGLISH II**
2 semesters; 1 unit credit  
541011

**GIFTED, ACCELERATED ENGLISH III**
2 semesters; 1 unit credit  
541111

**GIFTED, ACCELERATED ENGLISH IV**
2 semesters; 1 unit credit  
541211

**HEALTH AND PHYSICAL EDUCATION**

**PHYSICAL EDUCATION**
2 semester(s); 1 unit credit (Full)  
501401
1 semester(s); 1/2 unit credit (Half)  
501305

Grades 9-12

Physical Education in grades 9, 10, 11, and 12 is designed to teach skills, knowledge, and attitudes vital to the development of a healthy, active life-style. As each student is a life-long learner, the program provides physical activities and learning experiences in a coordinated manner. Through guided choices students are taught to responsibly plan for an active, healthy life-style and maximum participation for a lifetime.

**COMPREHENSIVE HEALTH**
2 semester(s); 1 unit credit (Full)  
521301
1 semester(s); 1/2 unit credit (Half)  
520905

Grades 9-12

This course is designed to encourage students to consider good health habits and to develop a good attitude toward their health. Students will acquire basic knowledge about human growth and development; learn to make decisions which contribute to good personal and community health; and explore such themes as safety, mental health, health care problems/policies, nutrition, and fitness.

**JOURNALISM**

**JOURNALISM INTRODUCTION**
2 semester(s); 1 unit credit  
121301

Grades 9-12

This course is designed to serve as a basic writing course which introduces students to journalistic techniques and terminology. Although the course provides students with a brief history of the newspaper and an awareness of the power of the press, the basic subject matter will be centered around the writing of straight news, features, sports news, editorials, and columns. Headline writing, copyreading, layouts, and newspaper photography will also be featured.

**JOURNALISM LAB I, ANNUAL AND PAPER**
2 semester(s); 1 unit credit  
121401
121601

Grades 10-12

Prerequisite: Introduction to Journalism

Annual
Paper

This course is designed for members of a school publications staff. Students in this course will perform specific duties with leadership functions to be outlined, assigned,
and evaluated by the teacher/advisor according to the nature of the publication and staff organization. Development and evaluation of skills will be individualized and performance-based.

**JOURNALISM LAB II, ANNUAL AND PAPER**

<table>
<thead>
<tr>
<th>2 semester(s); 1 unit credit</th>
<th>Annual</th>
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<tbody>
<tr>
<td>Grades 11-12</td>
<td>121501</td>
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<tr>
<td>Prerequisite: Journalism Lab I</td>
<td>Paper</td>
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<td>121701</td>
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This course will build on Journalism Lab I. At this level, individual skills are developed to marketable levels with decision-making capabilities for entry-level positions in the field or on college publications staffs.

**MATHEMATICS**

**SURVEY OF MATH TOPICS**

<table>
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<th>2 semester(s); 1 unit credit</th>
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<tr>
<td>Grades 10-12</td>
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<tr>
<td>Prerequisite(s): Geometry</td>
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Mathematical Topics Survey is designed to provide students with the skills necessary in making wise financial decisions. The basic concepts of algebra are reviewed and extended as students solve real-life problems which affect them and their families. This course provides skills in probability and statistics, logic, linear programming, and regression analysis. Students are encouraged to use a variety of techniques and appropriate technology (calculators and/or computers) to solve problems.

**DISCRETE MATH**

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<th>1 semester(s); ½ unit credit</th>
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<tr>
<td>Grades 11-12</td>
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<tr>
<td>Prerequisite: Algebra II</td>
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Discrete Mathematics is intended for those students who would like to explore more closely topics that involve the study of mathematical properties of sets and systems having a countable number of elements. The course will provide the opportunity for students to perform problem solving and logical analysis of statements and procedures. These concepts and others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**PRE-ALGEBRA**

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<th>2 semester(s); 1 unit credit</th>
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<td>Grades 9-12</td>
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This course includes a review of basic mathematics and an introduction to the language and skills of algebra. The following topics are included: algebraic expressions, linear equations in one variable, polynomials, inequalities, and graphing. These concepts as well as others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**ALGEBRA TRANSITION HS**

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<th>2 semester(s); 1 unit credit</th>
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<td>Grades 9-11</td>
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Algebra Transition is a core course intended to be a bridge between the concrete concepts of Pre-Algebra and the abstract concepts of Algebra I and Geometry. This course is activity-based, allowing students to explore and investigate algebraic and geometric concepts to build a stronger foundation of basic skills. Explorations emphasize physical models, data, graphs, and other mathematical representations in appropriate situations that facilitate the learning process. This course is designed for those students who have completed Pre-Algebra and desire an alternative before taking Algebra I.

* **ALGEBRA I**

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<th>2 semester(s); 1 unit credit</th>
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The Algebra I course is designed for students to develop and communicate an understanding of Algebraic represented as a prerequisite to all higher mathematics courses. This course includes solving equations and inequalities.

*Denotes subject area test required for high school graduation.
polynomials, special products, factoring, operations on rational expressions, relations and functions, open sentences with two variables, graphing, and radicals. These concepts and others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

* ALGEBRA I ACCELERATED
2 semester(s); 1 unit credit
Grades 9-12  210851
Algebra I Accelerated provides an opportunity to explore and apply various problem solving methods and covers a range of topics including solving equations and inequalities, polynomials, factoring, graphing, radicals, systems of equations and materials. This course is designed for those students who desire an expansive coverage of Algebra I. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

ALGEBRA II
2 semester(s); 1 unit credit
Grades 9-12
Prerequisite: Algebra I  211001
Algebra II is a continuation and extension of the skills developed in Algebra I with a variety of topics explored in greater depth. Topics include equations and inequalities, linear relations, systems of linear equations, functions, polynomials, rational expressions, complex numbers, quadratic equations, and conic sections. These concepts as well as others are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability. Technology use such as graphing calculators is incorporated extensively in this course.

ALGEBRA II ACCELERATED
2 semester(s); 1 unit credit
Grades 9-12
Prerequisite: Algebra I  211051
Algebra II Accelerated covers a range of topics that includes linear relationships, systems of linear equations, irrational and complex numbers, and conic sections. This course is designed for students who desire an expansive coverage of Algebra II. Technology use, especially graphing calculators, are extensively incorporated within this course. These concepts as well as others are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

ALGEBRA ADVANCED
1 semester(s); ½ unit credit
Grades 10-12
Prerequisite: Algebra II  211305
The Advanced Algebra course serves as an extension of algebraic and geometric skills, combining the two to form a foundation for success in pre-calculus. Through a more in-depth study of algebra, students further enhance their mathematical confidence and reasoning ability. The use of graphing calculators and other appropriate technology is strongly recommended for this course. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

INTRODUCTION TO ENGINEERING
1 semester(s); ½ unit credit
Grades 11-12  211405
Introduction to Engineering is a unique, projects-based course designed to give the students an opportunity to evaluate their interest in engineering. Focus is given to civil, mechanical, electrical, chemical, and geological engineering, as well as computer science.

GEOMETRY
2 semester(s); 1 unit credit
Grades 9-12
Prerequisite: Algebra I  220901
Geometry is the study of two- and three-dimensional figures. This course develops spatial sense and reasoning ability for students.

*Denotes subject area test required for high school graduation.
The study of geometry includes geometric definitions and topics of inductive and deductive geometry such as proofs, congruence, similarity, properties of the right triangle, parallelism, geometric constructions, and solid geometry. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**GEOMETRY ACCELERATED**

- 2 semester(s); 1 unit credit
- Grades 9-12
- Prerequisite: Algebra I

Geometry Accelerated provides students with an opportunity to explore and apply topics of inductive, deductive, and solid geometry. Students also study topics that range from logic and construction to area and equations of lines. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration/operation, patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**PRE-CALCULUS**

- 1 semester(s); 1/2 unit credit
- Grades 10-12
- Prerequisite: Geometry and Trigonometry

Pre-Calculus is designed to prepare students for a full-year course in calculus. This course increases mathematical analysis and reasoning as it serves as a bridge between Algebra II or Advanced Algebra and Calculus. Topics include functions, vectors, sequences and series, limits and continuity, derivatives, and definite integrals. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.

**CALCULUS**

- 2 semester(s); 1 unit credit
- Grades 11-12
- Prerequisite: Geometry and Trigonometry

Calculus is the study of the mathematics of change. The major focus is on differential and integral calculus. The Calculus course provides a survey of calculus without the theory and rigor necessary to receive advanced placement credit. The use of graphing calculators and other technologies are integral parts of each calculus course. These courses are designed for the student who has a thorough knowledge of college preparatory mathematics.

**STATISTICS**

- 1 semester(s); 1 unit credit
- Grades 10-12
- Prerequisite: Algebra II

Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four major areas of concentration include data explorations, design of experiments, production of models using probability, and simulation and statistical inference. Students are required to design, conduct, represent, and interpret statistical and probabilistic studies. The use of technology is an integral part of the course. The instructional approach provides opportunities for students to work together collaboratively and cooperatively as they solve routine and non-routine problems. Communication strategies include reading, writing, speaking, and critical listening as students present and evaluate mathematical arguments, proofs, and explanations about their reasoning. This course is designed for students who have successfully completed Algebra II.

**TRIGONOMETRY**

- 1 semester(s); 1/2 unit credit
- Grades 10-12
- Prerequisite: Algebra II

The study of trigonometry is a comprehensive study of trigonometry functions with an emphasis on applications. Topics include angles and trigonometric functions, circular functions, graphs of trigonometric functions and inverse functions, identities, multiple-angle formulas, triangle trigonometry, area, polar and rectangular coordinates, and complex numbers in polar form. The use of graphing calculators is an essential part of this course. These concepts, as well as others, are outlined within the six curriculum content strands: number sense/numeration, operation; patterns/relations/functions, algebra, measurement, geometry, and statistics/probability.
ADVANCED PLACEMENT FOR MATHEMATICS

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

CALCULUS AB AP
2 semester(s); 1 unit credit
Grades 11-12
Prerequisite: Geometry, Trigonometry and Pre-Calculus
Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.
Calculus AB is designed to be an introductory calculus course with elementary functions. It is intended for students who have a thorough knowledge of college preparatory mathematics. Topics will include elementary functions, rate of change, derivative and its application, the definite integral, and the application of the integral.

CALCULUS BC AP
2 semester(s); 1 unit credit
Grades 11-12
Prerequisite: Geometry, Trigonometry and Pre-Calculus
Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.
This course is intended for students who have a thorough knowledge of analytical geometry and elementary functions in addition to college preparatory algebra, geometry, and trigonometry. Topics include an extension of elementary functions, limits, continuity, differentiation, integration, sequence and series, and elementary differential equations.

STATISTICS AP
2 semester(s); 1 unit credit
Grade 12
Prerequisite: Algebra II
Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.
The Advanced Placement Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Four major areas of concentration include data explorations, design of experiments, production of models using probability and simulation, and statistical inference. The use of technology will be an integral part of the course.

MILITARY SCIENCE (JROTC)

JROTC I, Grades 9-12
2 semester(s); 1 unit credit
530901

JROTC II, Grades 10-12
2 semester(s); 1 unit credit
Prerequisite: JROTC I
531001

JROTC III, Grades 11-12
2 semester(s); 1 unit credit
Prerequisite: JROTC II
531101

JROTC IV, Grade 12
2 semester(s); 1 unit credit
Prerequisite: JROTC III
531201

The United States Army's Junior Reserve Officers' Training Corps, or JROTC, is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation. Successful completion of two or more years of JROTC can qualify the student for advanced placement in college ROTC programs or advanced rank when entering military service.
ORAL COMMUNICATION

DEBATE I
2 semester(s); 1 unit credit (Full) 130901
1 semester(s); 1/2 unit credit (Half) 130905
Grades 9-12
Debate offers an individual a formalized system for handling controversy that cannot be resolved through discussion. The chief characteristic of debate is its provision to disagree according to established rules. Debate teaches the individual to communicate in a skilled manner in order to be able to resolve differences with evidence instead of opinion.

DEBATE II
2 semester(s); 1 unit credit
Grades 10-12
Prerequisite: Debate I 131001
Debate II expresses the same philosophy as Debate I but with more highly developed skills. This full-year course gives additional experience in debating and developing greater analytical skill for students who have successfully completed Debate I.

ORAL COMMUNICATION I
2 semester(s); 1 unit credit
Grades 9-12 131301
This course is designed to introduce students to systematic oral skills development. Emphasis will be placed on the basics of speech preparation, interpersonal communication, oral interpretation, parliamentary procedure, and business speech.

ORAL COMMUNICATION II
2 semester(s); 1 unit credit
Grades 10-12
Prerequisite: Oral Communication I 131401
This course is a continuation of Oral Communication I with the addition of more in-depth study in specific areas. Emphasis will be on parliamentary procedure, debate, and dramatics.

PUBLIC SPEAKING
1 semester(s); 1/2 unit credit
Grades 9-12 131505
This course is designed to meet the skills needed by students as they move into roles in civic, religious, social, and educational settings. It is intended to prepare the student to formally present an effective speech to an audience.

PERFORMING ARTS

A student may earn two elective units in band or choral music, but may also meet the requirement for a unit in the arts by taking any course listed in the secondary arts curriculum, which currently includes band or choral music. Therefore, a student may earn three units in band or choral music that would apply toward graduation.

GENERAL MUSIC
1 semester(s); 1/2 unit credit
Grades 9-12 640901
General Music is a course designed to develop (1) a broad knowledge and general understanding of the discipline of music, (2) listening skills to hear features of a musical composition, and (3) an appreciation for a broad selection of music.

BAND
Grades 9-12
Prerequisite: Audition and Band experience
Band I
2 semester(s); 1 unit credit 650901
Band II
2 semester(s); 1 unit credit

Band III
2 semester(s); 1 unit credit

Band IV
2 semester(s); 1 unit credit

STAGE BAND
2 semester(s); 1 unit credit
Grades 9-12
Prerequisite: Audition and Band experience
Band will provide a basic introduction to the following instruments: clarinet, saxophone, flute, trombone, drums, and trumpet. The course will enable students to participate in various activities such as marching band and concert band.

STRINGS
2 semester(s); 1 unit credit
Prerequisite: Audition

Strings I, Grades 9-12
Strings II, Grades 10-12
Strings III, Grades 11-12
Strings IV, Grade 12

CHORAL MUSIC
2 semester(s); 1 unit credit
Choral Music I, Grades 9-12
Choral Music II, Grades 10-12
Choral Music III, Grades 11-12
Choral Music IV, Grade 12

Choral Music is designed to develop specialized techniques through participation in unison and part singing, vocalizing, correct vowel formation, and directed listening. In addition, the course is designed to introduce music notation, symbols, and rhythmic patterns; to provide a historical study of music; and to explore careers in music.

CHOIR ADVANCED
2 semester(s); 1 unit credit
Grades 9-12
Prerequisite: Choral Music and Audition

MUSIC THEORY AND HARMONY/LITERATURE
2 semester(s); 1 unit credit
Grades 10-12
Prerequisite: Choral Music and Audition

This course is designed for the student who is interested in music history and harmony/literature or who is planning to pursue music after high school. It is a survey course which encompasses medieval through contemporary music. It is designed further to give the student study in keyboard, opera, musicals, and careers in music.

ADVANCED PLACEMENT FOR MUSIC

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

MUSIC THEORY AP
2 semester(s); 1 unit credit
Grades 10-12
Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.
Music Theory AP is designed to be the equivalent of the general music course taken during the first college year. The students will work on an in-depth development in basic terminology and notational skills, writing skills, visual analysis, and aural skills.
INTRODUCTION TO BIOLOGY
2 semester(s); 1 unit credit
Grades 9-10 310901
This course is not a required prerequisite for Biology I; however, if selected as a science elective, Introduction to Biology should not be taken after successful completion of Biology I. Concepts covered in this course include scientific problem solving, research, experimental design, laboratory safety, measurement, graphing, characteristics of life, cell structure and function, energy transfer in biological systems, genetics, and diversity of life. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

ASTRONOMY
1 semester(s); 1/2 unit credit
Grades 11-12 301005
The Astronomy course provides opportunities for students to develop and communicate an understanding of astronomy through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include history of astronomy, technology and instruments, Kepler’s and Newton’s Law, celestial bodies, and other components of the universe. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components this course.

* BIOLOGY I
2 semester(s); 1 unit credit
Grades 9-12 311001
Biology I is an introductory, laboratory-based course designed to study living organisms and their physical environment. Students apply scientific methods of inquiry and research in examination of the following topics: chemical basis of life, cell structure, function, and reproduction, energy, molecular basis of genetics, natural selection and diversity, and ecology. Emphasis is on developing the ability to ask questions, to observe, to experiment, to measure, to use technology, to problem solve/reason, to analyze data, and to communicate their findings. Passing score on a State Exit Exam is required for this course.

BIOLOGY II
2 semester(s); 1 unit credit
Grades 11-12 311301
Biology II is a laboratory-based course that continues the study of life. The units studied include biochemical life processes, molecular basis of heredity, natural selection, behavior patterns, and advanced classification and organism studies. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

BIOLOGY II (SOAR)
2 semester(s); 1 unit credit
Grades 11-12 311311
Biology II (SOAR) is an accelerated course designed for students who intend to pursue a career in science research. The course focuses on Microbiology, Genetics, Environmental Science, and Zoology. In-depth labs and student generated research projects are emphasized as a part of the course, and students are expected to present their research findings at professional meetings.

BIOMEDICAL RESEARCH
2 semester(s); 1 unit credit
Grades 11-12 311401
Biomedical Research is an inquiry-based, technology-oriented, and laboratory-intensive elective course that prepares students to participate in professional biomedical research activities at the university level.

*Denotes subject area test required for high school graduation.
Major areas of study include electronic access to international biomedical literature databases, use of the Internet to communicate with biomedical researchers and other students at remote sites, contemporary ethical considerations in the conduct and publication of research, fundamentals of molecular biology and genetics, classification and nomenclature for organic chemical reactions, and elements of cellular and human physiology. Laboratory exercises concentrate upon the fundamental principles of chromatographic separation, the theory and use of a spectrophotometer, quantitative preparation of organic compounds.

**SCIENCE FIELD EXPERIENCES**

1 semester(s); 1/2 unit credit
Grades 10-12 311405

Field Experiences may be added to any high school level science course given a time allotment equivalent to one semester used for laboratory or field-based instruction. Each district creates the curriculum for the course.

**HUMAN ANATOMY AND PHYSIOLOGY**

2 semester(s); 1 unit credit
Grades 11-12 311501
Prerequisite: Biology I; Chemistry I strongly recommended

Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems. Laboratory activities, research, the use of technology, and the effective communication of the results through various methods are integral components of the course.

**ZOOLOGY**

1 semester(s); 1/2 unit credit
Grades 10-12 311505
Prerequisite: Biology I

Zoology is a laboratory-based course that surveys the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies may be addressed during laboratory observations and dissections. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

**MICROBIOLOGY**

1 semester(s); 1/2 unit credit
Grades 11-12 311605
Prerequisite: Biology I, Chemistry I

Microbiology is a laboratory-based course that involves investigating microorganisms and the various roles they play in the living world. Topics explored in this class include identifying common microbes, culturing and staining microorganisms, exploring host-microbe relationships and disease processes, and researching microbiology used in industry. Laboratory work involving microscopic investigations and aseptic techniques are emphasized in this course as well as critical thinking, problem solving, and research.

**GENETICS**

1 semester(s); 1/2 unit credit
Grades 11-12 311705
Prerequisite: Biology I and Algebra I

Genetics is a laboratory-based course that explores the principles of classical and molecular genetics including the relationship between traits and patterns of inheritance within organisms. Population genetics, genetic variations among individuals, and applications of modern advances in genetics are investigated. Laboratory activities, research, the use of technology, and effective communication of results through various methods are integral components of this course.

**BOTANY**

1 semester(s); 1/2 unit credit
Grades 10-12 311905
Prerequisite: Biology I

Botany is a laboratory-based course applying basic biological principles to the study of plants. Topics studied include morphological characteristics of each division and variation in their reproduction, taxonomy, and physiology. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.
PHYSICAL SCIENCE
2 semester(s); 1 unit credit
Grades 9-12  320901
Physical Science provides opportunities for students to develop and communicate an understanding of physics and chemistry through lab-based activities, mathematical expressions, and concept explorations. Concepts covered in this course include structure of matter, chemical and physical properties and changes, kinematics, dynamics, energy, waves, electromagnetic spectrum, electricity and magnetism. Laboratory activities, the use of technology, and the effective communication of results through various methods are integral components of this course.

PHYSICS I
2 semester(s); 1 unit credit
Grades 11-12
Prerequisite: Geometry, Chemistry I strongly recommended
Corequisite: Algebra II  331301
Physics I is a laboratory-based course that will provide opportunities for students to develop and communicate an understanding of matter and energy through hands-on activities, mathematical expressions and concept exploration. Concepts covered in this course include laws of motion mechanics, electricity, magnetism, light and waves. Laboratory work allows students to observe and analyze physical situations as they relate to physical law and concepts. The use of technology is an integral part of this course.

GEOLOGY
1 semester(s); 1/2 unit credit
Grades 10-12
Prerequisite: Biology I, and Physical science or Earth Science  341305
Geology provides opportunities for students to develop and communicate an understanding of the chemical and physical content of the Earth and the changes that can occur through field studies and concept exploration. Concepts covered in this course include Earth's internal components (identification and interaction), plate tectonics, the geological timetable, and Mississippi geological areas. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

EARTH AND SPACE SCIENCE
2 semester(s); 1 unit credit
Grades 11-12
Prerequisite: Physical Science is strongly suggested  341411
Earth and Space Science is an introductory, laboratory-based course designed to explore the Earth and Universe. Topics include the composition of the Earth, weathering, plate tectonics, fossils, oceanography, atmospheric phenomena, the water cycle, and planetary and star systems. Laboratory activities, the use of technology, and the effective communication of results through various methods are integral components of this course.

ENVIRONMENTAL SCIENCE
1 semester(s); 1/2 unit credit
Grades 11-12
Prerequisite: Biology I; Physical Science/Chemistry I  341405
Environmental Science is a laboratory-based or field-based course that explores ways in which the environment shapes living communities. Interactions of organisms with the environment are emphasized along with the impact of human activities on the physical and biological systems of the earth. Laboratory activities, the use of technology, and the effective communication of results through various methods are integral components of this course.

CHEMISTRY
2 semester(s); 1 unit credit
Grades 10-12
Prerequisite: Biology I and Algebra I  351001
Chemistry provides opportunities for students to develop and communicate an understanding of structure, physical and chemical properties, and chemical change. Concepts covered in this course include properties of matter, measurement and use of the International System of Measurement applied to mathematical operations, atomic theory, bonding, periodicity, nomenclature, equations and reactions, stoichiometry of aqueous solutions, thermodynamics, kinetics, equilibrium, oxidation-reduction and electron chemistry, nuclear chemistry, and organic chemistry. Laboratory activities, research, the use of technology, and effective communication of results through various methods are integral components of this course.
ORGANIC CHEMISTRY
1 semester(s); 1/2 unit credit
Grades 10-12
Prerequisite: Biology I and Algebra I

The Organic Chemistry course provides opportunities for students to develop and communicate an understanding of structure, nomenclature, reactions and uses of organic compounds, including polymeric materials. Laboratory experiences allow the student to manipulate compounds, observe change, collect and analyze data, and draw conclusions. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

AEROSPACE STUDIES
1 semester(s); 1/2 unit credit
Grades 11-12
Prerequisite: Chemistry I; Algebra II strongly recommended

The Aerospace Studies provides opportunities for students to develop and communicate an understanding of aerodynamics through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include aerodynamics, instrumentation, aircraft propulsion, navigation, and history of flight. Laboratory activities allow students to observe and analyze aerodynamic situations as they relate to physical laws and concepts. Research, the use of technology, and the effective communication of results through various methods are integral components of this course.

SPATIAL INFORMATION SCIENCE
1 semester(s); 1/2 unit credit
Grades 11-12
Prerequisite: 

Spatial Information Science encompasses the principles, theories and applications of spatial information systems (SIS). This course includes the use of SIS to explore, investigate, collect and analyze data, and present findings and recommendations on current problems through groups and individual activities. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

FORENSICS
1 semester(s); 1/2 unit credit
Grades 11-12
Prerequisite: Biology I

Forensic Science is a lab-based semester course designed for only the serious science student. The course will focus on analysis, collection, and identification of categories of evidence, crime scene sketching, blood spatter analysis, fingerprint analysis, forensic toxicology, fire arms trajectory, DNA typing, and questioned documents. Case studies and crime scenarios will be used to develop students' analytical and scientific literacy skills.

ADVANCED PLACEMENT FOR SCIENCE

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement. All AP courses are laboratory based.

BIOLOGY AP
2 semester(s); 1 unit credit
Grades 11-12
Prerequisite: Biology I and Chemistry I

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. Biology Advanced Placement is the equivalent of a college introductory biology course usually taken by biology majors during their first year. It is taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.
The two main goals of Biology AP are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

PHYSICS B AP
- 2 semester(s); 1 unit credit
- Grades 11-12
- Prerequisite: Physics I and Algebra II

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

The Physics B AP laboratory-based course includes topics in both classical and modern physics. A knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems is the major goal of the course. This course provides a foundation in physics for students in the life sciences, pre-medicine and some applied sciences.

PHYSICS C AP
- 2 semester(s); 1 unit credit
- Grades 11-12
- Prerequisite: Physics I and Algebra II

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. In this course roughly one-half year is devoted to mechanics. Use of calculus in problem solving and in derivations increases as the course progresses. In the second half-year of the C course, the primary emphasis is on classical electricity and magnetism. Calculus is used freely in formulating principles and in solving problems.

CHEMISTRY AP
- 2 semester(s); 1 unit credit
- Grades 11-12
- Prerequisite: Chemistry I and Algebra II

Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide.

Chemistry Advanced Placement is a college level course which includes laboratory experiences developed to enhance the students process skills and critical thinking skills equivalent of the general chemistry course taken during the first college year. All major topics in general chemistry will be covered: structure of matter, state of matter, reactions and descriptive chemistry.

SOCIAL STUDIES

AFRICAN AMERICAN STUDIES
- 1 semester(s); 1/2 unit credit
- Grade 9

This course is designed for high school students who are interested in studying the history of African American people. Students will be engaged in creative research on the lives and works of historical African American figures. The course affords students the opportunity to gain the critical and analytical tools of inquiry that will satisfy the rigorous expectations of a college liberal arts program of study.

MISSISSIPPI STUDIES
- 1 semester(s); 1/2 unit credit
- Grade 9

This survey of Mississippi includes geography, history, government, literature, art, music, and economy. The course traces Mississippi's transition from an agriculture to an industrial society and its effort to expand participation in the political process. It includes the study of the diverse contributions of the citizens of the state.
**HUMANITIES I**

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<th>Duration</th>
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<td>2 semester(s)</td>
<td>1 unit credit (Full)</td>
<td>401301</td>
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<tr>
<td>1 semester(s)</td>
<td>1/2 unit credit (Half)</td>
<td>401305</td>
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Grades 10-12

This course provides a knowledge base of literature, art, music, dance, drama, and history of an identifiable culture(s) and develops a project each semester that requires a creative presentation related to the culture.

NOTE: This course may be considered as an interdisciplinary course and as such, may be taught in a variety of disciplines (e.g., social studies, English, music, art, drama, etc.)

**LOCAL CULTURE**

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<td>2 semester(s)</td>
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Grades 11-12

This course is designed to investigate the cultural diversity of Jackson through a study of its history, economics, politics, and geography. Using local culture, literary heritage, and people, the students understand and appreciate the development of their locale. Students utilize local primary resources such as documents and oral histories to research the history of the community surrounding their school.

**SOCIOLOGY**

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<td>1 semester(s)</td>
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<td>401405</td>
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Grades 11-12

Students examine what constitutes a society, how societies change, and the individual's role in society. Students will study individual and group behaviors and interactions including the analysis of societal organizations and value systems.

**MINORITY STUDIES**

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<td>1 semester(s)</td>
<td>1/2 unit credit</td>
<td>401505</td>
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Grades 10-12

The students study ethnic and cultural diversity and the desirability of maintaining ethnic identity within the political systems of the common United States culture. Focus is on accomplishments and history of minorities in the U.S. Students gain a greater understanding of the diverse and widespread contributions of all minority groups.

**SOCIAL STUDIES FIELD EXPERIENCES**

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<td>1 semester(s)</td>
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Grades 10-12

This course is offered in combination with another social studies course. This course is used for field-based instruction in social studies (i.e., application of economics, law, sociology, psychology in the workplace).

**WORLD HISTORY**

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<td>2 semester(s)</td>
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Grade 10

This course emphasizes the major turning points in the shaping of modern world history and geography from 1750 to the present. The course focuses on development, connections, and global influences of the Eastern Hemisphere. Europe, Asia, and Africa with connections to the Western Hemisphere.

**WORLD HISTORY ACCELERATED**

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<td>2 semester(s)</td>
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Grade 10

This course parallels 411001 World History with the addition of extensive reading and writing.

**U.S. HISTORY 1877 TO PRESENT**

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<th>Duration</th>
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<tr>
<td>2 semester(s)</td>
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Grade 11

Prerequisite: World History

This course is the final step in the study of the nation's history and helps students to understand the major turning points in U.S. History from 1877 to the present. Students will understand the chronology and cause and effect of modern events that impacted American history. The course focuses on the role of the U.S. as it made the transition from a young nation to a leading nation in the global arena.

* Denotes subject area test required for high school graduation.
*U.S. HISTORY 1877 TO PRESENT ACCELERATED

2 semester(s); 1 unit credit
Grade 11
Prerequisite: B average in all social studies classes 411151

This course parallels 411101 U.S. History; however, more extensive reading and writing will be required of the student.

BIBLICAL HISTORY OF THE ANCIENT MIDDLE EAST, 2000 BC – 100 AD

2 semester(s); 1 unit credit
Grades 11-12 411301

Biblical History of the Ancient Middle East, 2000 BC–100 AD is designed to investigate the history, culture, geography, economics, and political systems of the ancient Middle East. This course requires reading, writing, analyzing, and evaluating. Students participate in oral presentations, cooperative learning activities, and research projects related to the content.

PROBLEMS IN AMERICAN DEMOCRACY

1 semester(s); 1/2 unit credit
Grades 11-12 421405

This course helps students develop an awareness of the problems facing America today. Content will focus on geography, politics, society, science, and technology. Students will gain appreciation of positive resolutions of problems after analyzing issues and situations surrounding the problems.

U.S. GOVERNMENT

1 semester(s); 1/2 unit credit
Grade 12 421205

U.S. Government provides students with an understanding of civic life, politics, and the constitutional process. It also provides a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation in community affairs. There is an emphasis on discovering community problems and developing meaningful community service projects to help with overcoming these problems.

LAW RELATED EDUCATION

1 semester(s); 1/2 unit credit
Grades 11-12 421305

This course helps students to develop a greater awareness of the legal system as it relates to youth and adults. Students study the organization of the U.S. legal system and the sources of law. Students develop an understanding of family law, tort law and criminal law.

ECONOMICS

1 semester(s); 1/2 unit credit
Grade 12 431205

This course helps students understand the American economic system to include the free enterprise system as well as supply and demand. Students study economic issues related to market economy, business organizations, the GNP, and government.

WORLD GEOGRAPHY, INTRODUCTION TO

1 semester(s); 1/2 unit credit
Grade 9 440905

The students in this course gain an understanding of basic geographical concepts and recognize characteristics of various regions of the world. Students master content and skills by studying the five fundamental themes of geography: (1) location, (2) place, (3) human-environment interactions, (4) movement, and (5) regions.

WORLD GEOGRAPHY, ADVANCED

2 semester(s); 1 unit credit
Grades 10-12 Prerequisite: Introduction to World Geography 441301

This course provides an in-depth study of the regions of the world including the physical, human, economic, and future problems of each. It provides students with the skills to ask and answer geographic questions, acquire,

* Denotes subject area test required for high school graduation.
arrange, and analyze geographic information. Students master these skills by studying the six essential elements of geographic content: (1) the world in spatial terms, (2) places and regions, (3) physical systems, (4) human systems, (5) environment and society, and (6) the uses of geography. The course of study examines Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

**PSYCHOLOGY**

1 semester(s); 1/2 unit credit  
Grades 11-12  
451305

This course is an introduction to the study of behavior and mental processes. It includes the history and methods of psychology, biological basis of behavior, growth and development, sensation and perception, consciousness, and learning principals and motivation. This course requires extensive reading, writing, and class discussion.

**ADVANCED PLACEMENT FOR SOCIAL STUDIES**

The Advanced Placement Program is a cooperative educational endeavor of the College Board and secondary schools. Based on the fact that many students can complete college-level studies in their secondary schools, the program represents a desire of schools and colleges to foster such experiences. Advanced Placement serves three groups: students who wish to pursue college-level studies while still in high schools, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement.

**WORLD HISTORY AP**

2 semester(s); 1 unit credit  
Grade 10  
411041

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. This Advanced Placement course in World History provides students with the skills to study, analyze, and evaluate then span of World History, beginning with ancient civilizations and continuing to the present. Students relate current events to history and geography being studied.

*U.S. HISTORY AP*

2 semester(s); 1 unit credit  
Grades 11-12  
411241

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide and World History. The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

**EUROPEAN HISTORY AP**

2 semester(s); 1 unit credit  
Grades 11-12  
411341

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. Students will gain knowledge of the basic chronology and major events and trends from approximately 1450 to 1970, that is, from the High Renaissance to the recent past. The entire chronological scope and range of approaches are incorporated throughout the course.

**U.S. GOVERNMENT AND POLITICS AP**

1 semester(s); 1/2 unit credit  
Grade 12  
421245

Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. This Advanced Placement course in United States government and politics is designed to give students an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up U.S. political reality.

**MICRO ECONOMICS AP**

1 semester(s); 1/2 unit credit  
Grade 12  
431245

* Denotes subject area test required for high school graduation.
Prerequisite: Meet and agree to general AP requirements outlined in the introduction of this Curriculum Guide. The course is designed to give students a thorough understanding of the principals of economics as they apply to individual decision makers, both consumers and producers. This course concentrates more on economic theory than application.

MACROECONOMICS AP  
1 semester(s); 1/2 unit credit  
Grade 11-12  
Prerequisite: Meet district's entry requirement  
Students gain knowledge of the basic chronology and major events and trends from approximately 1450 to 1970, that is, from the High Renaissance to the recent past. The entire chronological scope and range of approaches are incorporated throughout the course.

CAREER AND TECHNOLOGY EDUCATION  
SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)  
2 semester(s); 1 unit credit  
Grades 9-12  
Technology Discovery is an action-based, hands-on course in which students work in pairs at individual workstations on instructional modules. In each module students actively participate in experiences using Technological Systems including robots, lasers, biomedical equipment and electronic communication equipment.

GED EXCEPTIONAL EDUCATION  
GED LITERATURE EX, GRADES 9-12  
2 semester(s)  
GED MATH EX, GRADES 9-12  
2 semester(s)  
GED SCIENCE EX, GRADES 9-12  
2 semester(s)  
GED SOCIAL STUDIES, GRADES 9-12  
2 semester(s)  
The GED Literature EX course is designed to offer students the opportunity to make a transition from basic grammar skills and paragraph development to literature evaluation in preparation for passing the GED Test. The GED Math EX course is designed to offer students the opportunity to make the transition from concrete to abstract relationships in preparation for passing the GED Test. Concepts include real numbers, algebraic concepts, geometric principles, ratio and proportions, percents, number theory, measurement and number analysis. The GED Social Studies and Science Curriculum are designed to offer students the opportunity to advance their knowledge and prepare for GED mastery in these areas.

EXCEPTIONAL EDUCATION  
FINE MOTOR SKILLS, GRADE 9  
2 semesters; no unit credit  
FINE MOTOR SKILLS, GRADE 10  
2 semesters; no unit credit  
FINE MOTOR SKILLS, GRADE 11  
2 semesters; no unit credit  
FINE MOTOR SKILLS, GRADE 12  
2 semesters; no unit credit
The Fine Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their fine motor skills will be addressed in this course on an individual basis.

**HOUSEHOLD MANAGEMENT EX, GRADE 9**
2 semesters; no unit credit 002980

**HOUSEHOLD MANAGEMENT EX, GRADE 10**
2 semesters; no unit credit 003080

**HOUSEHOLD MANAGEMENT EX, GRADE 11**
2 semesters; no unit credit 003180

**HOUSEHOLD MANAGEMENT EX, GRADE 12**
2 semesters; no unit credit 003280

The Household Management course of study emphasizes the skills needed to select and manage a household. The focus of this course will be the demonstration of knowledge in the maintenance of the exterior and interior of a home, the basic appliance and tools used in a home, and the selection of adequate housing.

**INCLUSION EX**
2 semester(s) Grades 9-12 005180

Exceptional Education students enrolled in the Inclusion EX course receive instruction in regular education classes. An assigned exceptional education teacher collaborates with the regular education teachers, provides instructional support (tutorial services), or provides instruction to the exceptional education students in the regular education classes in order for the student to meet course requirements.

**MONITORED/CONSULTATIVE SERVICES**
2 semester(s) Grade 9-12 005280

Exceptional education students enrolled in the Monitored/Consultative EX course receive all instruction from regular education teachers. The students must have a current Individual Education Plan (IEP) with appropriate accommodations/modifications to be used by the regular education teachers.

**GROSS MOTOR SKILLS, GRADE 9**
2 semesters; no unit credit 005980

**GROSS MOTOR SKILLS, GRADE 10**
2 semesters; no unit credit 006080

**GROSS MOTOR SKILLS, GRADE 11**
2 semesters; no unit credit 006180

**GROSS MOTOR SKILLS, GRADE 12**
2 semesters; no unit credit 006280

The Gross Motor Skills course of study is designed for the student who experiences neurological disabilities that encompass a wide range of conditions that affect the brain, the spinal cord, the peripheral nerves that connect the spinal cord to the skin and muscles of the body. This curriculum area targets the skills required to surmount the unique and multiple impacts of brain injury on functioning in academic and nonacademic areas. Specialized techniques for working with students to increase their gross motor skills will be addressed in this course on an individual basis.

**COMMUNICATION SKILLS, GRADE 9**
2 semesters; no unit credit 006980

**COMMUNICATION SKILLS, GRADE 10**
2 semesters; no unit credit 007080
COMMUNICATION SKILLS, GRADE 11
2 semesters; no unit credit 007180

COMMUNICATION SKILLS, GRADE 12
2 semesters; no unit credit 007280
The Communication Skills course of study is designed to facilitate the receptive and expressive language needs of the student with limited speech or non-verbal communication. The goal is to assist the student in exerting some control over his or her environment by making his or her needs, desires, dislikes and confusions clear. This course of study may include an augmentative or alternative means of communication designed to meet the specific needs of the individual student.

COMMUNITY
2 semester(s)
Community I – Grade 9 010980
Community II – Grade 10 011080
Community III – Grade 11 011180
Community IV – Grade 12 011280
The Community Curricular Domain includes the acquisition of skills needed to access all community resources including people, places, and activities. Skills needed to access the community environments utilized by the student and his/her family are emphasized. Instruction will also occur in those community environments.

DAILY LIVING SKILLS
2 semester(s)
Daily Living Skills I – Grade 9 020980
Daily Living Skills II – Grade 10 021080
Daily Living Skills III – Grade 11 021180
Daily Living Skills IV – Grade 12 021280
Daily Living Skills Curricular Domain includes the acquisition of skills needed for adult living, including independent living, social and communication skills. Emphasis will be placed on managing personal finances, caring for personal needs, setting goals and decision making, as well as the skills needed in current and future home environments.

PERSONAL/SOCIAL SKILLS
2 semester(s)
Personal/Social Skills I – Grade 9 030980
Personal/Social Skills II – Grade 10 031080
Personal/Social Skills III – Grade 11 031180
Personal/Social Skills IV – Grade 12 031280
Personal/Social Skills Curricular Domain includes the acquisition of skills involving independence, self-confidence, self-advocacy, acceptable communication, socially acceptable behavior and maintaining friendships and other interpersonal relationships. These skills allow students to adjust satisfactorily in the community.

RECREATION AND LEISURE SKILLS EX, GRADE 9
2 semesters; no unit credit 032980

RECREATION AND LEISURE SKILLS EX, GRADE 10
2 semesters; no unit credit 033080

RECREATION AND LEISURE SKILLS EX, GRADE 11
2 semesters; no unit credit 033180

RECREATION AND LEISURE SKILLS EX, GRADE 12
2 semesters; no unit credit 033280
The Recreation and Leisure Skills course of study emphasizes the acquisition of age-appropriate, enjoyable and preferred activities engaged in by non-disabled age peers in their recreational and/or leisure time. This domain stresses access to age-appropriate community recreational facilities, the constructive use of leisure time and the process of choosing and planning activities, as well as participation in group and individual activities.
OCCUPATIONAL GUIDANCE AND PREPARATION

2 semester(s)
Occupational Guidance and Preparation I – Grade 9 040980
Occupational Guidance and Preparation II – Grade 10 041080
Occupational Guidance and Preparation III – Grade 11 041180
Occupational Guidance and Preparation IV – Grade 12 041280

Occupational Guidance and Preparation curricular domain emphasizes the acquisition of skills for work or other meaningful adult activities (e.g., volunteering) in the community, in accordance with parental and student preferences. IEP activities will be based on the mastery of specified outcomes on actual jobs in the school or community, depending upon the student's age, and instruction will be provided at the actual work sites. As students age, an increasing percentage of their educational day will be spent on activities within the vocational domain and at work sites. The focus of instruction will be preparing the student to enter the adult work force in the most independent and meaningful role possible, including a competitive job role, a supported employment job role, or a role in an alternative meaningful life activity in the community.

VOCATIONAL SKILLS EX, GRADE 9
2 semesters; no unit credit 044980

VOCATIONAL SKILLS EX, GRADE 10
2 semesters; no unit credit 045080

VOCATIONAL SKILLS EX, GRADE 11
2 semesters; no unit credit 045180

VOCATIONAL SKILLS EX, GRADE 12
2 semesters; no unit credit 045280

The Vocational Skills Course of study is designed to provide the student with varied work experiences in the community as well as to stimulate working environments in the school setting so that appropriate work behaviors can be learned. This course will prepare the student for work, following rules and policies in the work place and demonstrate appropriate interpersonal skills in the workplace. The student will learn strategies to secure employment and know what resources are available to help when assistance is needed. The student will also become aware of specific abilities, interests, and needs and how these relate to future life work.

LEARNING STRATEGIES/TUTORIAL I, GRADE 9
2 semester(s) 080980

LEARNING STRATEGIES/TUTORIAL II, GRADE 10
2 semester(s) 081080

LEARNING STRATEGIES/TUTORIAL III, GRADE 11
2 semester(s) 081180

LEARNING STRATEGIES/TUTORIAL IV, GRADE 12
2 semester(s) 081280

The elective courses vary by school in accordance with each student's Individual Education Plan (IEP). Please see your guidance counselor for the specific offerings at your school.

EMPLOYMENT ENGLISH I EX, GRADE 9
2 semester(s) 100980

EMPLOYMENT ENGLISH II EX, GRADE 10
2 semester(s) 101080

EMPLOYMENT ENGLISH III EX, GRADE 11
2 semester(s) 101180

APPLIED EMPLOYMENT ENGLISH IV EX, GRADE 12
2 semester(s) 101280

The employment English course of study delineates functional content standards necessary for achieving reading.
writing, and language competency in the workplace and in community life. Reading focuses on decoding and comprehending essential information for successful community inclusion; writing emphasizes comprehending and using written information to communicate with others effectively; and language competencies focus on receptive and expressive communication modes, the mechanics, grammar, and usage conventions of standard English. The student is expected to acquire and master the skills in the appropriate mode of communication.

**READING I EX, GRADE 9**
- 2 semester(s) 110980

**READING II EX, GRADE 10**
- 2 semester(s) 111080

**READING III EX, GRADE 11**
- 2 semester(s) 111180

**READING IV EX, GRADE 12**
- 2 semester(s) 111280

This course reinforces the decoding, fluency and comprehension skills required for reading. It emphasizes “life skills reading” such as using newspapers and magazines to gather needed information, reading to understand directions and instructions, reading and completing business forms (applications, orders, etc). Students are to be taught using age-appropriate materials individualized to the student's reading level.

**FUNCTIONAL READING EX, GRADE 9**
- 2 semesters; no unit credit 111980

**FUNCTIONAL READING EX, GRADE 10**
- 2 semesters; no unit credit 112080

**FUNCTIONAL READING EX, GRADE 11**
- 2 semesters; no unit credit 112180

**FUNCTIONAL READING EX, GRADE 12**
- 2 semesters; no unit credit 112280

The Functional Reading Course of study is designed to meet the individual literacy needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach everyday words to the student using short steps and multiple repetitions. The student will be given the opportunity to read common words seen everyday, such as functional signs in the school environment as well as in the community. The student will also learn meaningful words in a variety of everyday settings such as shopping, working and dining out.

**FUNCTIONAL WRITING EX, GRADE 9**
- 2 semesters; no unit credit 170980

**FUNCTIONAL WRITING EX, GRADE 10**
- 2 semesters; no unit credit 171080

**FUNCTIONAL WRITING EX, GRADE 11**
- 2 semesters; no unit credit 171180

**FUNCTIONAL WRITING EX, GRADE 12**
- 2 semesters; no unit credit 171280

The Functional Writing Course of study is designed to meet the individual writing needs of the moderate to severely disabled student that facilitates independence in functional life activities. Multi-sensory programming will be utilized to teach everyday words to the student using short steps and multiple repetitions. Using assistive technology the student will be given the opportunity to develop writing skills to create lists, retell stories, write a description of language experiences, and write poems and letters for self-expression.

**JOB SKILLS MATH I EX, GRADE 9**
- 2 semester(s) 200980

**JOB SKILLS MATH II EX, GRADE 10**
- 2 semester(s) 201080
JOB SKILLS MATH III EX, GRADE 11
2 semester(s) 201180

APPLIED JOB SKILLS MATH IV EX, GRADE 12
2 semester(s) 201280

The Job Skills Math course of study engages the student in the acquisition of functional math concepts designed to equip the individual with math skills needed for successful employment and independent living. Content standards include basic math skills such as numerical operations, decimals and fractions, basic geometric concepts, and basic calculator and computer skills. Essential workplace competencies and applications are emphasized as well as independent living needs such as budgeting, personal finance, and banking skills.

FUNCTIONAL MATH EX, GRADE 9
2 semesters; no unit credit 203980

FUNCTIONAL MATH EX, GRADE 10
2 semesters; no unit credit 204080

FUNCTIONAL MATH EX, GRADE 11
2 semesters; no unit credit 204180

FUNCTIONAL MATH EX, GRADE 12
2 semesters; no unit credit 204280

The Functional Math Course of study is designed to meet the individual functional math needs of the moderate to severely disabled student. Multi-sensory programming will be utilized to teach everyday math concepts to the student using short steps and multiple repetitions. The student will be given the opportunity to count numbers, identify and count money and make change, as well as identify time to the hour and half hour, according to each student's individual needs. The student will also be given the opportunity to manage personal finances and make responsible expenditure choices.

LIFE SKILLS SCIENCE I EX, GRADE 9
2 semester(s) 300980

LIFE SKILLS SCIENCE II EX, GRADE 10
2 semester(s) 301080

LIFE SKILLS SCIENCE III EX, GRADE 11
2 semester(s) 301180

APPLIED LIFE SKILLS SCIENCE IV EX, GRADE 12
2 semester(s) 301280

The Life Skills Science course of study prepares students with disabilities for independent living by providing awareness and acquisition of health care knowledge, personal self-care skills, and basic scientific concepts relevant to productive independent living and employment. This curriculum area targets the skills required to surmount personal social barriers related to disabilities. Although these barriers frequently present employment difficulties, they will be addressed and minimized through concentrated intentional teaching of appropriate behaviors and skill developing through Life Skills Science.

CAREER PREPARATION I EX, GRADE 9
2 semester(s) 400980

CAREER PREPARATION II EX, GRADE 10
2 semester(s) 401080

CAREER PREPARATION III EX, GRADE 11
2 semester(s) 401180

APPLIED CAREER PREPARATION IV EX, GRADE 12
2 semester(s) 401280

The Career Preparation (Social Studies) course of study includes community-based instruction that will enable students with disabilities to practice previously learned concepts in an authentic setting. Skills to be developed and applied include community orientation skills, mobility skills, basic geographical concepts, governmental concepts,
and the individual's role as a citizen in a democratic republic. Instruction in consumer responsibilities enables the
young adult to demonstrate basic principles of prudent personal money management, including paying taxes and
saving for a planned, secure future.

**COMPENSATORY READING I**

2 semesters; 1 unit credit 120981

This course is designed to give intensive, specialized reading instruction and/or tutoring to a student who does not
perform satisfactorily with regular reading instruction. Flexible adjustment of materials and methods of instruction
will be utilized to address the unique needs of the student with an individualized education program.

**COMPENSATORY READING II**

2 semesters; 1 unit credit 121381

This course is continuation of Compensatory Reading I with the focus on refining reading skills of individual students
beginning at their functional level and in accordance with their individualized education program.

**COMPENSATORY WRITING I**

2 semesters; 1 unit credit 121781

This course is designed for students who need remediation and/or tutoring based on their individualized education
program to improve written communication skills.

**COMPENSATORY WRITING II**

2 semesters; 1 unit credit 121181

This course is a continuation of Compensatory Writing I with the focus on refining writing skills of individual
students beginning at their functional level and in accordance with their individualized education program.

**APAC ACADEMICS**
(Murrah High School)

**APAC ENGLISH**

In APAC English courses for grades 9-10, students actively engage in the integrated language strands of reading, writing,
speaking, and listening. Students continue developing their command of Standard English in speaking and
writing. Students study content that is a grade level ahead of the on-level curriculum, including reading multiple novels,
doing research, and writing frequent critical analysis of literature across the genres. The Creative Writing elective further
develops creative writing and essay writing skills in persuasion, exposition and narrative. (Note: Grade 11 APAC English
becomes AP Language and Composition. Grade 12 APAC English becomes AP Literature and Composition.)

**ENGLISH I APAC**

2 semester(s); 1 unit credit 100991

**ENGLISH II APAC**

2 semester(s); 1 unit credit 101091

**CREATIVE WRITING APAC**

1 semester(s); 1/2 unit credit 171445

**APAC MATH**

In APAC Math courses for high school, students move into higher level math courses that prepare them for college and
math based careers. Students use skills, textbooks and materials that are ahead of the on-level curriculum, sometimes
adding problems taken from PSAT, ACT, SAT, and college textbooks. Emphasis is placed on problem solving and on
application of concepts to real life problems. (Note: In grades 11 and 12, APAC Math includes one or more of the
following: AP Statistics, AP Calculus, and AP Computer.)

*Denotes subject area test required for high school graduation.
**ANALYTICAL GEOMETRY APAC**
2 semester(s); 1 unit credit  221391

**ALGEBRA II APAC**
2 semester(s); 1 unit credit  211291

**TRIGONOMETRY APAC**
1 semester(s); 1/2 unit credit  251191

**PRE-CALCULUS APAC**
1 semester(s); 1/2 unit credit  231191

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**APAC SCIENCE**

In APAC Science courses for grades 9-11, students actively engage in an in-depth study of a specific course of science. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading additional texts, doing research, and writing lab reports. Emphasis is placed on continuing to build a strong foundation of content knowledge, scientific inquiry and critical thinking. Students in grades 10-12 have the option of applying for the biomedical research program, known as Base Pair, in which they collaborate with researchers at University Medical Center. (Note: In grades 11-12, APAC Science includes one or more of the following: AP Biology, AP Chemistry, AP and Physics.

**BIOLOGY I APAC**
2 semester(s); 1 unit credit  310991

**Chemistry I APAC**
2 semester(s); 1 unit credit  300790

**HUMAN ANATOMY AND PHYSIOLOGY APAC**
2 semester(s); 1 unit credit  311591

**PHYSICS I APAC**
2 semester(s); 1 unit credit  331391

**BIOMEDICAL RESEARCH APAC**
2 semester(s); 1 unit credit  311391

**MOLECULAR BIOLOGY APAC**
1 semester(s); 1/2 unit credit  311395

**SCIENCE FIELD EXPERIENCES APAC**
1 semester(s); 1/2 unit credit  311495

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**APAC SOCIAL STUDIES**

In APAC Social Studies courses for grades 9-10, students actively engage in the integrated social studies strands of geography, history, politics and economics as applied to a specific time and region of the globe. Students work on skills, textbooks and materials that are a grade level ahead of the on-level curriculum, including reading historical fiction and primary documents, and completing research projects. Emphasis is placed on building a foundation of strong content knowledge, along with critical analysis and application of knowledge to the current world. (Notes: In grade 10, students have the option of taking AP World History. In grade 11, APAC Social Studies becomes AP U.S. History. In grade 12 APAC Social Studies may include one or more of the following: AP Economics, AP Government, AP European History.)

**MISSISSIPPI STUDIES APAC**
1 semester(s); 1/2 unit credit  400995

*Denotes subject area test required for high school graduation.*
WORLD GEOGRAPHY APAC
1 semester(s); 1/2 unit credit

WORLD HISTORY APAC
2 semester(s); 1 unit credit

APAC Performing & Visual Arts
(Power)

Visual Arts
All APAC Arts classes include instruction in the following: drawing, design painting, printmaking, sculpture, and photography. On the average, each grade level includes 80 contact hours per student in both drawing and design and 40 contact hours per student in each subject area of painting, printmaking, sculpture, and photography annually. All grade levels have equal access to instruction from the 3 full-time artist/instructors.

Art history and art appreciation are taught within the context of each subject area. Visiting artists are a regular component of instruction on each grade level.

APAC art courses are hands-on experiences but reading and written analysis are required components in the curriculum.

ART I APAC
2 semester(s); 1 unit credit
Grade 9
Corequisite: Art I Special Course APAC

This course begins the study of the figure as a key component of drawing. Working on location and color in drawing is also included. Style and technique are explored through art history in design. Open air painting and portraiture are introduced. Various techniques for color printmaking are taught. Sculpture explores creative techniques and methods of finding images in ones environment.

ART II APAC
2 semester(s); 1 unit credit
Grade 10
Prerequisite: Art I APAC
Corequisite: Art II Special Course APAC

Advanced work with the figure, complex observational studies, and an inquiry into linear perspective form the basis of drawing for this course. Logo design, type, lettering, layout and design in industry is the focus of design instruction. Drapery and the figure is the focus of painting. Printmaking will include advanced techniques in Intaglio printmaking. Sculpture classes will include advanced ceramics as well as mold making and casting. The focus of photography will be in preparing creative work for display.

ART III APAC
2 semester(s); 1 unit credit
Grade 11
Prerequisite: Art II APAC
Corequisite: Art III Special Course APAC

Style, theme, and abstraction are the focus of mixed media explorations in drawing. Studies in architecture, illustration, and advertising design are the focus for design. Media experiments with airbrush are also included in design as well as an introduction to portfolio preparation. Printmaking explores a variety of color printmaking processes including silk-screening. Realism is the focus of advanced studies in painting. The focus of sculpture is on figurative art, especially on understanding the human need.

ART IV APAC
2 semester(s); 1 unit credit
Grade 12
Prerequisite: Art III APAC
Corequisite: Art IV Special Course APAC

Independent projects in advanced studio practices are the focus for this course designed to meet the needs of highly motivated students. Portfolio development, scholarship applications, and slide preparation is the goal of work in
drawing, design, or photography. Portraiture, large scale works, murals, and group collaboration are the focus of painting. Advanced study in printmaking include lithography and an examination of printing in business. Students also participate in internships selected for their interests.

**ART I SPECIAL COURSE APAC**
- 2 semester(s); 1 unit credit
- Grade 9 610994

**ART II SPECIAL COURSE APAC**
- 2 semester(s); 1 unit credit
- Grade 10 611094

**ART III SPECIAL COURSE APAC**
- 2 semester(s); 1 unit credit
- Grade 11 611194

**ART IV SPECIAL COURSE APAC**
- 2 semester(s); 1 unit credit
- Grade 12 6111294

Art Special Course APAC must be taken in conjunction with the corresponding Art APAC course.

**DANCE**

The APAC dance program includes classical ballet, modern dance, and jazz techniques. Studies encompassed within each discipline are technique, fundamentals of movement, musicality, pointe, composition, and performance. Each unit of this curriculum is interrelated and ongoing. Mastery of requirements in each level is prerequisite to advancement.

Intermediate and advanced level dancers are expected to be proficient at their level of expertise. Students are required to attend, critique, and participate in dance performances. Students attend class daily.

**DANCE I APAC**
- 2 semester(s); 1 unit credit
- Grade 9
- Corequisite: Performing Arts Dance I APAC 620991

This level is structured to stimulate the body for efficient action by developing balance and general coordination. The scope of the students movement will be enlarged by teaching preparatory techniques and methods.

**DANCE II APAC**
- 2 semester(s); 1 units credit
- Grade 10
- Prerequisite: Dance I APAC
- Corequisite: Performing Arts Dance II APAC 621091

The emphasis of this level is to introduce proper placement within ballet, modern, and jazz techniques while developing an awareness of space and rhythm.

**DANCE III APAC**
- 2 semester(s); 1 unit credit
- Grade 11
- Prerequisite: Dance II APAC
- Corequisite: Performing Arts Dance III APAC 621191

The student will build on previous work by mastering the already known vocabulary and adding more advanced movements in each discipline of dance. Theory, dance history, and beginning pointe work will now be introduced.

**DANCE IV APAC**
- 2 semester(s); 1 unit credit
- Grade 12
- Prerequisite: Dance III APAC
- Corequisite: Performing Arts Dance IV APAC 621291

This level builds on previous work while learning and perfecting more difficult movements in each discipline of dance.
Composition and performance are highly emphasized at this level. Students will be required to create choreography and choose music for performance material.

**PERFORMING ARTS DANCE I APAC**

- 2 semester(s); 1 unit credit
- Grade 9
- 620994

**PERFORMING ARTS DANCE II APAC**

- 2 semester(s); 1 unit credit
- Grade 10
- 621094

**PERFORMING ARTS DANCE III APAC**

- 2 semester(s); 1 unit credit
- Grade 11
- 621194

**PERFORMING ARTS DANCE IV APAC**

- 2 semester(s); 1 unit credit
- Grade 12
- 621294

Performing Arts Dance APAC must be taken in conjunction with the corresponding Dance APAC course.

**THEATRE ARTS**

The APAC Theatre Arts Senior High Program is a highly specialized program in which a student is exposed to the diverse array of the world of theater including dramatic literature, theory, history, technical components and a variety of performance skills. The curriculum is designed to be taught in four-year cycles. Each year encompasses twelve units which are taught to students on a rotating basis. Since Theatre Arts auditions and welcomes new students every year, the only prerequisite for admission during any year of the cycle is scoring above the established cut-off score during the audition process.

**THEATRE INTRODUCTION APAC**

- 2 semester(s); 1 unit credit
- Grade 9
- Corequisite: Performing Arts Theatre I APAC
- 630991

Students will explore the relationships between theatre history in conjunction with cultural evolution and the broad development of indigenous dramatic literature in various genre. They will discover that theatre is an art form that enhances basic life skills through stimulation of creative thinking and problem solving. Students will develop a deeper understanding of personal commitment, cooperative work, and goal setting.

**THEATRE II APAC**

- 2 semester(s); 1 unit credit
- Grade 10
- Prerequisite: Theatre Introduction APAC
- Corequisite: Performing Arts Theatre II APAC
- 631091

Theatre II APAC continues to explore the theatrical process as an art form. Students will have the opportunity to build on skill learned in Theatre Introduction APAC. Utilizing a study of the traditional modes of theatre, students will focus on designing, creating, and performing from original and published works.

**THEATRE III APAC**

- 2 semester(s); 1 unit credit
- Grade 11
- Prerequisite: Theatre II APAC
- Corequisite: Performing Arts Theatre III APAC
- 631191

Theatre III APAC is designed to enable students who are interested in the theatre arts to continue exploring and perfecting their abilities. Students will concentrate on theatre professionals (director, actor, designer) recognizing the roles of and contributions made to areas of production, theatre technology, acting, dramatic criticism, and theatre history.
DRAMATIC CRITICISM AND PERFORMANCE APAC
2 semester(s); 2 units credit
Grades 9-12
Prerequisite: Theatre III APAC
Corequisite: Theatre Production APAC 631291
Dramatic Criticism and Performance is designed to enable students who are interested in theatre arts to pursue and in-depth exploration of the interrelationships of play writing, aesthetics, criticism, and performance. Theatre architecture and its impact on the relationship between actor and audience is explored.

PERFORMING ARTS THEATRE I APAC
2 semester(s); 1 unit credit
Grade 9 630994
In a studio setting students will explore the role and skills required of the professional actor with regards to audition, resume, physical, and vocal training, improvisation, contemporary, and historical schools of acting technique and acting for stage, radio, and television.

PERFORMING ARTS THEATRE II APAC
2 semester(s); 1 unit credit
Grade 10 631094
Students will build on previous work in Theatre II in a studio/practicum setting. They will conduct an in-depth exploration of the world of technical theatre. Areas of investigation include design theory, color technique, analysis of dramatic literature with respect to design, research skills, period style, set and model design/construction, costume history, design and construction, makeup design and execution and props construction.

PERFORMING ARTS THEATRE III APAC
2 semester(s); 1 unit credit
Grade 11 631194
This course is designed to enhance and extend an actors repertory of skills introduced in previous acting studio. While technique training continues, highly specialized acting areas of historical and ethnic acting styles, acrobatics, stage combat, juggling, mime, commedia, puppetry, dance, and story-telling are introduced.

THEATRE PRODUCTION APAC
2 semester(s); 1 unit credit
Grade 12 631294
This course is designed to provide students with a complex, in-depth learning experience incorporating skills from all previous theatre arts courses. Emphasis is on the confluence of all production aspects of theatre arts (managing, directing, acting, design, and application) in the production of live performance.

MUSIC
MUSIC INSTRUMENTAL I APAC
2 semester(s); 1 unit credit
Grades 9-12
Corequisite: Music Theory and Harmony/Literature APAC I 650991

MUSIC INSTRUMENTAL II APAC
2 semester(s); 1 unit credit
Grade 10
Prerequisite: Music Instrumental I APAC
Corequisite: Music Theory and Harmony/Literature APAC II 651091

MUSIC INSTRUMENTAL III APAC
2 semester(s); 1 unit credit
Grade 11
Prerequisite: Music Instrumental II APAC
Corequisite: Music Theory and Harmony/Literature APAC III 651191
MUSIC INSTRUMENTAL IV APAC
2 semester(s); 1 unit credit
Grade 12
Prerequisite: Music Instrumental III APAC
Corequisite: Music Theory and Harmony/Literature APAC IV
Students study scales, learn small group rehearsal techniques, begin to build a classical and jazz repertoire, work on performance techniques, and learn sight-reading and improvisation techniques. More advanced students are encouraged to take lead roles in our ensembles and to seek more solo opportunities. Juniors and seniors strive to develop their scales and repertoire to a professional level and prepare for college or professional auditions. Acceptance and curriculum entry level are determined by audition. This course must be taken concurrently with APAC Music Theory and Harmony/Literature APAC.

PIANO I APAC
2 semester(s); 1 unit credit
Grade 9
Corequisite: Music Theory and Harmony/Literature APAC I

PIANO II APAC
2 semester(s); 1 unit credit
Grade 10
Prerequisite: Piano I APAC
Corequisite: Music Theory and Harmony/Literature APAC II

PIANO III APAC
2 semester(s); 1 unit credit
Grade 11
Prerequisite: Piano II APAC
Corequisite: Music Theory and Harmony/Literature APAC III

PIANO IV APAC
2 semester(s); 1 unit credit
Grade 12
Prerequisite: Piano III APAC
Corequisite: Music Theory and Harmony/Literature APAC IV
This course must be taken concurrently with Music Theory and Harmony/Literature APAC.

Placement of the student depends upon audition and grade-point average.
Emphasis is upon developing and refining performance skills through building of technique and repertoire with frequent performances in a wide variety of settings. Classical music is stressed, with improvisation and jazz incorporated as well. Accompanying and ensemble collaborations are encouraged. Guest artists and masters classes are a regular feature of this course.

VOICE CHORAL ENSEMBLE I APAC
2 semester(s); 1 unit credit
Grade 9
Corequisite: Music Theory and Harmony/Literature APAC I

VOICE CHORAL ENSEMBLE II APAC
2 semester(s); 1 unit credit
Grade 10
Prerequisite: Voice Choral Ensemble I APAC
Corequisite: Music Theory and Harmony/Literature APAC II

VOICE CHORAL ENSEMBLE III APAC
2 semester(s); 1 unit credit
Grade 11
Prerequisite: Voice Choral Ensemble II APAC
Corequisite: Music Theory and Harmony/Literature APAC III
VOICE CHORAL ENSEMBLE IV APAC
2 semester(s); 1 unit credit
Grade 12
Prerequisite: Voice Choral Ensemble III APAC
Corequisite: Music Theory and Harmony/Literature APAC IV
Overall emphasis is placed on the development of tone production techniques. Students are introduced to music reading skills and sight-singing. Students receive training in both ensemble and solo singing. Basic vocal anatomy and stage presence are stressed. More advanced students receive additional training in diction by use of the International Phonetic Alphabet, and are encouraged to seek other solo opportunities. The development of ability to sing with correct diction in at least one language other than English is emphasized. Juniors and Seniors begin building solo repertoire for college or professional auditions. Acceptance and placement level is determined by audition. This course must be taken concurrently with Music Theory and Harmony/Literature APAC.

MUSIC THEORY AND HARMONY/LITERATURE I APAC
2 semester(s); 1 unit credit
Grade 9
680991

MUSIC THEORY AND HARMONY/LITERATURE II APAC
2 semester(s); 1 unit credit
Grade 10
681091

MUSIC THEORY AND HARMONY/LITERATURE III APAC
2 semester(s); 1 unit credit
Grade 11
681191

MUSIC THEORY AND HARMONY/LITERATURE IV APAC
2 semester(s); 1 unit credit
Grade 12
681291
This course must be taken concurrently with Music Instrumental APAC, Voice Choral Ensemble APAC, and/or Piano APAC. Placement of the student depends upon pre-test after acceptance into one of the above courses by audition. In Music Theory and Harmony, the focus is on acquiring, developing, and refining skills and knowledge in the fundamentals of music in written, aural, rhythm, sight-singing, and keyboard areas, with preparation for college theory a priority.
In Music Literature, the emphasis is on developing and refining vocabulary and listening skills and broadening cultural perspectives through exposure to and analysis of classical music, jazz, and ethnic music.

HEALTH-RELATED PROFESSIONS
(Murrah High School)

HEALTH SCIENCE ORIENTATION
1 semester(s); 1 unit credit
Grade 9
310931
Health Science orientation is a survey course, which is a required course for all ninth-grade students. The course will explore the health care system through an investigation of the history of medicine, medical ethics, and preventive medicine. The student will develop an appreciation for an understanding of technical advances and the human dimension in the biomedical field by studying the historical context from which current medical practices evolved.

HEALTH CARE SCIENCE
1 semester(s); 1 unit credit
Grade 10
311034
This course provides an in-depth study of anatomy and physiology and is taught to help the students understand the relationship between health and disease. Additionally, job-seeking skills, along with professional work ethics and effective communication, are emphasized to increase the student's marketability in the health care services.

INTENSIVE MEDICAL LAB
1 semester(s); 1 unit credit
Grade 11 311131
A major objective of this course is to provide hands-on experience conducting, analyzing, formulating, and evaluating medical laboratory procedures. Students will review safety and first aid principles utilized in the laboratory with 100% accuracy. Various tests will be conducted throughout this course.
CLINICAL INTERNSHIP I
1 semester(s); 1 unit credit
Grade 12 311234

CLINICAL INTERNSHIP II
2 semester(s); 2 units credit
Grade 12 311239

Students will be transported to and from local hospitals for on-site clinical internships. The students will rotate to various departments within the hospital (dependent upon their area of interest). This course will be offered as a one or two semester course depending upon graduation criteria being met and upon the student's interest in the internship.

INTERNATIONAL BACCALAUREATE
(offered at Jim Hill High School)
Grades 9-10

Language A – English

Studying language A is essential for any student engaged in the Middle Years Program, as it provides an academic rigor with its own subject group and also crosses the boundaries of the traditional disciplines. The study of language A has a double role to play – as the basic tool of communication and as a vehicle to study various forms of expression – from fulfilling cultural and intercultural roles to deepening the student's understanding of human nature and value. The course will encourage reading for enjoyment, understanding and appreciation for one's own culture as well as others, and teach students how to use the English language with enjoyment as a vehicle for thought, creativity, learning, and self-expression, as well as how to develop a critical approach to literature.

MYP ENGLISH I 9
2 semester(s); 1 unit credit 100971

*MYP ENGLISH II 10
2 semester(s); 1 unit credit 101071

Note: MYP English II is of comparable rigor and content as the state’s required course, English II. *Denotes subject area test required for high school graduation.

Language B – Foreign Language

The primary aim of language B is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. Learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject area, as well as giving the student the enjoyment of being able to communicate in a language other than their mother tongue. The study of language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

MYP FRENCH II 9
2 semester(s); 1 unit credit 821371

MYP FRENCH III 10
2 semester(s); 1 unit credit 821174

MYP SPANISH II 9
2 semester(s); 1 unit credit 810971

MYP SPANISH III 10
2 semester(s); 1 unit credit 811071

* Denotes subject area test required for high school graduation.
HUMANITIES — SOCIAL STUDIES

The aim of humanities (social studies) is to encourage students to gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills, and communication skills, contributing to the development of the student as a whole. Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological, and cultural.

MYP U.S. GOVERNMENT 9
2 semester(s); 1 unit credit
MYP WORLD HISTORY 10 (F)
2 semester(s); 1 unit credit
MYP WORLD GEOGRAPHY 10
1 semester(s); ½ unit credit

Note: MYP U.S. Government is of comparable rigor and content as the state’s required course, U.S. Government. As required by the International Baccalaureate Organization (IBO), this course includes study of the state’s required course, World Geography. This tenth grade course is of comparable rigor and content as the state’s required courses, World History and World Geography.

MATHEMATICS

Mathematics plays an essential role both within the school and society. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Moreover, understanding and being able to use mathematics with confidence is not only an advantage in school but also a skill for problem solving and decision-making in everyday life. IB mathematics aims to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare those students who will use mathematics in their workplace and life in general.

MYP GEOMETRY 9
2 semester(s); 1 unit credit
MYP ALGEBRA II 10
2 semester(s); 1 unit credit

SCIENCES

In this rapidly changing world, education should prepare students for life in the twenty-first century. The course must be relevant to the interests of the students, providing them with opportunities to explore the role of science in historical and contemporary contexts. The science courses offered aim to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society.

MYP CHEMISTRY 9
2 semester(s); 1 unit credit
*MYP BIOLOGY I 10
2 semester(s); 1 unit credit

Note: MYP Biology I is of comparable rigor and content as the state’s required course, Biology I. *Denotes subject area test required for high school graduation.

Technology

* Denotes subject area test required for high school graduation.
ARMS AND ELECTIVES

The arts are a form of human expression through activity. They contribute to a school curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking, and creating are combined in a powerful form of visual, aural, and tactile affective communication. Through the arts, students working both cooperatively and individually have opportunities to research, identify, and discuss issues; to provide insights, opinions, solutions and resolutions; and to reflect on, appreciate and evaluate artwork. This course encourages students to see the arts as a powerful medium for the exploration of the human condition, our society, and our world.

**MYP ART I 9**
- 2 semester(s); 1 unit credit
- 610971

**MYP ART II 10**
- 2 semester(s); 1 unit credit
- 611071

**IB ART SPECIAL (same course code as regular Art Special course)**
- 1 semester; ½ unit credit
- 611305

For additional courses offered, please see the MYP Coordinator of Jim Hill High School.

TECHNOLOGY

The technology subject group is essentially concerned with solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual talents and practical skills. Schools are granted flexibility in the choice of technology subjects, but each course provides a balance between three key areas: systems, information, and materials. In particular, students are encouraged to display ingenuity and creativity in devising practical solutions to given tasks. Students use the design cycle to: investigate, design, plan, create, and evaluate. This subject area is valuable for reinforcing and integrating skills learned in other disciplines, especially in the presentation and handling of data and the processes involved in the design and manufacture of a product. At the same time, it fosters awareness of the social and ethical implications of technological development.

**MYP TECHNOLOGY IV 9**
- 2 semester(s); 1 unit credit
- 730975

**MYP TECHNOLOGY V 10**
- 2 semester(s); 1 unit credit
- 730175

HEALTH AND PHYSICAL EDUCATION

The aim of physical education is to facilitate physical, intellectual, emotional, and social development, as well as cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness. This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

**MYP HEALTH/PHYSICAL EDUCATION IV 9**
- 1 semester(s); 1/2 unit credit
- Grades 9
- 510975

The contents of this course comprises the study of all the actions performed in all the sports, games, and movement activities that are currently practiced in the context of a culture. It emphasizes knowledge and attitudes as much as motor social skills.
MYP HEALTH/PHYSICAL EDUCATION V 10
1 semester(s); 1/2 unit credit
Grades 10
The content of this course comprises the study of all the actions performed in all the sports, games, and movement activities that are currently practiced in the context of a culture. It emphasizes knowledge and attitudes as much as motor social skills.

GENERAL KNOWLEDGE

MYP INQUIRY SKILLS
2 semesters; 1 unit credit
Grade 9 only
The Inquiry Skills course is a year-long course required of all students enrolled in the IB program. The major focus is to teach students to function successfully in the writing and research involved in all IB courses. Students will expand their vocabulary in a structured classroom setting that focuses not only on meanings of words but also word derivation – Greek and Latin roots, prefixes, and suffixes. Students will also be trained in the art of oral communication through formal and informal presentations that are post-writing activities.

MYP ANALYTICAL READING AND REASONING 10
2 semester; 1 unit credit
Grade 10 only
This course presents a formal approach to developing in students the cognitive skills that are keys learning from written material. The focus of the course will be to direct students abilities to process information in a logical way and to make judgments and decisions based upon data.

IB DIPLOMA PROGRAM
(offered at Jim Hill High School)
Grades 11-12
Successful Diploma candidates must meet three requirements in addition to the six subjects:

CREATIVITY, ACTION, SERVICE (CAS) PROGRAM
While the Creativity and Action component of CAS can be largely met through curricular and extracurricular programs, the Service component is the responsibility of the student. Each diploma candidate must complete 150 hours, at least 50 of which should be community service, during the last two years (and summer) of high school. The services may be rendered individually or in groups. Information about service opportunities is available from the CAS Coordinator at Jim Hill High School. The candidate must submit plans for these important projects to the CAS Supervisor for approval prior to undertaking them.

EXTENDED ESSAY (EE)
The extended essay (about 4,000 words) is defined as an in-depth study of a limited topic chosen from one of the six groups of the IB curriculum. It is designed to provide the candidate the opportunity to engage in independent research. Students are encouraged to pursue an area of special interest to them. In the second semester of the junior year, the student decides on a topic and seeks the sponsorship of a faculty mentor. Students are expected to begin work on the project during the junior year and continue during the following summer under the supervision of a mentor. The mentor and student will create a timetable for the essay's completion, which takes into account the rising senior's academic load, college application process and other time constraints. The extended essay is submitted at the end of the first semester of the senior year.
TECHNICAL AND WORKPLACE WRITING

TECHNICAL AND WORKPLACE WRITING II

2 semester(s); 1 unit credit
Grade 11 only 171505

This course focuses on the variety of kinds of written communications currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instructions, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and contents of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, designs, grammar, usage, and mechanics contribute to effective communication. Since conveying information is at the heart of much of workplace and technical writing, students will practice gathering information through research as well as communicate information through various kinds of writing.

THEORY OF KNOWLEDGE (TOK)

DP THEORY OF KNOWLEDGE 12

2 semesters; 1 unit credit
Grade 12 only 001271

Theory of Knowledge (TOK) course is a year-long course taken during the senior year. The TOK student examines the philosophical framework of each academic discipline while learning to reflect critically and logically on ideas originating in the other courses.

DEBATE

DEBATE II 12

2 semesters; 1 unit credit
Grade 12 only 131001

Debate II builds important communication skills that will enhance all aspects of the individual's life. This course provides instruction in how to acquire, and analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skills in debate helps the individual to think logically, clearly, and quickly; and it makes a student able to identify flawed reasoning and argue persuasively. It also contributes to the student's understanding of himself and his confidence in his own ability to analyze issues. This oral communication course is designed to help a student see himself as a whole person with a proper understanding of himself as a communicator as both a source and a receiver. Students will participate in more of these strategies and do research and case writing for more topics.

LANGUAGE A – ENGLISH

At the DP level, the language A program is primarily a pre-university course of study in literature. These courses encourage students to see literary works as products of art and their authors as craftsmen whose methods of production can be analyzed in a variety of ways and on a number of levels. This is achieved through the emphasis placed on exploring the means used by different authors to convey their subjects in the works studied. Literature is concerned with our conceptions, interpretations, and experiences of the world.

The study of literature, therefore, can be seen as a study of all of the complex pursuits, anxieties, joys and fears that human beings are exposed to in their daily lives. It enables an exploration of one of the more enduring fields of human creativity and artistic ingenuity, and provides immense opportunities for encouraging independent, original, critical and clear thinking. It also promotes a healthy respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. The discussion of literature is itself an art that requires the clear expression of ideas both orally and in writing. Students who successfully complete this course of study will sit for the HL IB language A exam in the spring of their senior year.

DP English III – HL 11 101171

2 semesters; 1 unit credit
**LANGUAGE B – FOREIGN LANGUAGE**

Language B is a foreign language course of study designed for students with some previous experience in either the French or Spanish languages. The main focus of language B is on language acquisition and development in the four primary language skills: listening, speaking, reading, and writing. These language skills are developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts, and will be related to the culture(s) concerned. Course material will be chosen to enable students to develop mastery of language skills. Successful language B students will not only learn and assimilate basic language structures but will be able to use the language in a range of situations and purposes for which and in which the language is used. Language B students learning how to communicate effectively in a number of situations and within the culture(s) where the language is spoken. Students who successfully complete this course of study will sit for the SL IB language B exam in the spring of their senior year.

**DP FRENCH IV – SL 11**
2 semesters; 1 unit credit
821174

**DP FRENCH AB INITIO I – SL 11**
2 semesters; 1 unit credit
811171

**DP SPANISH IV – SL 11**
2 semesters; 1 unit credit
811174

**DP SPANISH AB INITIO I – SL 11**
2 semesters; 1 unit credit
811171

**DP FRENCH V – SL 12**
2 semesters; 1 unit credit
821274

**DP FRENCH AB INITIO II – SL 12**
2 semesters; 1 unit credit
821271

**DP SPANISH V – SL 12**
2 semesters; 1 unit credit
811274

**DP SPANISH AB INITIO II SL 12**
2 semesters; 1 unit credit
811271

**INDIVIDUALS AND SOCIETIES – HISTORY AND PSYCHOLOGY**

The study of history from an international perspective is increasingly important today. In the contemporary context, one of globalization and technological development, different cultures and societies are increasingly in contact and interdependent. Now, more than ever, there is a need for an understanding of the present as well as the past. The aim of history in the DP is to explain trends and developments, continuity and change through time and through individual events. The courses are concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. Students who successfully complete this course of study will sit for the HL IB history exam in the spring of their senior year.

**DP HISTORY OF THE AMERICAS I – HL 11**
2 semesters; 1 unit credit
411171

**DP HISTORY OF THE AMERICAS II – HL 12**
2 semesters; 1 unit credit
411271

*Note: DP History of the Americas I is of comparable rigor and content as the state’s required course, U.S. History 1877 to Present. *Denotes subject area test for graduation.*
Psychology is most appropriately defined as the systematic study of behavior and experience. Its historical development, however, has witnessed several difficulties in arriving at a precise clarification of its subject matter and methodological focus. Psychology has taken a leading role in the investigation of the relationship between physiological processes and human experience. For example, recent discoveries in the human genome project have supported current research into the relationship between humans and non-human animals. Research in each of these areas (the relationship between physiological processes and human experience, and the relationship between humans and non-humans) tends to raise crucial ethical issues, including those associated with determinism and reductionism. This psychology courses addresses these complex issues so that students can develop a greater understanding of themselves and others. It therefore offers the opportunity to focus on individuals and societies in the context of a social science, which is an integral part of the DP. Students who successfully complete this course will sit for the SL IB psychology exam in the spring of their senior year.

**DP PSYCHOLOGY – SL 11 (serves as AP Psychology)**

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<td>451371</td>
<td>2 semesters; 1 unit credit</td>
<td>Grade 11 only</td>
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**EXPERIMENTAL SCIENCES**

In the Experimental Sciences course of study, students will become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses, that distinguishes the experimental sciences from other disciplines and characterizes each of the subjects within group 4. Students who successfully complete this course of study will sit for the HL biology exam in the spring of their senior year.

**DP BIOLOGY I – HL 11**

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**DP BIOLOGY II – HL 12**

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**MATHEMATICS AND COMPUTER SCIENCE**

This two-year course of mathematics studies is designed to provide a realistic course of study for students with varied backgrounds and abilities. The skills needed to cope with the mathematical demands of a technological society are developed, and emphasis is placed on the application of mathematics to real-life situations. A substantial piece of personal research, in the form of a statistical project, is a requirement of this program.

Students who successfully complete this course will sit for the SL IB Mathematical Studies exam in the spring of their senior year. **Please note:** A limited number of graphing calculators will be available for students to use during class time; parents should purchase graphing calculators for students to use at school, as well as at home to complete homework and assigned projects. **Students are required to use graphing calculators throughout their high school years. Students are not allowed to “check out” calculators for at home use.**

**DP MATH STUDIES I – SL 11**

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**DP MATH STUDIES II – SL 12**

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Computer science involves solving problems using computers. Therefore a full understanding of logical problem solving is required as well as a detailed knowledge of how computers operate. Successful computerized systems result from: a clear understanding of the problem to be solved; appropriate use of hardware based on a detailed knowledge of its capabilities and limitations; efficient use of algorithms and data structures; thorough and logical design; careful testing and integration of all these components.
Students of DP computer science are guided by problem-solving strategies that will be continually reinforced in their coursework. Students who successfully complete this course will sit for the AP Computer Science A exam.

**IB COMPUTER SCIENCE A (serves as AP Computer Science A)**  
2 semesters; 1 unit credit  
*Offered grades 11-12*

**ARTS ELECTIVES**  
*(Students may enroll in an additional language B or a second subject from Group 3 or 4.)*

Art, including artistic theories and practices, is a cultural manifestation. As culture itself has changed, with distinctions increasingly blurred, many of the divisions between traditional and contemporary forms of art have broken down. Learning and practice in visual arts today invariably extend beyond traditional boundaries to connect many areas of study and human experience through collaborative, as well as individual, production and interpretation. Artistic learning requires a high level of cognitive activity that is both intellectual and emotional. For students to communicate visually, they must locate themselves within a cultural context, or contexts, from which to discover and develop appropriate techniques. The study of the arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world. Students who successfully complete this course of study will sit for the SL IB arts exam in the spring of their senior year.

**DP ART III SL 11**  
2 semester(s); 1 unit credit  
*611171*

**DP ART IV SL 12**  
2 semester(s); 1 unit credit  
*Grade 12*  
*611271*

*For additional elective course offerings, please see the DP Coordinator of Jim Hill High School.*

**IB EXAMS AND WEIGHT OF IB COURSES**

IB exams are administered to all IB DP students. To pass the exams, students must score at least a 4 or better. Scores on IB exams do not influence a student’s grade point average (GPA)*; however, courses with Carnegie units for IB students in grades 8-12 receive more weight than regular course grades. In calculating high school GPAs, a “B” in an IB course is counted as an “A,” a “C” is counted as a “B,” and so on.

<table>
<thead>
<tr>
<th><strong>IB COURSES</strong></th>
<th><strong>REGULAR COURSES</strong></th>
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<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
<td><strong>Score</strong></td>
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<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>89-80</td>
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<tr>
<td>C</td>
<td>79-70</td>
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<td>D</td>
<td>69-60</td>
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<td>F</td>
<td>59 - below</td>
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Letter of Commitment for the International Baccalaureate (IB) Program

The IB program requires a high degree of commitment to academic work from students, as well as their families. IB courses are among the most rigorous and academically challenging courses students may experience in JPS. Therefore, students and parents should carefully discuss the commitments required to succeed in these demanding courses. Students should demonstrate a history of academic achievement and should be analytical, critical thinkers, as well as be able to read extensively, write clearly, and express themselves competently. The IB program combines advanced content knowledge with a focus on the development of critical thinking and an appreciation of global issues. IB students are required to be proficient in a second language by the time they complete the Diploma Program (DP). In addition to rigorous course work, students are required to complete community service work. Earning an IB diploma requires a multiyear commitment across disciplines. Parents and students must sign this letter of commitment before students are enrolled into IB courses.

IB classes are an extension of the regular course curriculum with added rigor, extended lesson content, and increased course work to be completed by students outside of the standard school day. The IB program provides greater opportunity for in-depth pursuit of a topic and greater emphasis on deep understanding than on the acquisition of information. IB courses prepare students for college-level course work while simultaneously addressing the state’s curricular requirements and prepare students for the IB exams taken at the completion of the Diploma Program. Many colleges and universities in the U.S. and throughout the world have an IB policy granting incoming students credit, placement, or both on the basis of their IB exam grades. Many of these institutions grant up to a full year of college credit (sophomore standing) to students who earn a sufficient number of qualifying IB exam grades. Student willingness to meet the demands of these challenging courses bring great rewards. Students are able to:

- Earn college credit (if they receive qualifying scores on the IB exams)
- Demonstrate to colleges and universities an ability to succeed in rigorous academics
- Take the kind of course they will face in college

By signing this letter of commitment, you indicate recognition of the expectations and opportunities of the IB program. Note: Students withdrawing from the IB program or any IB course relinquish IB standing and must enroll in the required on-level academic courses for JPS graduation; these courses include, but are not limited to, Employability Skills: Advanced Seminar and other on-level academic courses required by the state of Mississippi for English, mathematics, science, and social studies. For additional information, please refer to the district’s Secondary Curriculum Guide as well as the Student Handbook and Code of Conduct.

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Signature of Student</th>
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</thead>
<tbody>
<tr>
<td>Name of Parent/Guardian</td>
<td>Signature of Parent/Guardian</td>
</tr>
<tr>
<td>Parent/Guardian's Phone Number (home)</td>
<td>Parent/Guardian's Phone Number (work)</td>
</tr>
<tr>
<td>Parent/Guardian's Email Address (optional)</td>
<td>Best time to reach parent/guardian by phone.</td>
</tr>
</tbody>
</table>

*This letter is to be torn out and kept in the student’s file. A copy should be given to the student and his/her parent/guardian.*
CONCEPTS OF AGRICULTURE PLANTS
1 semester(s); 1 units credit
Grades 10-12
Prerequisite: Concepts of Agriscience Technology or Biology
711129
The Science of Agriculture Plants is a course which develops competencies related to the production of plants for food, fiber, ornamental, and other purposes. It includes instruction in the basic principles of plant science as well as cultural practices and the use of technology to efficiently and effectively meet consumer needs. Plant growing structures, plant classification, growth, propagation, culture, pests, harvesting, and marketing are included.

SCIENCE OF ENVIRONMENTAL AGRICULTURE
1 semester(s); 1 units credit
Grades 11-12
Prerequisite: Concepts of Agriscience Technology or Biology
711029
The Science of Environmental Agriculture is a course to introduce and develop skills in environmental areas related to the use and management of natural resources in the food and fiber systems. New technologies being used to enhance human capabilities to monitor and protect the environment are introduced. The overall focus is on maintaining and protecting resources to assure quality human life. Important relationships of living organisms to land and soil, water, the atmosphere, waste management, forestry, and energy management are included. Stress is on understanding global environmental issues and developing appropriate attitudes of environmental stewardship.

AGRIBUSINESS AND ENTREPRENEURSHIP TECHNOLOGY
1 semester(s); 1 units credit
Grades 11-12
711229
This is a course in the role and characteristics of agricultural and related businesses in our economy. The purpose of this course is to: provide a basis for making effective business decisions; setting goals; assessing and solving problems; determining financial progress and success; evaluating the management of resources; and gaining skills useful in everyday life in the diverse fields of agribusiness and entrepreneurship. Students explore principles in the successful organization and management of business owners, managers, and operators.

SMALL ENGINE REPAIR I
2 semester(s); 2 units credit
Grades 10-12
771329

SMALL ENGINE REPAIR II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Small Engine Repair I
771429
This course is designed to give the students background and knowledge in the theories, principles, operation, and repair of all terrain vehicles and motorcycles. Small engines of various types will also be included. After completing the two-year program, the student will be suitably skilled to enter the job market in this vocational area.

AUTO BODY REPAIR I
2 semester(s); 2 units credit
Grades 10-11
771529

AUTO BODY REPAIR II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Auto Body Repair I
771629
The course in Auto Body is designed to introduce the student to the proper way to repair or refinish automobiles. It introduces two types of body construction employed in the manufacturing of an automobile and identifies the many sections, assemblies, and component parts such as moldings, trim panels, and the more common fastening devices. The oxy-acetylene and electric arc welding process including the new type of spot welders used in autobody repairing is described and explained. The course deals with all of the basic set-ups in applying corrective forces and the care and maintenance of equipment used in auto body construction.

AUTOMOTIVE TECHNOLOGY I
2 semester(s); 2 units credit
Grades 10-12 771929

AUTOMOTIVE TECHNOLOGY II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Automotive Technology I 772029

The Automotive Technology course is designed to train students in the different areas of automotive maintenance and repairs. This course offers actual work experience for students in areas which require manipulative skills. Content covered in the first year is: automobile brakes, front-end service and repair, engine overhaul, and engine tune-up (minor). Content covered in the second year is: engine overhaul and repair, engine tune-up (major), tune-up and electrical troubleshooting and transmission service. The students should be able to obtain a job in this area and as they gain experience in their work, advancement in skills and knowledge should be acquired.

BUSINESS MANAGEMENT I
2 semester(s); 2 units credit
Grades 10-12 791029

BUSINESS MANAGEMENT II
2 semester(s); 2 units credit
Grades 11-12
Prerequisite: Business Management I 791129

Business Fundamentals (Year 1) serves as the foundation for all Business Pathways. Courses in Business Fundamentals provide instruction in basic business skills and knowledge related to economic fundamentals, management, communications, finance, human relations, career development, ethics and business etiquette. Business Management (Year 2) is a program for Students in the Business Management, Marketing, and Technology Pathway. The program is designed to prepare students for careers or continuing education in management or entrepreneurship and was written to incorporate the Business Administration Core Standards published by the Marketing Education Resource Center.

CARPENTRY I
2 semester(s); 2 units credit
Grades 10-12 751529

CARPENTRY II
2 semester(s); 2 units credit
Grades 11-12
Prerequisite: Carpentry I 751629

Students learn to operate machines that cut and shape lumber, construct, and install counters, cabinets, office fixtures, and partitions. They also study blueprints and select and mark wood.

EARLY CHILDHOOD SERVICES AND EDUCATION I
2 semester(s); 2 units credit
Grades 10-12 782129

EARLY CHILDHOOD SERVICES AND EDUCATION II
2 semester(s); 2 units credit
Grades 11-12
Prerequisite: Child Care and Guidance I 782229

This course is designed to teach students the patterns of growth and development of preschool children through the
study of the four areas of development: social, emotional, physical, and intellectual. Students will be instructed in care and guidance techniques to accompany the developmental stages. The curriculum provides students with the opportunity to have classroom study and active supervised experiences to reinforce the performance objectives of the course in a positive learning environment. This enables them to develop individual competencies in preparation for employment in a childcare occupation.

**DESIGN TECHNOLOGY FOR FASHION AND INTERIORS II**

- 2 semester(s); 2 units credit
- Grades 10-12
- Prerequisite: Design Technology I

This program prepares students for entry-level jobs in business and industries concerned with clothing and textiles. Such procedures as fitting and altering ready-made garments, custom tailoring and dressmaking, drapery making and home furnishings, laundering and dry cleaning, and demonstration and technical work in business and industry are thoroughly covered in both lectures and in laboratory projects.

**COSMETOLOGY I**

- 2 semester(s); 2.5 units credit
- Grades 11-12

**COSMETOLOGY II**

- 2 semester(s); 2.5 units credit
- Grades 11-12
- Prerequisite: Cosmetology I

Cosmetology is a course designed to teach students to master the art of beautifying the hair, skin, and nails and to prepare the students for entry-level employment. In addition to the manipulative skills, the students are taught personal development, safety, and sanitation measures, salesmanship, business management, and the chemistry of cosmetics and preparations used. A total of fifteen hundred clock hours are required by law. Students must meet the 1500 clock-hour requirement by attending a summer session prior to their junior year and the summer prior to their senior year. Upon completion of the course, the students are eligible to take the examination administered by the Mississippi State Board of Cosmetology prior to licensing.

**ENGINEERING AND ROBOTICS I**

- 2 semester(s); 2 units credit
- Grades 10-12

**ENGINEERING AND ROBOTICS II**

- 2 semester(s); 2 units credit
- Grades 11-12
- Prerequisite: Electronic Communication Production I

These courses provide a program in pre-engineering for high school students. The purpose of the program is to provide students with expanded knowledge of the use of technological skills and to enable them to solve problems by applying knowledge in a technological context. The program is designed to provide students with hands-on experiences related to the application of engineering concepts in the workplace. Students will develop academic and technical skills, 21st century skills, and human relations competencies that accompany technical skills for job success and lifelong learning. Students who complete the program will be better prepared to enter and succeed in engineering programs offered by Mississippi community and junior colleges and institutions of higher education.

**CULINARY ARTS/PRO-START I**

- 2 semester(s); 2 units credit
- Grades 10-12

**CULINARY ARTS/PRO-START II**

- 2 semester(s); 2 units credit
- Grades 11-12
- Prerequisite: Culinary Arts I

These courses are designed to cover the major functional activities in a food service business. Major content covered: management, supervision, purchasing, planning meals, receiving supplies, inspecting, storage of materials, dishwashing, maintaining cleanliness, and keeping records.
HEALTH SCIENCE EDUCATION I
2 semester(s); 2 units credit
Grades 10-12 781129

HEALTH SCIENCE EDUCATION II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Health Science Education I 781229
These courses introduce students to the career opportunities available in the health field. The Health Occupations curriculum is designed to enable the students to secure a basic foundation in Anatomy, Physiology, Microbiology, and to provide a thorough orientation of all health care professions. The first-year students will tour different health related facilities. The second-year students will shadow different health related professions.

HEATING AND AIR CONDITIONING I
2 semester(s); 2 units credit
Grades 10-12 771729

HEATING AND AIR CONDITIONING II
2 semester(s); 2 units credit
Grades 11-12
Prerequisite: Heating and Air Conditioning I 771829
These courses prepare students for immediate employment in the field of heating and refrigeration. Content covered is: fundamentals of heating and refrigeration, heating and refrigeration tools and materials, basic refrigeration systems, compressors, refrigerants, refrigerant controls, gas and electric heating systems, electric circuits and controls, installing and servicing small hermetic systems, air conditioning systems, cooling and humidifying, air conditioning cleaning and servicing, and career opportunities in heating and refrigeration.

INFORMATION SYSTEMS TECHNOLOGY I
2 semester(s); 2 units credit
Grades 10-12 751329

INFORMATION SYSTEMS TECHNOLOGY II
2 semester(s); 2 units credit
Grades 11-12
Prerequisite: Information Systems Technology I 751429
This instructional program prepares students to enter residential electrical occupations. Students learn to layout, assemble, install, connect, and test electric circuits, fixtures, devices, machinery, and control equipment. Students use practical experiences to understand amperage, wattage, and voltage.

HOTEL, RESTAURANT AND TOURISM MANAGEMENT I
2 semester(s); 2 units credit
Grades 10-12 781329

HOTEL, RESTAURANT AND TOURISM MANAGEMENT II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Hotel, Restaurant and Tourism I 781429
These courses cover all aspects of hotel operations through lectures, videos, field trips, texts, hands-on experience with externships, and work available through the Jackson Hotel/Motel Association. Subjects include: overview of the travel/tourism industry, front office, reservations, telephone department, bell service, maintenance, housekeeping, safety, guest relations, laundry operations, marketing, overview of food service, controls and night audit. Graduates are prepared to assume hotel line positions or to enter advanced studies at the college level in hotel and restaurant schools.

MARKETING MANAGEMENT I
2 semester(s); 2 units credit
Grades 10-12 783129
MARKETING MANAGEMENT II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Marketing Management I 783229

DIGITAL MEDIA TECHNOLOGY I
2 semester(s); 2 units credit
Grades 10-12 792029

DIGITAL MEDIA TECHNOLOGY II
2 semester(s); 2 units credit
Grades 11-12 792129
Prerequisite: Digital Media Technology I
This program is designed for students who wish to develop, design, and implement projects in the fast growing field of digital media. The program emphasizes the techniques and tools used in digital media and the creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The course focuses on the basic areas of computer graphics, multimedia, and animation. Exposure to state-of-the-art equipment is given through advice by experts from industry. The comprehensive project component provides practical experience toward developing a portfolio of work.

SIMULATION AND ANIMATION DESIGN I
2 semester(s); 2 units credit
Grades 10-12 794049

SIMULATION AND ANIMATION DESIGN II
2 semester(s); 2 units credit
Grades 11-12 794149
Prerequisite: Simulation and Animation I
Simulation and Animation Design is a pathway in the Science, Technology, Engineering, and Mathematics (STEM) career cluster. This Program is designed for students who wish to develop, design, and implement projects in the ever-expanding field of game design and development. The program emphasizes the techniques and tools used in game design and creative design or content of such media. Both theoretical learning and activity-based learning are provided for students who wish to develop and enhance their competencies and skills. The program focuses on the basic areas of ethics, character development, audio and video production, and design using visualization software. The program finishes with a performance-based unit that requires students to develop their own gaming environment. This comprehensive project component provides practical experience toward developing a portfolio of work. Membership is encouraged in the student organization, Technology Student Association (TSA), which promotes technological literacy, leadership, and problem solving, resulting in personal growth and opportunity.

LOGISTICS I
2 semester(s); 2 units credit
Grades 10-12 796049

LOGISTICS II
2 semester(s); 2 units credit
Grades 11-12 796149
Prerequisite: Logistics I
Logistics is a program that provides students with knowledge in planning, directing and coordinating services that involve purchasing, warehousing, distribution, customer service and planning services. Logistics personnel manage the daily operations of a facility, resolve problems concerning transportation, imports and exports, and coordinate the physical distribution of materials, products and people in a safe and economical manner.
COOPERATIVE EDUCATION
(Callaway and Forest Hill)

COOPERATIVE EDUCATION I
2 semester(s); 2 units credit
Grades 9-12 782729

COOPERATIVE EDUCATION II
2 semester(s); 2 units credit
Grades 10-12
Prerequisite: Cooperative Education I 782829

The general purpose of the Co-op Program is to provide an opportunity for students to prepare themselves for employment after graduation from high school. These courses provide students with entry-level and mid-management-level skills, as well as to coordinate classroom activities and projects with on-the-job training. Content covered in Diversified Occupations is: career planning, basic financial planning, job application and interview, human relations, and basic business math. The student must be 16 years of age or older, have satisfactory attendance records, good work habits, and have an application on file with the coordinator.
### Frequently Called Phone Numbers

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>General Information (JPS)</td>
<td>601-960-8700</td>
</tr>
<tr>
<td>Executive Director, High Schools</td>
<td>601-960-8730</td>
</tr>
<tr>
<td>Executive Director, Middle Schools</td>
<td>601-960-8869</td>
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<tr>
<td>Executive Director, Student Services &amp; Alternative Education</td>
<td>601-960-8705</td>
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<tr>
<td>Parent Resource Center</td>
<td>601-960-8980</td>
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<td><strong>High Schools</strong></td>
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<tr>
<td>Callaway</td>
<td>601-987-3535</td>
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<td>Career Development Center</td>
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<td>Forest Hill</td>
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<td>Jim Hill</td>
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<td>Provine</td>
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<td>Wingfield</td>
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<td><strong>Middle Schools</strong></td>
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<td>Bailey</td>
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<td>Blackburn</td>
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<td>Brinkley</td>
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<td>Cardozo</td>
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<td>Hardy</td>
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<td>Kirksey</td>
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<td>Whitten</td>
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<td><strong>District Programs</strong></td>
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<td>Adult Education (GED)</td>
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<td>Athletic Department</td>
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<tr>
<td>Capital City Alternative School</td>
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<tr>
<td>Career Academic Placement (CAP)</td>
<td>601-982-5221</td>
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<td>JROTC Program</td>
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