

**Mississippi School for the Blind
Course Choices Description Guide
2023-2024
6th-12th Grade**



Mississippi Schools for the Deaf and the Blind
1403 Eastover Drive
Jackson, Mississippi 39211

“Where Endless Opportunities Abound!”

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Mississippi Schools for the Deaf and Blind

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Mississippi School for the Blind

1252 Eastover Drive - Jackson, MS 39211

Phone 601-984-8200 Fax: 601-984-8232

Eddie Spann, Principal

Teresa Thomas, Counselor

Phone: 601-984-8212

Overview

History

Over one hundred seventy years ago on March 2, 1848, the Institution for the Instruction of the Blind was officially established by the State Legislature (Article 9, Chapter 43 – Laws of Mississippi) with an appropriation of \$2500. Prior to this, a blind philanthropist, James Champlain, made an appeal to the legislature to use state aid to establish an institution for the blind. Since its establishment, the school has been known by several names: Institute for the Blind, Asylum for the Blind, and Mississippi School for the Blind.

The school initially served 28 students; presently it provides services to visually impaired and blind children throughout the State of Mississippi through its Early Intervention Program, on-campus PK-12 educational program, the Mississippi Assistive Center Jackson Central Lions Low Vision Clinic, and the Mississippi Instructional Resource Center.

Mississippi School for the Blind has occupied several locations during its long history, at one time moved to Monticello in south Mississippi to allow its facilities to be used as a hospital during the Civil War. A temporary school for black children with visual impairments was established in 1929 at Piney Woods Country Life School. Helen Keller visited this school, as well as the school on North State Street, in 1945. In 1951, a new school on Capers Avenue replaced the one at Piney Woods. In 1948, a new school for students at the North State location opened on Eastover Drive. All students moved to the Eastover site in 1980. In December 1999, MSB moved to its present location on the south side of Eastover Drive with the Mississippi School for the Deaf

Mission Statement

The Mission of the Mississippi School for the Blind is to establish a strong foundation for learning and independence by providing individualized adaptive services and materials to enhance maximum potential for students with visual impairments or blindness.

Belief Statements

1. Learning is the chief priority for students and the primary focus for decision-making.

2. Students with visual impairments or blindness learn in different ways and will be provided with a variety of instructional strategies.
3. Educators should be knowledgeable about the educational needs of individual students. Students with visual impairments or blindness learn best when they are actively involved throughout the learning process.
4. Students with visual impairments or blindness should receive services from highly qualified professionals.
5. Positive relationships and mutual respect among and between students and staff should be present.
6. A commitment to continuous improvement is imperative for preparing students to be lifelong learners.
7. The expanded core curriculum should be a part of the course of study for all students with visual impairments or blindness.
8. Students receiving instruction in Braille should receive services from a TVI certified teacher with expertise in delivering braille instruction.

Governance and Purpose

The Mississippi School for the Blind, a part of Mississippi Schools for the Deaf and the Blind (MSDB) is governed by the Mississippi State Board of Education and receives guidance on its programs and services by the MSB Stakeholder's Advisory Committee. The Mississippi School for the Blind is a special purpose school for students 3-21 years of age who are visually impaired, blind, and/or deafblind and are referred by their local school district for consideration of a placement decision. Additional services and collaboration may be provided through the MSDB outreach program.

Community and State Partnerships

Working closely with the Mississippi Department of Education and the Bureau of Buildings, a collaborative effort is utilized to manage and maintain the Mississippi School for the Blind.

The Mississippi School for the Blind Stakeholder group was organized to provide support for the school. This supportive group assists MSB by providing input on policies, procedures and practices utilized by the school. There are additional partnerships with outside donors that support MSB by funding special events, projects, scholarships, and providing benevolent assistance to individual students in need.

Secondary Class Choices Guide Purpose

The purpose of this guide is to familiarize you with graduation requirements and get you thinking about life after high school...

- What do you want to do with your future?
- Where do you want to go?
- What do you need to do in high school to make it happen?

Students should talk with their parents and teachers about the choices they are making. Take into consideration your academic abilities, career goals, interests, and plans for additional education beyond high school. Think about your goals and use this guide to help make sure you fully understand the expectations, requirements & recommendations that are necessary for you to achieve your goals!

New Students to the Mississippi School for the Deaf

Parents should be prepared to provide the following items before registering for classes:

- Two proofs of residency within a MS school district
- Provide an updated immunization form (Mississippi 121) if the immunization records are not up to date at the current placement
- Birth Certificate
- Provide a copy of the child's social security card on or before registration
- Any relevant medical records or medical action plans (i.e. for seizures) at registration
- Official Withdrawal Papers from the previous school on the day of registration or as determined jointly in cases where more time is needed to prepare for a student.
- Copy of the student's current report, when applicable.

Admissions Process

GENERAL CRITERIA FOR ADMISSION & CONTINUED ENROLLMENT

The Mississippi Schools for the Deaf and the Blind (MSDB) has been designated by the State of Mississippi as a program that serves children whose primary disability is either a hearing loss or a vision loss. Program design and selection of staff is based on that premise. Not all children who apply are eligible to attend the MSDB. Below is a summary of MSDB's enrollment criteria.

A: All students must meet these requirements:

1. Live in the state of Mississippi.
2. Be between 3 and 21 years of age.
3. Can finger feed self, chew and swallow most food, indicate awareness of being soiled or wet, assist with dressing, and cooperate in bathing.
4. Parent gives consent for emergency medical treatment or for a Health Care Plan, if needed.
5. Determined not to be a danger to self or others or disruptive to the educational process.
6. Does not show an uneven developmental profile and pattern of social, communication, and restricted or repetitive behaviors or interests.
7. Does not have a medical or mental health condition that prohibits the student from attending school on a daily basis.
8. Does not have a standard score of three (3) standard deviations below the mean on standardized intellectual and adaptive behavior assessments.
9. Does not have medically related health or safety needs beyond the scope of the Health Clinic or the educational program.

B. Students who are Deaf/Hard of Hearing must also meet the following requirements:

1. Have a permanent or fluctuating hearing threshold level as evidenced by:
 - a. Deaf (severe impairments in processing linguistic information through hearing with or without amplification) - OR -
Hearing impairment (permanent or fluctuating hearing impairment)
- AND -

- b. Adverse impact on educational performance.
2. The supporting evidence must contain an audiometric evaluation conducted by an audiologist (MDE license in audiology, MSDH license, ASHA- CCC, or AAA certification) or physician with expertise in audiological exams using appropriate audiological equipment explaining each of the following:
- a. type of loss
 - b. age of onset (if known)
 - c. severity of loss
 - d. speech reception or speech awareness thresholds (if obtainable)
 - e. speech discrimination scores (if applicable)
 - f. recommendations regarding amplification, and
 - g. other recommended interventions, if any, including the need for assistive technology
 - h. a description of a follow-up examination and results, including how the conditions noted during the examination might interfere with educational testing and performance and recommendations for accommodations, modifications, and educational programming
 - i. acoustic immittance measures
 - j. an audiogram and/or measures of auditory evoked potential, such as Auditory Brainstem Response (ABR), Auditory Steady State Response (ASSR), and Otoacoustic Emissions (OAE) that would define the hearing loss
 - k. a description of how the hearing loss impacts educational performance
 - l. communication abilities and needs including the need for assisted communication.

MDE State Board Policy 74.19

- 3. Have a hearing threshold that interferes with progress in developmental skills or academic performance, social-emotional development, or linguistic and communicative skills.
- 4. Evidence of genetic deafness in the student's family and/or early identification of progressive hearing loss.

C. Students who are Blind/Visually Impaired must also meet the following requirements:

- 1. Have a documented eye condition that causes an impairment as manifested by:
 - a. Blind (little or no vision), - OR -

Partially sighted (significant vision loss of 20/70 or worse in the better eye after correction) - OR -

Legally blind (visual acuity of 20/200 or worse in the better eye after correction or contracted peripheral field of <20°) - OR -

Other severe visual problems.

- AND -

b. Adverse impact on educational performance.

2. The supporting evidence must contain a statement from an ophthalmologist or optometrist supporting eligibility that includes descriptions of visual acuity, diagnosed visual problems, a statement of how the child's visual problems affect educational performance and recommendations for educational programming.
3. Have a functional vision loss which inhibits optimal processing of information through the visual channel and requires the use of specialized techniques, textbooks, materials, or equipment.
4. An ophthalmologist and/or optometrist statement of a visually impaired diagnosis.

MDE State Board Policy 74.19

D. Students who are Deaf-Blind must also meet the following requirements:

1. Evidence of **Deaf/Hard of Hearing** as described above.
2. Evidence of **Blind/Visually Impaired** as described above.

E. General Inquiries for School Districts & Parents/Guardians:

1. Steps for enrollment at MSDB

Prior to requesting an IEP meeting to determine the Least Restrictive Environment (LRE), local school districts must fax the following information to LaQuandra Jones at (601) 984-8020:

- a. In-state eligibility determination form
- b. In-state Individual Education Program (IEPs) or Individual Family Service Plans (IFSPs-preschool) (*past three school years*)
- c. Ophthalmologist or Optometrist reports for students who are Blind or have Visual Impairment
- d. Audiologist reports for students who are Deaf or have Hearing Loss
- e. Psychoeducational Report (*an intelligence measure should be attempted*)
- f. Related Services Assessments, if applicable

- g. Discipline Report (*last two school years*)
 - h. Attendance Report (*last two school years*)
 - i. Medical records (*include medications*)
 - j. Academic records
 - k. Other
2. The local school district should complete their evaluation procedures prior to seeking enrollment at MSDB. An MSDB representative will contact the local district to organize the scheduling of a change of placement meeting within three (3) business days of receiving the items listed above.
 3. Observation Period: The enrollee may attend MSDB for up to 60 school days from the student’s initial day of school to determine if continued placement at MSDB is appropriate.
 4. Parents/guardians are welcome to inquire about our district. Entry is determined by the local school district when considering Individuals with Disabilities Education Act (IDEA) and state board policy requirements for special education and MSDB’s general admission criteria and continued enrollment. Please contact MSDB school counselors for information regarding academic learning and student life.
 5. The Mississippi Department of Education Office of Special Education offers a Parent Outreach and Support Center that is available to assist parents at 601-359-3498.

MSDB Contact Information

Name	Title	Email	Phone
LaQuandra Jones	MSDB Director of Special Services	laquandra.jones@msdb12.org	601-984-8131
Pamela Jones	MSD School Counselor	pamela.jones@msdbk12.org	601-984-8000
Teresa Thomas	MSB School Counselor	teresa.thomas@msdbk12.org	601-984-8212

Failure to provide all information or falsification of information will prevent applications from being processed and/or result in disenrollment if the student is found eligible based on incomplete or inaccurate information.

Registration

Parents should be prepared to provide:

- Two proofs of residency within a MS school district
- Provide an updated immunization form (Mississippi 121) if the immunization records are not up to date at the current placement
- Birth Certificate

- Provide a copy of the child's social security card on or before registration
- Any relevant medical records or medical action plans (i.e., for seizures) at registration
- Official Withdrawal Papers from the previous school on the day of registration or as determined jointly in cases where more time is needed to prepare for a student.
- Copy of the student's current report, when applicable.

Minimum Class Load

Mississippi Schools for the Deaf and the Blind students will be enrolled in seven class periods. Graduating seniors will be required to enroll in six credits. The only exceptions to this will be students who are enrolled in Career Pathway Experience classes for seniors who have a study hall period, the last period of the day and senior release and the required document signed by a parent or guardian. The documentation must be signed both semesters. SCHEDULE CHANGES WILL NOT BE MADE TO ACCOMMODATE A STUDY HALL AT THE END OF THE DAY.

All students will be required to take six units of credit. The maximum number of credits to be earned in summer school is two per year. Students who desire to earn one unit of credit during the summer from another accredited high school must receive prior written approval from his/her high school principal. Only one unit of credit may be earned through completion of an approved correspondence and/or online course; permission to enroll in a correspondence or online course must be granted by the principal.

Mississippi Diploma Options

Begins with incoming freshmen of 2018-2019

Mississippi has two diploma options: The Traditional Diploma and the Alternate Diploma. The Traditional Diploma is for all students. The Alternate Diploma is an option for students with a Significant Cognitive Disability (SCD).

TRADITIONAL DIPLOMA OPTION

Curriculum Area Carnegie Required Subjects Units		
English	4	• English I • EnglishII
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3 1/2	• 1 World History • 1 U.S. History • 1/2 U.S. Government • 1/2 Economics • 1/2 Mississippi Studies
Physical Education	1/2	
Health	1/2	
The Arts	1	
College and Career Readiness	1	• See the Mississippi Public School Accountability Standards for implementation options.
Technology or Computer Science	1	
Electives 5 1/2		
Total Units Required	24	

Requirements

- Student should identify an endorsement area prior to entering 9th grade. Endorsement requirements can only be changed with parental permission.
- For early release, students must have met College or Career Readiness Benchmarks (ACT sub scores 17 English and 19 Math or earned a Silver level on ACT WorkKeys or SAT equivalency sub scores). Alternately, a student must meet ALL of the following:
 - Have a 2.5 GPA • Passed or met all MAAP assessments requirements for graduation
 - On track to meet diploma requirements
 - Concurrently enrolled in Essentials for College Math or Essentials for College Literacy OR SREB Math Ready or SREB Literacy Ready Recommendations
 - For early graduation, a student should successfully complete an area of

endorsement.

- A student should take a math or math equivalent course the senior year.

ALTERNATE DIPLOMA OPTION

Curriculum Area Carnegie Required Subjects Units		
English	4	• Alternate English I-IV
Mathematics.	4	• Alternate Math I-III • Alternate Algebra
Science	2	• Alternate Biology • Alternate Science II
Social Studies	2	• Alternate History • Alternate Social Studies
Physical Education	1/2 2	
Health	1/2	• Alternate Health
The Arts	1	
Career Readiness	4	• Career Readiness I-IV. (Strands: Technology, Systems, Employability, and Social)
Life Skills Development	4	• Life Skills Development I-IV
Electives	2	
Total Units Required	24	

Requirements:

The Alternate Diploma is not equivalent to a traditional high school diploma and is not recognized by postsecondary entities that require a traditional high school diploma.

- All students are required to participate in the Mississippi Academic Assessment Program- Alternate Assessment (MAAP-A) and achieve a level of Passing or Proficient.
- Students who have met the criteria on their IEP for having a Significant Cognitive Disability (SCD) may participate in a program of study to earn the Alternate Diploma.

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma should identify an endorsement prior to entering 9th grade. There are three endorsement options: Career and Technical, Academic, and Distinguished Academic Endorsement.

CAREER AND TECHNICAL ENDORSEMENT

Curriculum Area Carnegie Required Subjects Units		
English	4	• English I • English II
Mathematics	4	• Algebra I
Science	3	• Biology
Social Studies	3 1/2	• 1 World History • 1/2 Economics • 1 U. S. History • 1/2 Mississippi Studies • 1/2 U.S. Government
Physical Education	1/2	
Health	1/2	
The Arts	1	
College and Career 1 • See the Mississippi Public School Accountability Standards Readiness for implementation options.		
Technology or Computer Science	1	
CTE & Technical	4	• Must complete a four-course sequential program of study.
Electives	3 1/2	
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Earn Silver level on ACT WorkKeys.
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One dual credit or earn articulated credit in the high school CTE course
 - Work-Based Learning experience
 - Earn a State Board of Education approved national credential
 - One (1) AP, Diploma Program-IB, or Cambridge (AICE) course aligned to their career pathway. Students must earn a C or higher and take the appropriate exam

ACADEMIC ENDORSEMENT

Curriculum Area Carnegie Required Subjects Units		
English	4	• English I • English II + two (2) additional above English II
Mathematics 4 • Algebra I + two (2) additional math courses above Algebra I		
Science	3	• Biology+ two (2) additional science courses above Biology
Social Studies History	3 1/2	• 1 World History • 1/2 Economics • 1 U.S. • 1/2 Mississippi Studies • 1/2 U.S. Government
Physical Education	1/2	
Health	1/2	
The Arts	1	
College and Career	1	• See the Mississippi Public School Accountability Standards Readiness for implementation options.
Technology or Computer Science	1	
Electives	7 1/2	• Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs
Total Units Required	26	

Additional Requirements

- Earn an overall GPA of 2.5.
- Two (2) elective courses must meet MS IHL CPC requirements.
- Earn Mississippi IHL and community college readiness benchmarks (ACT sub scores 17 English and 19 Math as approved by postsecondary for nonremediation at most community colleges or IHL college-ready courses in senior year, or the SAT equivalency subscore).
- Earn two additional Carnegie Units for a total of 26.
- Must successfully complete one of the following:
 - One AP course with a C or higher and take the appropriate AP exam
 - One Diploma Program-IB course with a C or higher and take the appropriate IB exams
 - One dual credit course with a C or higher in the course

DISTINGUISHED ACADEMIC ENDORSEMENT

Curriculum Area	Carnegie	Required Subjects Units
English	4	• English I • English II + two (2) additional above English II
Mathematics	4	• Algebra I + two (2) additional math courses above Algebra I
Science	4	• Biology + two (2) additional science courses above Biology
Social Studies	4	• 1 World History • 1/2 Economics. • 1 U.S. History • 1/2 Mississippi Studies • 1/2 U.S. Government
Physical Education	1/2	
Health	1/2	
The Arts	1	
College and Career	1	• See the Mississippi Public School Accountability Standards Readiness for implementation options.
Technology or Computer Science	1	
Electives 8 • Must meet two (2) advanced electives of the College Preparatory Curriculum (CPC) requirements for MS IHLs		
Total Units Required	28	

March 2021

Traditional Diploma

- Earn 24 credits (Carnegie Units) in a selection of required classes including English, Math, Science, Social Studies, Technology or Computer Science, College and Career Readiness, Health, Art, Physical Education and electives
- Local school districts may add graduation requirements to the state requirements

Traditional Diploma + Career and Technical Education (CTE) Endorsement

- Earn 26 credits
- Earn four credits from the same CTE program

- Achieve at least a 2.5 grade point average
- Score at silver level on ACT WorkKeys
- Successfully complete a dual credit course, a work-based learning experience or earn a national credential

Traditional Diploma + Academic Endorsement

- Earn 26 credits
- Score at least 17 on ACT English section
- Score at least 19 on ACT Math section
- Achieve at least a 2.5 grade point average
- Successfully complete one Advanced Placement course and AP exam, one International Baccalaureate course and exam, or one dual credit course
- Earn at least a C in the advanced course

Traditional Diploma + Distinguished Academic Endorsement

- Earn 28 credits
- Score at least 18 on ACT English section
- Score at least 22 on ACT Math section
- Achieve at least a 3.0 grade point average
- Successfully complete one Advanced Placement course and AP exam, one International Baccalaureate course and exam, or one dual credit course
- Earn at least a B in the advanced course

Alternate Diploma

Mississippi public schools offer an alternate course of study for students with Significant Cognitive Disabilities. This course of study leads to the Alternate Diploma, which recognizes that a student has completed high school. The Alternate Diploma is not equivalent to a Traditional Diploma and is not recognized by postsecondary entities that require a standard high school diploma

Subject Area Testing

The following subjects require that all students take an end-of-course Subject Area Test: Algebra I, Biology I, English II, and United States History. In order to receive a Carnegie unit for these courses, students must earn a 65 or higher on class work

and take the exam. The following options regarding state testing will apply during the school years listed, depending on when the student first took the course:

- Score a 17 or higher in the subject area most applicable to the Subject Area Test (Algebra I/Math subscore, Biology I/Science subscore, English II/English subscore, US History/Reading subscore)

OR

- Earn a C or higher in an entry level credit-bearing dual enrollment/dual credit/college credit course with a corresponding prefix (Algebra I/MAT, Biology I/BIO, English II/ENG, US History/HIS)

OR

- Obtain an ASVAB score of 36 AND
- Earn a CPAS score that meets the attainment level assigned by Federal Perkins requirements OR
- earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 of the current edition of the Mississippi Public School Accountability Standards

OR

- Obtain the Silver Level on the ACT WorkKeys AND
- Earn a CPAS score that meets the attainment level assigned by Federal Perkins requirements OR
- Earn an approved Industry Certification as specified in the Career Pathway's Assessment Blueprint and in Appendix A-5 of the current edition of the Mississippi Public School Accountability Standards

OR

- Use the State Board of Education approved Concordance Tables to correlate the score earned on the Subject Area Test with the final grade earned in the class. Please speak with a counselor for more details concerning this option.

2015-present—All of the options from 2014-2015 apply. Also, students enrolled may achieve a combined minimum score from the four end-of-course Subject Area Tests in lieu of passing a specific test. If you think you may qualify for this option, please speak to the school counselor for more information.

College Entrance Exams

When considering postsecondary education plans, students will want to take one (or more) of the college entrance examinations listed below. These examinations can be used in decisions concerning college admissions, career planning, placement in college courses, and/or eligibility for scholarships. Please remember that these exams are only one of the many factors colleges consider when making admission decisions.

- ACT—The ACT is an achievement-based test that measures the skills & knowledge developed while taking high school courses. Scores are reported by subject area (English, Reading, Math, and Science) and as a composite score. There is an optional writing section that some schools may require for admission—be sure to review admissions requirements of the schools you are interested in attending to see if you should take the optional writing section of the ACT. The Mississippi Legislature pays for every junior to take the ACT in the spring. However, many students choose to take the ACT multiple times to ensure they score as high as possible to increase scholarship opportunities. Go to www.act.org to sign up!
- SAT— The SAT is a predictive-aptitude college admission test that lets students show what they know and how well they can apply their knowledge. Both the SAT and ACT are accepted at all colleges and universities throughout the United States. It may be worth your time to take a practice test and compare your scores to see which assessment works best with your preferences.
- PSAT/NMSQT—The PSAT/NMSQT is a practice test for the SAT and is used to determine National Merit and National Achievement scholarship recipients. It is usually given in October to sophomores and juniors in honors classes. National Merit and National Achievement eligibility is available to juniors taking the assessment. Sophomores should use this opportunity to

familiarize themselves with the testing format and prepare to take it for scholarship eligibility the following school year.

Secondary Course Listings

English Courses

English I-IV **Credit:** 1 **Prerequisite:** One English class per year; must pass previous year to advance.

Description: These classes will work towards mastery of Mississippi Department of Education standards. Each year in their writings, students are expected to demonstrate increasing sophistication in all

aspects of language use, from vocabulary & syntax to the development & organization of ideas, as well as increasingly demanding content & sources. Students advancing through the grades are expected to meet each year's grade specific standards & retain or further develop skills and understandings mastered in preceding grades. ***The English II course also prepares students to take the English II Subject Area Test**

Advanced Placement English III Language & Composition (Grade 11)

Credit: 1 Prerequisite: 80 or higher in Honors English II or 25 or higher on the ACT.

Description: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students who successfully complete the course and score a 3 on the AP exam will receive 3 hours of credit for ENG 1113-English Composition I from all Mississippi public universities or community/junior colleges. Students who score a 4 or 5 may receive up to 6 credit hours. For information about out-of-state or private colleges, please see your counselor.

Essentials for College Literacy (Grade 12) Credit: 1 Prerequisite:

English III and ACT English score between 15-16.

Description: This course is designed to help students prepare for post-secondary education that do not have ACT scores that would allow them to take dual credit of AP classes. Students will focus on contextual learning and engaged learning in a real-world context.

Dual Credit English Comp I (Grade 12) Credit: 1 MSDB and 3 College Credit Hours for each course **Prerequisite:** Students must take both classes, have a 17 or higher English subscore on the ACT & teacher recommendation

Description: Students will be held to college level standards as they learn the basic principles of composition. Special attention will be given to the writing of expository papers. Students must take both English Comp I and English Comp II. Students must complete all paperwork and online registration before class begins.

Dual Credit English Comp II (Grade 12) Credit: 1 MSDB and 3 College Credit Hours for each course.

Description: Students will be held to college level standards as they learn the basic principles of composition. Special attention will be given to the writing of expository papers. Students must take both English Comp I and English Comp II. Students must complete all paperwork and online registration before class begins.

Advanced Placement English IV Language & Composition (Grade 12) Credit: 1 **Prerequisite:** 80 or higher in Honors English II or 25 or higher on the ACT.

Description: The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many

disciplines and historical periods. Students who successfully complete the course and score a 3 on the AP exam will receive 3 hours of credit for ENG 1113-English Composition I from all Mississippi public universities or community/junior colleges. Students who score a 4 or 5 may receive up to 6 credit hours. For information about out-of-state or private colleges, please see your counselor.

Mathematics Courses

Foundations of Algebra (Grade 9) Credit: 1 Prerequisite:
Students will be placed in this class according to their Math MAAP scores.

Description: Foundations of Algebra is a one credit course offered to 9th grade students. The primary purpose of the course is to provide a basis for curriculum development for rising 9th grade student in need of substantial support prior to taking Algebra I. The content of the

Foundations of Algebra Course focuses on equations, inequalities, functions, polynomials, geometry, and statistics as well as the standards of mathematical practice. This course may also be taken in 8th grade as a prerequisite to Algebra I

Algebra I (Grades 9-11) **Credit:** 1 **Prerequisite:** In order to take Algebra I in 9th grade, students must score Advanced or upper 50% of proficient on the math section of MAAP

Description: Algebra I formalizes and extends mathematics learned in the middle grades. This is a more ambitious version of Algebra I than has generally been offered. Instruction will focus on analyzing and explaining the process of solving equations and inequalities; learning function notation and developing the concepts of domain and range; using regression techniques; creating quadratic and exponential expressions; and selecting from among these functions to model phenomena. **This course also prepares students to take the Algebra I Subject Area test.**

Geometry (Grades 10-12) **Credit:** 1. **Prerequisite:** Algebra I

Description: Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry should prepare students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The class will focus on an understanding of translations, reflections, and rotations; developing the understanding of similarity and several theorems; extension of formulas for 2-dimensional and 3-dimensional objects; extension of 8th grade geometric concepts of lines; proving basic theorems about circles; and working with experimental and theoretical probability.

Algebra II (Grades 11-12) **Credit:** 1 **Prerequisite:** Geometry

Description: In Algebra II, students build on their work with linear, quadratic, and exponential functions, to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The four critical areas of this course include working extensively with polynomial operations; building connections between geometry and trigonometric ratios; understanding of a variety of function families; and exploring statistical data.

Algebra III (Grade 12) Credit: 1 Prerequisite: Algebra II

Description: Algebra III covers skills and objectives that are necessary for success in courses higher than Algebra II. Topics of study include sequences and series, functions, and higher order polynomials. Polynomial functions provide the context for higher-order investigations. Topics are addressed from a numeric, graphical, and analytical perspective.

Essential for College Math (Grade 12) Credit: 1 Prerequisite:

Algebra II. Must have an ACT math subscore between 15-18

Description: Essentials for College is built with rigor, innovative instructional strategies, and a concentration on contextual learning that departs from procedural memorization and focuses on engaging the students in a real-world context. The course addresses standards throughout high school, including CCR Algebra I, CCR Geometry, and CCR Algebra II that are essential for college and career success.

Dual Credit College Algebra (Grade 12) Credit: 1 credit MSDB and 3 College credits for each course. **Prerequisite:** 19 or higher on the Math subsection of the ACT & teacher approval.

Description: Students passing Dual Credit College Algebra will receive one high school credit through CHS and 3 hours of college credit through Hinds Community College. This class is one semester long and is taught by on the campus of CHS by a teacher who is also certified through Hinds CC.

Science Courses

Foundations of Biology (Grade 9) **Credit: 1** **Prerequisite:** None

Description: Foundations of Biology 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, lab safety, 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

Biology I (Grades 9-12) **Credit: 1** **Prerequisite:** None

Description: Biology I is a laboratory-based course designed to study living organisms and their physical environment. Students should apply scientific methods of inquiry and research in examining the following topics: biochemistry, cell structure, function and reproduction, cell energy, molecular basis of genetics, natural selection and diversity, and ecology. **This course also prepares students to take the Biology I Subject Area test.**

Physical Science (Grades 10-12) **Credit: 1** **Prerequisite:** Biology I (Students who have completed or are currently enrolled in chemistry and/or physics may not take this course)

Description: Physical Science provides opportunities for students to develop and communicate an understanding of physics and chemistry through lab-based activities. This course will investigate the structure of matter, chemical and physical properties and changes, kinematics, dynamics, energy, electricity, and magnetism.

Earth & Space Science (Grades 10-12) **Credit: 1** **Prerequisite:** Biology I

Description: Earth & Space Science provides opportunities for students to develop & communicate a basic understanding of the Earth and its place in the universe through lab-based activities, integrated STEM activities, inquiry, mathematical expressions & concept exploration. It will help guide students to become responsible stewards of Earth's natural resources.

Human Anatomy & Physiology (Grades 10-12) **Credit: 1**

Prerequisite: Biology

Description: 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 results through various methods are integral components of this course.

Chemistry (Grades 10-12) **Credit: 1** **Prerequisite:** Biology I, Algebra II

Description: 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, International System of Measurement, atomic theory, bonding, periodicity, stoichiometry of aqueous solutions, thermodynamics, kinetics, oxidation-reduction and electron chemistry, nuclear chemistry, and organic chemistry.

Physics (Grades 11-12) **Credit: 1** **Prerequisite:** Chemistry, Algebra II-III

Description: Physics provides opportunities for students to develop and communicate an understanding of matter and energy through lab-based activities, mathematical expressions, and concept exploration. Concepts covered in this course include dynamics, energy, mechanical and electromagnetic waves, and electricity.

Genetics (Grades 11-12) **Credit: 0.5** **Prerequisite:** 70 or higher in Chemistry.

Description: Genetics is a laboratory-based course that will explore 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 will be investigated. Laboratory activities, research, the use of technology, and the effective communication of results through various methods are integral components of this course.

Microbiology (Grades 11-12) **Credit: 0.5** **Prerequisite:** 70 or higher in Chemistry.

Description: 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.

Marine Science I (Grades 10-12) **Credit: 0.5 Prerequisite:** Biology I
Description: Marine & Aquatic Science I and II are half-credit laboratory-based courses that investigate the biodiversity of salt water & freshwater organisms, including their interactions with the physical and chemical environment. Science and engineering.

Marine Science II (Grades 10-12) **Credit: 0.5 Prerequisite:** Marine Science I
Description: Marine & Aquatic Science I and II are half-credit laboratory-based courses that investigate the biodiversity of salt water & freshwater organisms, including their interactions with the physical and chemical environment. Science and engineering.

Zoology I (Grades 10-12) **Credit: 0.5 Prerequisite:** Biology I
Description: Zoology I (Invertebrate) and Zoology II (Vertebrate) are half credit laboratory-based courses that survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are 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 these courses.

Zoology II (Grades 10-12) **Credit: 0.5 Prerequisite:** Biology I and Zoology I recommended.

Description: Zoology I (Invertebrate) and Zoology II (Vertebrate) are half credit laboratory-based courses that survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology are investigated. Comparative studies are 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 these courses.

Botany (Grade 10-12) **Credit:** ½ (0.5) **Prerequisite:**

Description: Botany is a course applying basic biological principles to the study of plants. Topics include morphological characteristics of each division and variation in their reproduction, physiology, taxonomy, evolution, and the interactions of human society and plants.

History Courses

Mississippi Studies (Grade 8 & 9) **Credit:** 0.5 **Prerequisite:** None

Description: Mississippi Studies is designed to foster appreciation for the state, its history and its culture and will include the geographic, historic, economic, political, and social events that have contributed to the state's development. Students passing the 8th grade version of this will earn ½ of a Carnegie unit towards graduation requirements.

Introduction to World Geography (Grade 8 & 9) **Credit:** 0.5

Prerequisite: None

Description: Introduction to World Geography focuses on the systems and processes that produce the features and patterns that lie on Earth's surface and appear on maps and globes. Students passing the 8th grade version of this will earn ½ of a Carnegie unit towards graduation requirements.

World History (Grade 9 &10) Credit: 1 Prerequisite: None

Description: World History begins with the Age of Enlightenment and continues through to the present. This class focuses on the development, connections, and global influences of the “Western World”, including Europe and the United States historic global activity and how that activity has characterized the development of the rest of the world.

US History (Grade 11) Credit: 1 Prerequisite: None

Description: The United States History from Post-Reconstruction to Present framework requires students to examine the major turning points in American history from the period following Reconstruction throughout the Twentieth Century and entering into the new millennium. This course also prepares students to take the US History Subject Area test that is required for graduation.

AP US History (Grade 11) Credit: 1 Prerequisite: Approval

Description: AP United States History focuses on developing students' abilities to think conceptually about US history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change and make comparisons among various historical developments in different times and places. Students who successfully complete the course and score a 3 or higher on the AP

exam will receive 3 hours of credit for HIS 2213 US History I from all Mississippi public universities or community/junior colleges. For information about out-of-state or private colleges, please see your counselor.

AP World History (Grade 10) Credit: 1 Prerequisite: Approval

Description: AP World History begins with the Age of Enlightenment and continues through to the present. This class focuses on the development, connections, and global influences of the “Western World”, including Europe and the United States historic global activity and how that activity has characterized the development of the rest of the world.

US Government (Grade 12) Credit: 0.5 Prerequisite: None

Description: Government and Civic Engagement should provide students with an understanding of civic life, politics, and the constitutional process. It should also provide a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation.

Economics (Grade 12) Credit: 0.5 Prerequisite: None

Description: This course focuses on an awareness of the relationship of world economic systems. The student should trace the American economic system and the impact of that system in a global setting. The student should also develop an understanding of microeconomics and macroeconomics from individual finances to world economic organizations.

Electives Courses

Course	Credit	Prerequisite	Course Description
Art I	1	None	Art I involves a broad range of media, techniques, and processes. Students will develop skills in the creation and study of works of art and design. Work will encompass both two and

			three-dimensional art forms.
Cyber Foundations I	1	None	Information and Communication Technology is an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students will study interpersonal and self-directional skills; basic technology operation and concepts; social, ethical, and human issues in technology; technology communication tools; technology resource tools; multimedia presentation applications; word processing applications; spreadsheet applications; and design applications.
Cyber Foundations II	1		Students in Cyber Foundations II, complete study in interpersonal and self-directional skills; input applications; technology lab management and networking; publishing applications; graphic design applications; web design applications; database applications; and technology problem solving and decision-making tools.

			This course earns Carnegie Units toward graduation.
Choir	1	Audition	Students who choose to pursue choral performance identify with the sounds of singing and its expressive qualities. Vocal maturation results in an entirely different singing sound from earlier grades. Requires a successful audition and a uniform fee. The choir performs at various concerts, sing at civic events, and may compete in District and State Choral Festivals. The Music Department prepares the student to further their musical knowledge and appreciation both at the high school and college level.
Band (Grades 7-12)	1	Audition	Band is a large ensemble performance course is designed to include brass, wind, and percussion instruments. Students who elect to play in high school band during successive years are expected to master proficient competencies, and then pursue advanced competencies.

PE (Grades 6-12)	.5-1	None	This course will cover basic physical fitness activities that will include, but not limited to exercises that will focus on life-long fitness activities (tennis, walking/jogging, stretching, etc), sports appreciation, games, and other activities designed to enhance coordination, strength endurance, speed and flexibility. PE may be taken for one semester for 0.5 credit or for one year for 1 credit.
Contemporary Health (Grades 9-12)	0.5	None	This one-semester course is a comprehensive study of health, which includes classroom instruction in personal health, community and environmental health, nutrition and consumer health, disease, family life, drug abuse, first aid and safety, and mental health.
ACT Prep I-II (Grades 10-12)	0.5 each	None ACT Prep I	ACT Prep I and ACT Prep II will help students develop effective test taking skills. Preparations materials for the ACT will be utilized and computer-based practice will take place in order to identify areas in which practice may be most beneficial.
College and Career Readiness	1	None	This course introduces students to College and

(Grades 11-12)			Career Readiness, college selection and transition, applying for financial aid, preparing for a career and internship, financial literacy, community service, and digital literacy and citizenship. In addition, students will develop a portfolio that uniquely demonstrates the culmination of their proficiency in academics and the 21st Century Skills by allowing them to communicate their preparedness and knowledge of post-secondary. There is a fee for participation in this class.
Learning Strategies	0.5-1		
Oral Communications (Grades 10-12)	0.5	None	Oral Communication introduces and acquaints the student to systemic public speaking development. It teaches the basics of communication, listening, self-concept, voice and diction, as well as the different types of public speeches.
Psychology (Grades 9-12)	0.5	None	Psychology focuses on the history, advances in technology, and both internal and external influences that affect

			human mental development. The student should learn the various elements of human behavioral development that emphasize concepts such as self-esteem and self-responsibility.
Sociology (Grades 9-12)	0.5	None	Sociology engages in the study of people and their lives in groups. Students will examine how people behave in groups and how interaction shapes both individual and group behaviors. The analysis of the rules, organizations, and value systems that enables people to live together will also be studied.
Spanish I (Grades 8-12)	1	Grade 8—90 or above in 7th grade English Grades 9-12—80 or above in English prior year recommended	Spanish I is a full-year course designed to introduce the student to the language and culture of Spanish-speaking countries. Emphasis is placed on vocabulary, simple conversational skills, and basic grammar structures. Students need strong English skills. Spanish II is a continuation of the study begun in first year. Emphasis is placed on understanding more detailed grammatical structures, increasing vocabulary, and translating.

			<p>Spanish III places emphasis on increasing vocabulary and conversational fluency and introduces Spanish literature and authors through translation. Advanced Placement Spanish is a college-level Spanish class that stresses vocabulary, oral skills, composition & grammar and requires students to use Spanish for active communication, including extensive writing and composition. Students who successfully complete the course and score a 3 or higher on the AP exam will receive 3 hours of credit for MFL 1213 Spanish I from all Mississippi public universities or community/junior colleges. For information about out-of-state or private colleges, please see your counselor.</p>
<p>Spanish II (Grades 9-12)</p>	<p>1</p>	<p>80 or above in Spanish I required</p>	<p>Spanish I is a full-year course designed to introduce the student to the language and culture of Spanish-speaking countries. Emphasis is placed on vocabulary, simple conversational skills, and basic grammar structures. Students need strong English skills.</p>

			<p>Spanish II is a continuation of the study begun in first year. Emphasis is placed on understanding more detailed grammatical structures, increasing vocabulary, and translating. Spanish III places emphasis on increasing vocabulary and conversational fluency and introduces Spanish literature and authors through translation. Advanced Placement Spanish is a college-level Spanish class that stresses vocabulary, oral skills, composition & grammar and requires students to use Spanish for active communication, including extensive writing and composition. Students who successfully complete the course and score a 3 or higher on the AP exam will receive 3 hours of credit for MFL 1213 Spanish I from all Mississippi public universities or community/junior colleges. For information about out-of-state or private colleges, please see your counselor.</p>
<p>American Sign Language (Grades 9-12)</p>	1	None	<p>This course is an introduction to American Sign Language. It creates a visual-gestural</p>

			environment that introduces ASL grammar and vocabulary without presenting English equivalents. This course includes interactive activities, cultural awareness education, and individual feedback. Emphasis is on appropriate language use in common communication settings.
AP World History (Grades 10-12)	1	Approval	AP World History begins with the Age of Enlightenment and continues through to the present. This class focuses on the development, connections, and global influences of the “Western World”, including Europe and the United States historic global activity and how that activity has characterized the development of the rest of the world.
Creative Writing	0.5	70 average or higher in English the previous year is recommended.	Students will study the techniques of the short story, the poem, the one-act play, and the personal essay. They will

			read the works of noted authors and identify the elements that contribute to their success; then they will create short stories, poems, and personal essays of their own. Much of the time in the course will be devoted to revision, with the emphasis on quality not quantity.
Survey of African American Writers (Grades 10-12)	0.5	None	The African American Writing course is a survey course that draws upon a compilation of 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 the writing.
Mississippi Writers (Grades 9-12)	0.5	None	The Mississippi Writers course focuses on the state's rich literary heritage through the study of poetry, fiction, nonfiction, and drama
Personal Finance (Grades 9-12)	0.5	None	Personal finance allows students to explore financial decision-making and utilize skills in money management, record keeping, and banking through basic concepts of

			economics, insurance, credit and other related topics.
Advanced World Geography (Grades 10-12)	1	None	Advanced World Geography focuses on understanding the systems and processes that produce the features and patterns that lie on Earth's surface and appear on maps and globes. Identification of map features and place locations carries little value unless it facilitates student learning of these underlying systems and process. The primary purpose of the course is to build deep, systematic understanding of how Earth's physical and human geography came to be and continues to evolve
Nutrition and Wellness (Grades 9-12)	0.5	None	Learn how to fuel your body, maintain your emotional and physical health, and find your way around the grocery store and kitchen in Nutrition and Wellness. This course prepares you for a healthy life and provides you with the essential skills you need to plan and make healthy and delicious meals for you, your family, and your friends. You'll learn how to budget for

			your meals, shop for groceries, and fit cooking into a busy schedule of school, work, and other responsibilities.
Business Fundamentals (Grade 10-12)	1	None	Provides instruction in basic business skills and knowledge related to economic fundamentals, management, communications, finance, human relations, career development, ethics, and business etiquette.
Business Law (Grades 10-12)	0.5	None	Explore the importance of laws and how their application affects us as individuals and communities
Law & Public Safety I (Grade 10-11)	2	70 or higher in previous English and math and instructor approval	This class focuses on several topics that impact the criminal justice system. These topics include a focus on the history of law that involves a detailed study of the United States Constitution's Bill of Rights. Also, students will study all aspects of law enforcement, to include police officer basic training, crime scene investigations, search and arrest, basic firearms, and the affects of drugs and alcohol on society. In addition, students will study criminal legal procedures that

			<p>culminate in a mock trial where students play the roles of prosecutor, defense attorney, judge and other courtroom positions. Finally, students will study the correction system (jails and prisons) and other federal, state, and local law enforcement agencies. In addition to these academic topics, students will be required to participate in physical fitness and/or other “hands-on” activities at least one day per week and will take part in several field trips designed to enhance their understanding of the above topics. Students may be required to submit an application if enrollment numbers are excessive.</p>
Non Credit Courses			
Office Helper	0	Approval	
Library Helper	0	Approval	
Senior Release	0	Approval	

**MS School for the Blind
Middle School Course Offering
Description Guide**

2022-2023

This guide is designed to explain the basic requirements for successful steps sixth through eighth grades plus give the tools to prepare for a smooth transition into high school. Each middle school has developed its own extracurricular portion of the catalog that is appropriate for that campus. Because of enrollment differences and student individuality, each campus may have some differences in these course offerings.

Sixth Grade Course Description Guide

Advanced Courses:

Students will be placed in advanced courses based on student achievement.

Courses:

Language Arts: In this course, students will receive instruction in the following critical areas: reading, writing, speaking, listening, and language use. Grade specific skills increase with difficulty to help

ensure that students gain adequate mastery of a range of skills and application.

Mathematics: In this course, students will receive instruction in the following critical areas: ratios and proportional relationships, the number system, expressions and equations, geometry, statistics and probability. Grade specific skills increase with difficulty to help ensure that students gain adequate mastery of a range of skills and application.

Social Studies (World History from Prehistoric Era to Age of Enlightenment): Using geography as a framework, this course focuses on the cultural and historical developments in the Eastern Hemisphere with emphasis on Asia, Africa, Europe, Australia, and the Pacific Islands. The course is structured to provide a foundation for understanding global affairs. The differing physical landscapes of the eastern Hemisphere will be examined. Skills developed will include the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The theme that is incorporated in this course refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States, and the world.

Integrated Science/Health: Sixth grade science builds upon concepts introduced in kindergarten through the fifth grade. Students will explore structure and function in living systems, populations and ecosystems, diversity and adaptations of organisms, earth's history, the structure of the earth's system, earth's place in the solar system, and other physical sciences. As an inquiry-based science, an emphasis is placed on the ability to ask questions, observe, experiment, measure, problem solve and reason, and use the tools of science to gather data and communicate findings. Common Core literacy skills will be embedded in the science curriculum.

STEM: Science, Technology, Engineering, and Mathematics Applications is an innovative instructional program that prepares students to engage in future academic, career and technical courses of study in high school, community college, and institutes of higher learning. STEM will include study in technology literacy, the design process, emerging technologies, computer-aided design, sustainable design and technology, power and energy, robotics simulation, financial and economic literacy, and workplace skills for the 21st century. This course earns Carnegie Units toward graduation

Cyber Foundations I: Information and Communication Technology is an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students will study interpersonal and self-directional skills; basic technology operation and concepts; social, ethical, and human issues in technology; technology communication tools; technology resource tools; multimedia presentation applications; word processing applications; spreadsheet applications; and design applications.

Seventh Grade Course Description Guide

Advanced Courses:

Students will be placed in advanced courses based on student achievement.

Courses:

Language Arts: Seventh grade language arts places emphasis on the continuing development of communication skills. In this course, students will build on previous knowledge, expanding the depth and scope of their abilities, purposes, and audience. Students will learn to understand differing points of view, distinguish between fact and

opinion, become more adept language users by participating in classroom discussions, and learn appropriate group communication skills. Students will plan, draft, revise, and edit narratives, descriptions, and explanations with attention to composition and style, as well as sentence formation, usage, and mechanics. Particular attention is given to word choice, organization, grammar, and spelling in the context of meaningful activities. Students will also read and gather information from a variety of sources appropriate for adolescents, including classic literature, contemporary novels, technological sources, and interdisciplinary themes. Students will be challenged to develop individual and collaborative skills through participation in independent and group activities in a positive, risk-taking environment. Students will reflect on their processes and growth in language arts through self, peer, and teacher evaluation.

Mathematics: This course is designed to prepare students for 8th Grade Math. According to the Standards, critical areas that will be addressed include ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. A variety of problem-solving techniques, real world applications, and technology are used when exploring these concepts.

7th Grade Compacted Mathematics: This course is designed to prepare students for 8th Grade Compacted Math/Algebra I. This course includes all of the 7th Grade Math content, as well as roughly the first half of the 8th Grade Math content. Because of the pace and depth of the course content, it is recommended that students enrolling in this class have demonstrated deep understanding of the mathematical content and flexible problem-solving skills in their prior course work. This course earns 1 Carnegie Unit toward Graduation.

8th Grade Compacted Math/Algebra I: This course is designed to prepare students for Geometry and Algebra II. The course includes roughly the second half of the 8th Grade Math content, as well as all

of the content for Algebra I. Because of the pace and depth of the course content, it is recommended that students enrolling in this class have demonstrated deep understanding of the mathematical content and flexible problem-solving skills in their prior course work. This course earns 1 Carnegie Unit toward graduation.

Social Studies (Mississippi Studies/World Geography): Mississippi Studies is designed to help the student understand and develop an appreciation for the geography, history, government, literature, art and music of Mississippi. This course is required for graduation. World Geography provides students basic geographic content and skills. Students will study the five fundamental themes of geography: location, place, human-environment interactions, movement, and regions. This course is required for graduation. This course earns ½ Carnegie Unit toward graduation.

Integrated Science/Health: Seventh grade science builds upon science concepts introduced from kindergarten through the sixth grade. Students will compare and contrast structure and function in living systems, explore the processes of the reproduction and heredity of organisms, determine how organisms co-exist in their environment, explore how environmental factors of population influence the formation of an ecosystem, examine the survival strategies of organisms over many generations, explore the composition and changes of the Earth system, explain the causes of lunar phases, eclipses, and Earth seasons, and investigate the chemical and physical properties of matter. As an inquiry based science, emphasis is placed on the ability of students to ask questions, observe, experiment, measure, solve problems, reason, use the tools of science, gather data, and communicate findings.

Cyber Foundations I: Information and Communication Technology is an innovative instructional program that prepares students to

effectively use technology in learning, communication, and life. Students will study interpersonal and self-directional skills; basic technology operation and concepts; social, ethical, and human issues in technology; technology communication tools; technology resource tools; multimedia presentation applications; word processing applications; spreadsheet applications; and design applications.

Eighth Grade Course Description Guide

Advanced Courses:

Students will be placed in advanced and learning strategies courses based on multiple data points.

Courses:

Language Arts: Eighth grade language arts is designed to involve the student in applying reading, writing, listening, speaking, and observation skills in an independent manner through meaningful interdisciplinary tasks and assignments. Emphasis is placed on moving

from the literal to the abstract in the student's critical thinking skills and in the use of language. The student will become a skillful interpreter of the persuasive strategies used in the mass media. Refinement in grammar and spelling skills will be demonstrated in written composition, word choice, organization, and style. Students will also read and gather information from a variety of sources appropriate for adolescents, including classic literature, contemporary novels, technological sources, and interdisciplinary themes. Students will continue to develop an appreciation for literature through the study of literary elements in classic and contemporary settings. Students will be challenged to develop individual and collaborative skills through participation in independent and group activities in a positive, risk-taking environment. Students will reflect on their processes and growth in reading through self, peer, and teacher evaluation.

Mathematics: This course is designed to prepare students for Algebra I. According to the Standards, critical areas that will be addressed include the number system, expressions and equations, functions, geometry, and statistics and probability. A variety of problem-solving techniques, real world applications, and technology are used when exploring these concepts. This course earns 1 Carnegie Unit toward graduation.

8th Grade Compacted Math/Algebra I: This course is designed to prepare students for Geometry and Algebra II. The course includes roughly the second half of the 8th Grade Math content, as well as all of the content for Algebra I. Because of the pace and depth of the course content, it is recommended that students enrolling in this class have demonstrated deep understanding of the mathematical content and flexible problem-solving skills in their prior course work. This course earns 1 Carnegie Unit toward graduation.

Geometry: Geometry is the development of a logical mathematical system from a set of undefined terms, definitions, postulates, theorems, and corollaries. Topics include special relationships among points, lines, and planes; angle relationships; triangle congruence and inequality; area of polygons; segments and angles in circles; and area and volume of two-dimensional and three-dimensional figures. This course earns 1 Carnegie Unit toward graduation.

US History to 1877: This course 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 US history through the Reconstruction period. Civics, history, geography, and economics are emphasized throughout the course. Civic concepts necessary for citizenship participation in a democratic society will be developed. The study of history will show how Americans have been affected by past events. Skill develop will include, but not be limited to, the interpretation and application of maps, charts, political cartoons, primary documents, and other social studies tools.

Integrated Science/Health: Eighth 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, scientific method process, measuring, use of scientific equipment, current events, environmental issues, and hands-on activities will be emphasized.

Foundations of Biology: Foundations of Biology 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, lab safety, 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

Biology: Biology I is an introductory laboratory-based course designed to study living organisms and their physical environment. Students should apply scientific methods of inquiry and research in examining the following topics: biochemistry, cell structure, function and reproduction, cell energy, molecular basis of genetics, natural selection and diversity, and ecology. This course earns Carnegie Units toward graduation.

Cyber Foundations II: Students in Cyber Foundations II, complete study in interpersonal and self-directional skills; input applications; technology lab management and networking; publishing applications; graphic design applications; web design applications; database applications; and technology problem solving and decision-making tools. This course earns Carnegie Units toward graduation.

Elective Courses

Physical Education: Physical education for middle school students provides an opportunity for students to participate in a variety of competitive games and activities. Participation in competitive games is a developmental progression for teen-aged students. Fitness is a major component of this class. Students will participate in a variety of developmentally appropriate fitness activities. Students are expected

to be highly engaged in each day's activities, not just "go through the motions." A student's participation, discipline, and sportsmanship are used to determine grades. Students who do not dress appropriately for the day's activities will receive a failing grade.

Band: Students must pass the Selmer Music Aptitude Test before enrolling in band. In addition to the music test, math, reading, and conduct grades are also considered to determine a student's eligibility to enroll in band. Basic notes, rhythm patterns, and scales are taught. Students are required to perform in a fall and a spring concert each year.

Choir: Students at the middle school level who choose to pursue choral performance identify with the sounds of singing and its expressive qualities. Vocal maturation results in an entirely different singing sound from earlier grades. Requires a successful audition and a uniform fee.

Gifted: Gifted classes at the middle school level use a curriculum that includes 7 components: meta-cognition, creativity, research, communication, group dynamics, thinking, and self-directed learning. With access to multimedia software, and other instructional strategies, students are given the opportunity to discover new strengths, interests, and abilities. Students will build the capacity to effectively use their knowledge and experience in any situation. Students must complete testing in the Madison County Schools to determine their eligibility for enrollment in a gifted class.

Spanish: This course is designed to introduce students to the language and culture of Spanish-speaking countries. Students who enroll in this class must have an 80 average for 7th grade language arts. This course earns 1 Carnegie Unit toward graduation.

General Music: This course focuses on singing unison and two-part songs, studying music theory, music history, and orchestral instruments. There is no performance requirement. A student's progress will be monitored through tests, projects, written work, and class participation.

Drama: This course will introduce students to plays. Students will study theater and theater artists and learn to respond appropriately to creative products. Students may create scripts based on personal experiences, imagination, literature, or history. At the end of this course, students will understand the relationships that exist between theater, other arts, other subject areas, and everyday life.

Arts: Through the study of visual arts, students respond to life experiences through images, structures and tactile works of art and design. This program involves production, critical analysis, history and culture, aesthetics, and connections among the visual arts, other content areas, and everyday life.

Creative Writing: This course is an elective class students may take in addition to English and Reading. This course provides extra experience in writing for various audiences and purposes. Creativity is encouraged and accuracy, organization, and detail in expression are developed in this course. Students will conduct short research projects as part of the course. By the end of the course students should be able to write multi-paragraph pieces that may be in the form of fairy tales, tall tales, stories, descriptions, dialogue, letters, narrative of personal experiences, summaries, and other writing formats. Literature may be used to stimulate the students' imagination, focus attention, and to prompt writing activities.

Learning Strategies: Students will be placed by counselors and administrators in the specific subject area determined by the student's academic needs. This course may be used as a semester or full year course.

Study Hall: This course is a supervised prep period where students are encouraged to complete homework, catch up on missing assignments and study for tests and quizzes. Students can also utilize school resources during this time.

Cheerleading: This is a physical education activity course designed for students who participate in the sport of cheerleading. The course will provide opportunities for individuals to develop skills, techniques, and conditioning necessary to be a successful cheerleader. Various team building strategies will be implemented. To participate, students must be selected from tryouts.

Athletics - These are physical activities designed for students who participate in competitive sports such as track and field, wrestling, goalball, etc. Students must try out for a desired team and be selected to participate as a member. In order to try out and be selected, a copy of a current physical must be provided to the Athletic Director or Principal.

