

Columbus High School
Home of the Falcons

Academic Course Booklet
2018 – 2019

CHS Academic Course Booklet

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Please note that all course entries and prerequisites are subject to change due to amendments in policy. If any changes are made, then students and parents will be notified.

Columbus Municipal School District

Board of Education

Jason Spears, President

Dr. Josie Shumake, Secretary

Currie Fisher

Fredrick Sparks

Angela Verdell

Central Office Administration

Dr. Cherie Labat, Superintendent

Craig Shannon, Deputy Superintendent

Pamela Lenoir, Assistant Superintendent

Our Mission

To provide a positive educational experience for every student.

Our Vision for Learning.

To create an educational environment where all students are provided with the skills necessary to enter the workforce or post-secondary education and be successful.

Columbus High School Administration

Lori Cargile, Principal
Chris Bray, Director of McKellar CTE Center
Craig Chapman, Assistant Principal
Freda Dismukes, Assistant Principal
Joe Garrett, Assistant Principal
Aaron Lee, Assistant Principal

Columbus High School Counselors

Annie Hinton
Dana McConnell
Mary Rush

Phone 662-241-7200

Fax 662-241-7205

Website: www.chs.columbuscityschools.org

215 Hemlock Street

Columbus, MS 39702

Columbus High School

Bell Schedule

Regular Schedule

7:55	First Bell
8:00 – 9:45	1 st Block
9:50 – 11:35	2 nd Block
11:40 – 1:55	3 rd Block & lunches
11:40-12:05	1 st lunch
12:10-12:35	2 nd lunch
12:40-1:05	3 rd lunch
1:10-1:35	4 th lunch
1:40-1:55	cont. 3 rd Block
2:00 – 3:45	4 th Block

Falcon Schedule

7:55	First Bell
8:00 – 9:30	1 st Block
9:35 – 11:05	2 nd Block
11:10 – 1:25	3 rd Block & lunches
11:10-11:35	1 st lunch
11:40-12:05	2 nd lunch
12:10-12:35	3 rd lunch
12:40-1:05	4 th lunch
1:10-1:20	cont. 3 rd block
1:25 - 2:10	Falcon Activity
2:15 – 3:45	4 th Block

Morning Activity Schedule

7:55	First Bell
8:00 – 9:30	1 st Block
9:35 – 10:20	Morning Activity

10:25 – 11:55	2 nd Block
12:00 – 2:10	3 rd Block & lunches
12:00-12:25	1 st lunch
12:30-12:55	2 nd lunch
1:00-1:25	3 rd lunch
1:30-1:55	4 th lunch
2:00-2:10	Cont. 3 rd Block
2:15 – 3:45	4 th Block

Afternoon Activity Schedule

7:55	First Bell
8:00 – 9:30	1 st Block
9:35 – 11:05	2 nd Block
11:10 – 1:25	3 rd Block & lunches
11:10-11:35	1 st lunch
11:40-12:05	2 nd lunch
12:10-12:35	3 rd lunch
12:40-1:05	4 th lunch
1:10-1:20	cont. 3 rd block
1:25 - 2:55	4 th Block
3:00 – 3:45	Afternoon Activity

GRADING INFORMATION

Grading Scale

- Grade A (90-100)
- Grade B (80-89)
- Grade C (70-79)
- Grade D (65-69)
- Grade F (00-64)

Report Cards & Progress Reports

Report cards are issued at the end of each 9-week grading period. Progress reports are sent home in the middle of each 9-week period. Students and parents may check grades at any time using the Schoology Portal

<u>Progress Reports Dates</u>	<u>Report Card Dates</u>
September 6, 2018	October 9, 2018
November 8, 2018	January 10, 2019
February 8, 2019	March 21, 2019
April 17, 2019	May 23, 2019

Quality Point Average (QPA)

- A student's quality point average (QPA) is determined using a weighted 4 point system as follows:
A = 4 points B = 3 points C = 2 points D = 1 point F = 0 points
- Quality points for Accelerated, Advanced Placement (AP) and Dual Enrollment courses are:
A = 5 points B = 4 points C = 3 points D = 2 points F = 0 points
- Pre-Algebra, Algebra I, ICT II, MS Studies, Intro to World Geography and Spanish I taken in 8th grade and all major courses attempted in high school beginning with 9th Grade are included.
- A two-credit course is counted four times; a one-credit course is counted two times, a one-half credit course is counted one time. The total number of quality points is divided by the number of semesters attempted. All major academic and Career/Technical courses are used in determining QPA. Minor courses (P.E., Arts, Music, Driver's Education, Band, etc.) are not computed.

Graduates of Distinction

Students who maintain outstanding academic records during their high school years are recognized as "graduating with honors."

QPA of 3.25 – 3.99.....Honors

QPA of 4.0 or above.....High Honors

Honors & Awards

Various honors committees composed of faculty members, administration, and community patrons convene annually to screen and recommend students to receive various honors and awards granted by civic clubs, organizations, and the high school.

Eligibility Requirements for Extracurricular Activities

Students wishing to participate in extracurricular activities must meet the specific requirements for participation. Students failing core academic courses may enroll in academic recovery programs.

Grade Level Classification

A student's grade level is determined by the number of Carnegie units earned the date of entry into high school as a freshman. The following criteria applies:

SOPHMORE:

- A student must have earned a minimum of 6 credits.

JUNIOR:

- A student must have earned a minimum of 12 credits.

SENIOR:

- A student must be on target for graduation in May.
- A student must have earned a minimum of 17 credits.

GRADUATION INFORMATION

Requirements

The graduation requirements for students enrolled in the Columbus Municipal School District consists of two categories:

(1) Carnegie Unit Requirements

Only courses listed in the Approved Courses for the Secondary Schools of Mississippi (ACSSM) shall be offered for Carnegie Unit Credit. Each student receiving a standard diploma from Columbus High School must earn a minimum of 24 Carnegie units from the ACSSM.

(2) End of Course Subject Area Test Requirements -- Mississippi State Assessment Program

The assessment program consist of four academic end of course test. Students are required to pass the subject area test (s) as a requirement for graduation. Students are assessed on the content at the completion of the course in Algebra I, Biology I, English II and US History from 1877.

For additional information please contact your CHS Counselors.

- Any Columbus Municipal School District student who fails to pass a required end-of-course Subject Area Test will be offered a chance to retake the test each year until a passing score is achieved.
- Students entering Columbus Municipal School District from a public school of another state, will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units previously earned by the student as fulfilling the requirements for a Mississippi high school diploma.
- Students entering Columbus Municipal School District from a non-accredited environment (private, home schooling), will be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student fulfilling the requirements for a Mississippi high school diploma.
- Concordance table will be used when applicable. Use of table may be needed to obtain a passing score for the student. The concordance table, developed by MDE, takes into consideration the course letter grade earned by the student and the state assessment score.
- ACT scores will also be used when applicable to satisfy the student's state assessment requirement.

Mississippi Diploma Options

Mississippi has two diploma options: Traditional Diploma and Alternate Diploma.

Traditional Diploma Endorsement Options

Students pursuing a Traditional Diploma must identify an endorsement prior to entering the 9th grade.

Career and Technical Endorsement		Academic Endorsement		Distinguished Academic Endorsement	
Curriculum Area	Carnegie Units	Curriculum Area	Carnegie Units	Curriculum Area	Carnegie Units
English <i>Required Subjects</i>	4 <i>English I & II</i>	English	4 <i>English I & II</i>	English	4 <i>English I & II</i>
Mathematics <i>Required Subjects</i>	4 <i>Algebra I</i>	Mathematics	4 <i>Algebra I, plus 2 courses above Alg I</i>	Mathematics	4 <i>Algebra I, plus 2 courses above Alg I</i>
Science <i>Required Subjects</i>	3 <i>Biology I</i>	Science	3 <i>Biology I, plus 2 courses above Bio I</i>	Science	4 <i>Biology I, plus 2 courses above Bio I</i>
Social Studies <i>Required Subjects</i>	3 ½ <i>World History, US History, Gov, Econ, MS Studies</i>	Social Studies	3 ½ <i>World History, US History, Gov, Econ, MS Studies</i>	Social Studies	4 <i>World History, US History, Gov, Econ, MS Studies</i>
Physical Education	½	Physical Education	½	Physical Education	½
Health	½	Health	½	Health	½
Art	1	Art	1	Art	1
College and Career Readiness	1	College and Career Readiness	1	College and Career Readiness	1
Technology or Computer Science	1	Technology or Computer Science	1	Technology or Computer Science	1
CTE Electives	4	Additional Electives	5 ½	Additional Electives	6
Additional Electives	3 ½	Advanced Electives	2 <i>Must meet college prep curriculum</i>	Advanced Electives	2 <i>Must meet college prep curriculum</i>
Total Units Required	26	Total Units Required	26	Total Units Required	28
Additional Endorsement Requirements	GPA of 2.5 ACT WorkKeys Silver Level Successfully complete one of the following: *One CTE Dual Credit Course *State Board of Education-approved national credential (available in Carpentry, Culinary Arts)		GPA of 2.5 ACT Scores English 17 Math 19 Successfully complete one of the following *One AP with a C or higher & take AP Course Exam *One Academic Dual Credit Course with a C or higher		GPA of 3.0 ACT Scores English 18 Math 22 Successfully complete one of the following *One AP with a B or higher & take AP Course Exam *One Academic Dual Credit Course with a B or higher

Alternate Diploma

The Alternate Diploma is an option only for students with a Significant Cognitive Disability (SCD). The student is required to obtain 24 Carnegie Units and participate in the MAAP-A Alternate Assessments.

Alternate Diploma Curriculum

Alternate English	Alternate Mathematics	Alternate Science
Alternate Social Studies	PE / Alternate Health	Art
Vocational Readiness	Life Skills Development	

CMSD DUAL ENROLLMENT AND DUAL CREDIT PROGRAMS

A dual enrolled student is a high school student enrolled in a community or junior college or state institution of higher learning while enrolled in high school. A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework.

Qualifying high school Juniors may enroll in Dual Enrollment Classes.

- Dual Enrollment allows qualifying students to take college classes during the time frame allocated for the regular high school day.
- Dual Enrollment classes allow qualifying students to take college classes for both college and high school credit simultaneously. For more information contact a CHS counselor.

Dual Enrollment Admission

Upon entering the junior or senior year the student must have:

- Must be classified as a junior or senior
- Taken the ACT for enrollment into certain classes
- Have an overall GPA of 2.5 or higher.
- Complete an application and registration paperwork by the announced deadline each semester
- All first-time dual enrollment/credit students are required to take the College Study Skills dual credit course.

Dual Enrollment Cords

Honor cord requirements for Dual Credit/Enrollment is as follows: Class of 2019 – 6 dual credit classes with a college GPA of 3.0 Class of 2020 and beyond – 8 dual credit classes with a college GPA of 3.0

COLLEGE ADMISSIONS

Community Colleges

All graduates of Columbus High School are eligible for admission to any Mississippi community college regardless of courses pursued in high school. Generally, two types of training are offered to high school graduates:

1. Occupational courses which will enable the student to secure a job after completion, or
2. College transfer courses for those who wish to take one or two years of lower division college courses to fulfill the entrance requirements of the college of choice. (NOTE: Usually a "C" average is required in community college courses to transfer to a university or state college.)

Mississippi State Colleges and Universities

Beginning with the class of 1996, there are four ways to gain admission to a university or college in Mississippi.

1. Complete the College Prep Curriculum with a minimum 3.2 GPA.
or
2. Complete the College Prep Curriculum with a minimum 2.5 GPA and score at least 16 or higher on the ACT or rank in the upper 50% of your class and score at least 16 or higher on the ACT.
or
3. Complete the College Prep Curriculum with a minimum 2.0 GPA *and* score 18 or higher on the ACT on the SAT.
or
4. Satisfy the NCAA standards for student 'athletes who are "full qualifiers" under Division I guidelines.

College Prep Curriculum

English: (4 Carnegie Units) Courses must require substantial communication skills (i.e., reading, writing, listening and speaking).

Mathematics: (3 Carnegie Units) Algebra I, Algebra II and Geometry. A fourth course in higher-level mathematics is highly recommended.

Science: (3 Carnegie Units) Biology, Advanced Biology, Chemistry I, Chemistry II, Physics, and any other science course with comparable rigor and content. One Carnegie Unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used. Two of the courses chosen must be laboratory-based.

Social Studies: (3 Carnegie Units) United States History (1 unit), World History (1 unit with a substantial geography component), Government (1/2 unit), and Economics (1/2 unit), or Geography (1/2 unit).

Advanced Electives: (2 Carnegie Units) Foreign Language, World Geography, 4th year laboratory-based science, or 4th year mathematics. One unit must be in Foreign Language or World Geography.

Computer Applications: (1/2 Carnegie Unit) The course should include use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware

operation.

Pre-High School Units: Algebra I, 1st year Foreign Language, Mississippi Studies, or Computer Applications taken prior to high school will be accepted for admission provided course content is the same as the high school course.

What if a student fails to complete the college entry requirements? The student is advised by the admissions and/or academic counselor of other educational alternatives and is assisted in pursuing those options.

Entrance Tests: Most colleges and universities require either the American College Test (ACT) or the College Board Test (SAT) for admission. Students should check with the counselors to see which test is required at the college of their choice. These tests are usually given five or six times a year and the test dates are posted on the counseling bulletin board.

Preparing for College

Your high school curriculum can influence your selection, preparation, and success in certain college majors. Therefore, it is extremely important that courses are carefully selected. Colleges and universities may vary their requirements for admission. College catalogs and many sources of information, including financial aid and scholarship applications, are available in the Counselor's Office.

9th Grade:

Meet your school counselor and create a Graduation Plan.

Explore and identify careers of interest and research potential college majors.

Get involved in different groups at school. Keep track of all the different activities you participate in by starting your resume.

Good grades are VERY important.

Investigate admissions to academic honor societies.

Make a difference in your community, volunteer to help others.

10th Grade:

Continue items listed for 9th Grade

Make a list of colleges you are interested in and research them. Be sure to look at requirements, costs and programs of study.

Commit yourself to extracurricular activities, and don't be afraid to take on a leadership role.

Meet with your school counselor to review and make changes to graduation plan.

Take PLAN (Pre ACT Test)

Continue to update your resume.

11th Grade:

Meet with your school counselor to review your graduation plan and discuss your list of two colleges. Discuss ways each school aligns with your personal and academic achievements

Meet with your school counselor to discuss career options. Discuss ACT Work Keys, Military Branches and additional Career options.

Meet with you counselors to discuss Dual Enrollment

Sign up for an ACT/SAT workshop.

Take the PSAT.

Register to take ACT or SAT.

Attend college fairs and college prep presentations at your school. Be sure to speak with representatives from your top school.

Schedule a visit to your top colleges picks to get a true feel of campus life.

Work and volunteer to gain experience. Add the experience to your resume.

Create a professional email account to use for college communications. For example, janejones@gmail.com

Plan early for letters of recommendation during your senior year.

Continue to update your resume.

12th Grade:

Take a full program of courses.

Continue to be active in school and community

Continue highest academic achievement.

October – December: Take all necessary college entrance tests (SAT, ACT, others as applicable).

Make final decision on choice of college and visit that college's website for admission applications (selection of an alternative college is important; selections of a college major can be very helpful).

Visit the campus of your choice and investigate department majors.

Research procedures at your top schools for applying for admission, scholarships, housing and financial aid.

Complete applications, write essays, request final transcripts and ask for letters of recommendation (at least one month prior to deadline). Watch for fast approaching deadlines.

Apply for scholarships and work with parents to complete FASFA. Compare financial aid options to your top schools.

Register for Freshman Orientation.

Write thank you for all financial assistance received.

Continue to update your resume.

Selecting a College

Your answers to the questions posed below should assist you in selecting a college that will help you achieve your desired career goals.

1. Do I have the ambition and motivation necessary for success in college?
2. Can I meet the entrance requirements (ACT & SAT scores)?
3. Can my parents meet the cost?
4. Will the college support my career expectations?
5. Do I want to attend college near home?
6. Do I want to go to a junior college and then transfer to a 4-year college?
7. Are my credits likely to transfer from one college to another?
8. Is the student life, religious atmosphere, or social life in keeping with my ideals?
9. Does the college offer special interests like music, drama, athletics, and student activities that I enjoy?
10. Does the college have the academic and professional credentials that may be important to me?
11. Is the college accredited?

Applying to College

Write to the Director of Admissions at the college of your choice for admission applications. The financial aid office in your chosen college will provide applications for student grant and loan programs.

SCHOOL GUIDANCE AND COUNSELING OFFICE

Why High School Counselors?

High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them. Secondary school counselors enhance the learning process and promote academic achievement. School counseling programs are essential for students to achieve optimal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of society.

Reasons to Contact Your Child's School Counselor

- Academic skills support
- Career preparation
- Post-secondary planning and application process
- School adjustment issues
- Coping, problem solving, making decisions
- School-based and community resource information or referrals

The Goals of CHS School Counseling Department Are...

- To assist students with educational, personal, career and goal planning
- To assist students in identifying and dealing with problems
- To assist students with selecting Pathways that will meet their own academic and career goals (including college and post-secondary placement)
- Help to identify students who need specialized academic services, and to facilitate the delivery of those services
- Assists teachers, parents, and students to interpret and use test scores to improve instructions
- Helping students to recognize and make the best of their abilities
- Counseling with students individually and in groups
- To assist students and parents with scholarship information

Contact the CHS Counselors should you have questions or need assistance with course selection or

developmental concerns.

CHS Counselors

Annie Hinton: Grades 9-12, *Last Names O - Z*

Dana McConnell: Grades 9-12, *Last Names H – N*

Mary Rush: Grades 9-12, *Last Names A – G*

EXTRACURRICULAR ACTIVITIES

Columbus High School offers a wide variety of activities and clubs in which students may participate to enrich the quality of campus life. You are encouraged to get involved and become a vital and contributing member in one or more of these extracurricular activities.

Eligibility Requirements

Students wishing to participate in extracurricular activities must meet the specific requirements for participation. Students failing core academic courses may enroll in academic recovery programs.

Athletics

Athletics are an integral part of the total educational process. Student involvement in competitive athletics and the teaching of skills by qualified personnel add to the total student experience and positive school environment.

Columbus High School students have the opportunity to participate in numerous interscholastic activities. Membership on any athletic team is considered a privilege. Therefore, to be a member of any athletic team, a student must maintain certain standards and rules in order to keep this privilege of participation. Listed below are the competitive sports in which Columbus High Falcons compete:

Interscholastic Sports - Fall/Winter

Football- Varsity (Grades 10-12)

Football - 9th Grade

Volleyball (Girls only, Grades 9-12)

Soccer (Boys & Girls, Grades 7-12)

Cross Country (Boys & Girls, Grades 7-12)

Softball, Slow Pitch (Girls, Grades 7-12)

Basketball - Varsity (Boys, Grades 10-12)

Basketball - Varsity (Girls, Grades 10-12)

Basketball -Boys 9th Grade

Basketball - Girls 9th Grade

Interscholastic Sports -Spring.

Baseball- Varsity (Grades 9-12)

Jr. High Baseball (Grades 7-8)

Softball, Fast Pitch (Girls, Grades 7-12)

Track- Varsity (Boys, Grades 10-12)

Track- Varsity (Girls, Grades 10-12)

Track - Jr. High Boys (Grades 7-9)

Track- Jr. High Girls (Grades 7-9)

Golf - Varsity (Grades 7-12)

Power Lifting (Grades 9-12) Basketball - Varsity (Boys, Grades 10-12)

Basketball - Varsity (Girls, Grades 10-12)

Basketball -Boys 9th Grade

Basketball - Girls 9th Grade

Soccer (Boys & Girls, Grades 7-12)

Cheerleading supports Columbus High School's athletic teams and encourages school spirit. Tryouts are held in the spring and judged by a panel of college cheerleaders. The CHS Cheerleader By-laws and Constitution outlines the eligibility requirements that must be met.

Student Clubs

CHS provides students the opportunity to participate in a wide variety of school sponsored activities and organizations. The following information introduces students to CHS clubs and school sponsored activities.

The Beta Club is an honorary society for students in the 9th – 12th grades who maintain a QPA of 3.0 and pass a teacher evaluation of their demonstration of character, responsibility, and leadership. Students become eligible for membership after their first semester at Columbus High School. Beta Club is associated with the National Beta Club and shares in its goal of leading by serving both the school and community.

Any student whose GPA falls below the minimum 3.0 will be placed on probation for one semester. A probationary letter of notification will be given to the student(s). After one semester, a review will be conducted to re-evaluate the student's eligibility.

Senior Beta members are required to maintain active membership during their senior year and participate in 100 service hours to receive honor cords.

The FCA (Fellowship of Christian Athletes) is an informal organization comprised of athletes and non-athletes (male and female) who are interested in fellowship, devotions and discussion of their Christian faith and beliefs and how these relate to their daily lives. This organization is strictly optional. Membership is open to all students and staff regardless of church affiliation or athletic involvement.

FCCLA (Family, Career, and Community Leaders of America) is a national Career/Technical education organization for students enrolled in Culinary Arts and Family and Consumer Science related classes. It is dedicated to helping youths assume their roles in society. FCCLA provides opportunities for students to participate in district, state, and national competition.

HOSA (Health Occupations Students of America) is a national organization for students receiving training for health occupations careers. Activities are an integral part of the instructional program. An emphasis is placed on occupational and leadership skills that develop physical, mental, and social well-being among club members.

The Student Council works with students, administrators, faculty, parents and the community to reach common goals of service, citizenship, scholarship, leadership, and recreation. The Council is the heart of all school activities-developing leadership, sponsoring events, raising funds, coordinating calendars, creating publicity, advising others, encouraging school spirit, and building better communications. Student Council applicants must meet grade and discipline requirements. Officers are elected by their respective classes.

The National Honor Society is recognized nationally as one of the highest honors bestowed upon high school students. A high grade point average is not the only requirement for membership, although students must maintain a QPA of 3.25 in their major academic subjects to belong. Members of the CHS faculty and staff select students for their leadership qualities, service activities, and character as well as their academic achievement. Students must not have any discipline referrals and have good attendance.

Students are automatically removed from the organization if they are assigned ISS or OSS. Grades are reviewed regularly and students may not have more than one C to maintain membership. Students are placed on probation if they do not complete the required number of service hours. Seniors receive the National Honor Society Lead by Example cord or stole. Stoles are bestowed upon students graduating with a 4.0 or higher.

The National Technical Honor Society is a non-profit, honorary organization that honors excellence in workforce programs. The goal of the society is to see that deserving career and technical students are recognized and that people of the community become aware of the talents and abilities of the young people who chose technical pathways to a successful future. To qualify for NTHS, a student must be a current completer at McKellar (enrolled in the advanced class), have an overall high school GPA of 2.5, have a 4.0 in his/her McKellar class, and have no discipline infractions at McKellar.

Senior members of the NTHS are eligible to purchase an honor cord to wear at graduation. Purchase of an honor cord is optional and members are noted on the graduation program regardless of cord purchase. NTHS Induction Ceremony is held each year in May for current completers at the annual McKellar Honors Night.

Sociedad Honoraria Hispanica, also known as the **National Spanish Honor Society**, recognizes high achievement in Spanish by students of secondary schools. *Los Peregrinos* is the name of the Columbus High School chapter of SHH. A student enrolled in CHS who has maintained an A average (93 or above) in a least three semesters of Spanish and a B+ average (90 or above) in other course work is eligible for membership. The student must be enrolled in the study of the language at the time of initiation. No initiation is to take place earlier than the tenth grade and students must be studying Spanish II or higher.

Skills USA is a club for students receiving training in trade, industrial, and technical programs. Members develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.

Fine Arts Performing Groups *Refer to Music Section of Course Descriptions.*

COLUMBUS HIGH SCHOOL CURRICULUM

Columbus High School offers a variety of courses designed to meet the education and training needs of its students. Careful consideration has been given to developing curricular and related experiences that will prepare students to achieve their future education and career goals. The course description section contains a complete listing and summary of each course offered at Columbus High School.

Accelerated/AP Courses

Accelerated and Advanced Placement (AP) courses are offered to meet the needs of students whose demonstrated levels of achievement in previous course work indicates a need for the rigor of such courses. Accelerated courses present a challenging approach to traditional subject matter. AP courses offer students the opportunity to perform college work while still in high school. AP students who take and pass the AP exam for the course in which they are enrolled may be eligible to receive college credit and advanced college placement status. Accelerated and AP courses carry an extra quality point. All students enrolled in AP courses will be required to take AP exams.

Special Programs

The Special Programs Division of Columbus Municipal School District is based at Hunt. This division is responsible for Special Education, Gifted Education, Title I, the Alternative Education Program, as well as many of the programs for students who are at risk of dropping out of school. The major goal of this division is to offer the range of services needed to accommodate the unique needs, abilities, and capabilities of all the district's students.

Students with disabilities have specially designed Individualized Educational Plans (IEP's) that focus upon improving their skills in areas in which they have difficulty.

Planning a Course of Study

It is important that students and parents plan an appropriate program for the academic year. Some questions to consider include:

1. Have the prerequisites for the courses requested been met?
2. Will the chosen courses satisfy graduation requirements?
3. Are the courses of choice in line with the student's future education and/or career goals?

Selecting Courses

It is extremely important that informed decisions be made concerning course selection. Please do not hesitate to contact the Counselors' Office should you have questions or need assistance with course selection. Counselors may be reached at: **Phone: 662-241-7200**

Students select courses from the offerings listed on the course selection form. Freshmen, sophomores, and juniors must be enrolled both semesters in classes for the entire day. Seniors who meet requirements to be considered for senior privilege should choose a minimum of three courses per semester.

Additionally, students are strongly advised to select two or three alternate courses. Every attempt will be made to honor all course requests. However, in the event that course requests cannot be accommodated, students' alternate course selections will be substituted in the order of priority indicated by the student.

Note: Please pay careful attention to all prerequisites for courses. Listed prerequisites are the guidelines established by CHS faculty members to predict success in offered courses; however, should any student wish to challenge him/herself in a course and he/she does not meet established prerequisites, that student may contact his/her counselor for entry into that course.

Progression of Core Courses

English	8 th Grade English	English 9 or English 9 Accelerated*	Creative Writing & English 10 or Creative Writing & English 10 Accelerated*	English 11 or AP English 11* or Dual Credit English*	English 12 or AP English 12* or Dual Credit English*
Math	8 th grade Math	Foundations to Algebra & Algebra I	Geometry or Geometry Accelerated*	Algebra II or Algebra II Accelerated*	Algebra III or AP Calculus or Dual Credit Math*
Science	8 th Grade Science	Introduction to Biology	Biology I or Biology I Accelerated*	Chemistry or Chemistry Accelerated* or Physics or Anatomy & Physiology or Physical Science or Earth and Space Science	Chemistry or Chemistry Accelerated* or Physics or Anatomy & Physiology or Physical Science or Earth and Space Science or AP Biology or Dual Credit Science*
Social Studies	MS Studies & Geography	World History	US Government & Economics	US History	Advanced World Geography or AP US History or Dual Credit History*

**Indicates a course that has a prerequisite that must be met before the student can enroll in the course.*

Extended School Year

Extended school year classes may be available on a limited basis only to students who have failed a course and meet the minimum grade of 60 in that course. The highest grade that can be earned through ESY is 65. Students that qualify to participate in an extended school year class will be notified at the end of the school year.

Course Recovery

The Columbus Municipal School District hosts a web-based online instruction for credit recovery. Any student who has failed a class with an F may earn credit for that course through this program. After completion of the assigned curriculum the student will be issued the appropriate credit and a grade of 65/D.

The student is solely responsible for completing required work without unauthorized assistance. Any student found guilty of cheating will receive a grade of zero, appropriate counseling and disciplinary action, which may include dismissal from the program.

All course work must be completed by assigned date. Failure to complete this course online may result in this student not graduating on time.

Summer School

Summer school is available only to students who have failed courses. Summer school courses are offered through an online coursework program. Summer school dates are announced near the end of the school year. To receive credit, a student must complete all sections of the course and have a passing grade for the online course work.

COURSE DESCRIPTIONS

ARTS

Ceramics I / II

This course focuses on hand built projects in clay. Clay, slab, and sculpture techniques will be presented. Basic art and ceramics vocabulary will be introduced. Students will complete projects using a variety of glazing methods.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Theatre Arts I/II

Students will explore the relationships of theatre history, structure, literature, acting, producing, and critiquing. 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.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Visual Arts I/II

The student will be introduced to the elements of art and the principles of design. Approaches to drawing, printmaking, painting, sculpture, and crafts will be explored. The student will develop a working art vocabulary and evaluate his/her work and that of other times and cultures.

Prerequisite: None

Grade Level: 9-12

Credit: 1

FOREIGN LANGUAGES

Spanish I

Students gain the ability to understand the short, simple, everyday utterances of an educated native speaker, perhaps requiring slow speed or repetition. They engage in simple conversation with intelligible pronunciation.

Prerequisite: None

Grade Level: 9-12

Credit: 1

Spanish II

Students connect speech at moderate speed on familiar topics. They convey meaning accurately in simple sentences at the basic syntactic structure and vocabulary levels. Students need an adequate control of the sound system. They read simple stories and factual material with the teacher's guidance. They write at this same level of ability. Students gain an awareness of and appreciation for the people and countries, which share Spanish as a common bond. They review the location and capitals of these countries, learn the political situation, and discuss the countries' histories.

Prerequisite: Spanish I

Grade Level: 9-12

Credit: 1

Spanish III

Students interpret what is said to them and follow portions of the speeches, clear radio broadcasts, and some conversations between native speakers. They speak and convey meaning accurately using vocabulary and structure adequate for general use and sustain conversations with more assurance. Students gain good control of the sound system. They read unfamiliar material at the intermediate level with emphasis on contextual interpretation and vocabulary development. They write within the boundaries of their own vocabulary and syntactic experience. Students develop an awareness of and an appreciation for Spanish-speaking people and countries. Students continue to gain this empathy through the study of various literary texts and art history.

Prerequisite: Spanish II

Grade Level: 11-12

Credit: 1

ENGLISH LANGUAGE ARTS - ELA

African-American Literature

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.

Prerequisite: None

Grade Level: 10-12

Credit: 1

English 9

This course includes language and grammar studies consisting of vocabulary, capitalization, punctuation, parts of speech, sentence patterns and types of sentences, subordination and coordination, verbs, library and dictionary skills, composition consisting of paragraph development, literature consisting of the short story, drama, novel, and poetry.

Prerequisite: None

Grade Level: 9

Credit: 1

English 9 Accelerated

This course includes study of all grammar skills: complements, pronoun usage, verb usage, subject-verb agreement, verbals, clauses, sentence types, punctuation, and vocabulary. Emphasis is placed upon

independent novel study, the five-paragraph composition, as well as formal and informal writing. There is an intensive study of literature from these categories: novel, drama, and poetry.

Prerequisite: Star score and MAP language 8 assessment score will be reviewed for placement

Grade Level: 9

Credit: 1

English 10

The literature in this course is a combination of essays, short stories, poetry, drama, and novels. Some grammar review and a variety of writing assignments are also included with an emphasis on paragraph development.

Prerequisite: English 9

Grade Level: 10

Credit: 1

English 10 Accelerated

The grammar in this course stresses stylistic concepts of advanced sentence structure with emphasis on subject-verb and pronoun-antecedent agreement. The writing includes practice of the various methods of paragraph development and the structure of the five-paragraph composition. Vocabulary skills needed for college entrance courses are utilized. The literature revolves around the study of poetry, drama, essays, and novels from the literature of England. Reading comprehension, the authors' backgrounds, elements of plots, character analysis, and literary analysis are highlighted.

Prerequisite: Accelerated English 9 Minimum Average 85 or English 9 Minimum Average 90; Star scores will be reviewed.

Grade Level: 10

Credit: 1

English 11

The literature in this course is a chronological study of American literature with a major emphasis on composition. Grammar skills are reviewed and refined.

Prerequisite: English 10

Grade Level: 11

Credit: 1

English 11-AP English Language and Composition, Advanced Placement

This is a college level course focusing on upper level reading, writing, and response skills. This course is intended to equip students with the rhetorical tools that will help them write confidently and effectively across all curriculums, professional and personal. A national exam is given in May, and with successful performance students can receive college credit. SUMMER READING AND WRITING ASSIGNMENTS ARE A REQUIREMENT. Students are prepared and required to participate in the Advanced Placement exam given in May by the College Board. An AP exam registration fee is also required.

Minimum Prerequisite: Accelerated English 10 Minimum Average 85 or English 10 Average 90

Grade Level: 11

Credit: 1

English 12

This course includes the study of English literature and a variety of composition activities. In addition, students engage in scholarly research in the form of a documented paper.

Prerequisite: English 11

Grade Level: 12

Credit: 1

English 12 AP-English Literature and Composition, Advanced Placement

This course includes intensive practice in the writing of various genres, including: multi-paragraph themes, formal and informal essays, and a research paper; a survey of the major authors and genres of British literature from 1100 to present; a survey of selected world authors as recommended in preparation for the Advanced Placement exam; practice in thinking and writing skills in preparation for the Advanced Placement exam; oral presentation of reports and memorized poems; required participation in the College Board Examination given in May.

Prerequisite: English 11-AP Minimum Average 80 or English 11 Minimum Average 90

Grade Level: 12

Credit: 1

SREB Essentials for College Literacy

Students who complete this English course with an 80 or above will not be required to take the corresponding remedial courses for *English Composition I* at any of the eight public Mississippi Universities.

Prerequisite: Students must be classified as a senior for enrollment. Must have an ACT sub score of 15–18 in English. Grade Level: 12 Credit: 1

Public Speaking

Public Speaking is designed to help students develop self-confidence when speaking before a group. The students learn the fundamentals of public speaking and ways to become a more effective listener. Students are required to make speeches throughout the semester.

Prerequisite: None Grade Level: 9-12 Credit: 1/2

MATHEMATICS

Foundations to Algebra

This course is designed to prepare students for Algebra. Students will explore algebraic concepts in an informal way to build a foundation for the subsequent formal study of algebra. Such informal explorations will emphasize number sense/numeration/operations, patterns/relations/functions, measurement, geometry, algebra, and statistics/probability.

Prerequisite: None Grade Level: 9 Credit: 1

Algebra I

The understanding of algebraic representation is prerequisite for more formal work in mathematics as well as a useful tool for applying mathematics in everyday life as it is related to problems of finding unknown values that relate to space and quantity. This course will provide opportunities for students to become mathematical problem-solvers, to gain confidence in their ability to use mathematics, to learn to communicate and reason mathematically, to generalize when appropriate, and to make mathematical connections. Throughout the course, emphasis will be placed on number sense/numeration/operations, pattern/functions/relations, algebra, measurement, geometry, and statistics/probability.

Prerequisite: Foundations to Algebra Grade Level: 9 Credit: 1

Algebra II

This course is designed to give students a brief review of first year algebra. More advanced topics are introduced to lay the foundation for Advanced Algebra or college math courses. Topics of study include: new methods of factoring, solving linear and quadratic inequalities, extending the laws of exponents to include rational and irrational numbers, working with radical, irrational and complex numbers, simplifying and performing binary operations with rational expressions, solving quadratic equations, graphing quadratic relations, functions, and systems pertaining to the conic sections.

Prerequisite: Algebra I (Graphing calculator recommended) Grade Level: 10-12 Credit: 1

Algebra II Accelerated

This course is recommended for students who plan to take Advanced Placement Calculus their senior year, who performed exceptionally well in previous math classes and possess a great interest in mathematics. All regular Algebra II topics will be covered in greater depth and at a faster pace. Additional topics to be covered include logarithmic functions, matrices and determinants. Graphing calculators will be used extensively to explore function behavior and to complete assignments. Therefore, students taking this course are strongly

recommended to purchase a graphing calculator.

Prerequisite: Algebra I Minimum Average of 85 (Graphing calculator recommended)

Grade Level: 10-11

Credit: 1

Algebra III

The Advanced Algebra course serves as an extension of algebraic concepts. Through a more in depth study of algebra, students will further enhance their mathematical confidence and reasoning ability. This course will be an extension of Algebra II, and may be a prerequisite in Pre Calculus. The use of graphing calculators and other appropriate tools of technology is strongly recommended.

The competencies include: patterns/algebraic thinking, data analysis/prediction, measurement, geometric concepts, and number sense. The process strands include: problem solving/reasoning, estimating, incorporating technology, communicating, and making connections/applications.

Prerequisite: Algebra II and Geometry

Grade Level: 11- 12

Credit: 1

Geometry

This course will provide experiences that increase students' understanding of shapes and their properties with an emphasis on wide applicability in real life situations. Students will be provided the opportunity to visualize and work with two-and three-dimensional figures enabling them to develop spatial skills fundamental to everyday life and many careers. A connection between algebra and geometry will be emphasized. Application of previously learned algebraic skills, logic, and development of deductive and inductive reasoning skills will be utilized as students explore the representations of problem with geometric models that assist in the classification and applications of figures available.

Prerequisite: Algebra I

Grade Level: 9-12

Credit: 1

Geometry Accelerated

This course is designed for students who have performed well in previous math classes, possess a great interest in mathematics, and plan to enter a math related field in college. Regular Geometry topics will be covered in greater depth with more difficult problems to solve. Topics are covered at a fast pace.

Prerequisite: Algebra I Minimum Average of 85

Grade Level: 9-11

Credit: 1

Calculus Advanced Placement (AP)

This course consists of a full academic year of work in Calculus and related topics for the student who has a thorough knowledge of Algebra I and II, Geometry, Trigonometry, and Advanced Algebra and Pre-Calculus. This course represents college level mathematics and is concerned with aiding a student to achieve an intuitive understanding of the concepts of Calculus and to experience this with its methods and applications. The methods of instruction and testing are like those used in college math classes; therefore, student self-discipline is required. The calculus course provides a good background for students who intend to pursue a college major in mathematics and/or a science related field. Students are prepared and required to participate in the Advanced Placement exam given in May by the College Board. An AP exam registration fee is also required.

Prerequisite: Algebra III

Grade Level: 12

Credit: 1

SREB Essentials for College Math

Students who complete this Math course with an 80 or above will not be required to take the corresponding remedial courses for College Algebra at any of the eight public Mississippi Universities.

Prerequisite: Students must be classified as a senior for enrollment. Must enter with an ACT sub score of 15 – 18 in Mathematics.

Grade Level: 12

Credit: 1

MILITARY SCIENCE

Aerospace Science AFJROTC

Air Force Junior ROTC is a citizenship program for high school students in the ninth through twelfth grades. Students receive major elective credit for each of the four AFJROTC courses. Successful completion of an AFJROTC course fulfills the District's Physical Education requirement. AFJROTC encourages its students to get involved in local communities to produce well-informed and helpful citizens. Each year's Aerospace Science course work relates to a different theme, examples are: Frontiers in Aviation History, The Science of Flight, and The Exploration of Space. To enhance classroom learning, students participate in extracurricular and social activities such as field trips, drill teams, honor guards, model rocketry, and dining-outs. Students and parents must agree that the student will participate in a physical training program that is conducted at least once a week in all four courses. The physical training program is no more strenuous than the school's physical education program. Also, students are expected to wear the Air Force uniform, which is provided at no cost, at least once a week. Student's wear of the Air Force uniform, must conform to Air Force standards to include grooming standards. Students must meet and maintain acceptable standards of academic achievement and personal conduct and appearance as prescribed by the Air Force to enroll and remain in AFJROTC.

Aerospace Science I (ROTC I)

This is a survey course that deals with the history of airpower. National defense and U.S. wars are major themes with special emphasis on the role of airpower. Leadership education and activities are provided for all cadets. Military drill, physical training, as well as correct wear of the Air Force uniform are also taught. Prerequisite: Physically fit. Students must be qualified, approved and capable of participating in the school's standard physical education program. **NOTE:** *Handicapped students, with the concurrence of the principal may participate. A student must be a citizen of the United States or an alien admitted for permanent residence. Students must be enrolled and attending a regular course of instruction in the school. Students are selected by the SASI in coordination with the Principal to ensure enrolled students meet acceptable standards.*

Grade Level: 9-12

Credit: 1

Aerospace Science II (ROTC II)

This science course deals with aerospace related topics such as weather, space, the human requirements of flight, and principles of flight and navigation. Leadership education and activities are provided for all cadets. Drill, physical training, and correct uniform wear are also taught.

Prerequisite: Aerospace Science I and approval of SASI

Grade Level: 10-12

Credit: 1

Aerospace Science III (ROTC III)

This is a science course that deals with the Sun and its planetary system as well as the exploration of space. Leadership education and activities are provided for all cadets. Drill, physical training, and correct uniform wear are also taught.

Prerequisite: Aerospace Science II and approval of SASI.

Grade Level: 11-12

Credit: 1

Aerospace Science IV (ROTC IV)

This leadership and management course deals with management of the cadet corps. Supervision of first-year cadets and corps activities is a major component while oral and written communicative skills are also stressed. Drill and correct uniform wear are an additional course objective.

Prerequisite: Aerospace Science III and approval of the SASI.

MUSIC

High School Band--Marching Band, Symphonic Band, Concert Band

All prospective band students must audition each year in the spring. Students who need remedial work are placed in the varsity band while all others are placed in the marching band. Varsity band meets each day (during the same period as the marching band) and is a non-performing class. Marching band participates in football games, contests, and parades. After marching season ends in November, students are re-auditioned and grouped by playing ability into two concert bands -- symphonic band and concert band. Both bands perform at concerts and contests. Some out of state travel is involved. An instrument is required.

Prerequisite: Band playing experience and audition

Grade Level: 9-12

Credit: 1/2 or 1

**Jazz Ensemble*

This is for advanced band students. Students learn the basics of jazz performance and showmanship. Wind and percussion players must be in the band. Keyboard and guitar players must have recommendation of the director. Performances are often and students must be flexible.

**Color Guard Class- Band Flag Corps*

Color Guard Class is offered during the fall semester for students who qualify for the CHS Marching Band Color Guard unit in the previous Spring Semester. This class is provided to permit guard members to develop and perfect skills and routines used during marching band performances.

General Music

This course should be taken by students who enjoy singing and are interested in learning about how their voice works. Students should have knowledge of singing on pitch. Students will learn about all other necessary vocal techniques during this course. Each student will be required to try out in front of the choral director after choosing this course and before entering this course. This is a performance group. You will be graded individually as well as in a choral setting. There are also recital class and concert requirements that must be met in order to receive credit for this course. This group attends competition and is required to participate in several activities throughout the year including fundraisers.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Choral Ensemble

This course focuses on advanced musical techniques. Students are required to memorize and perform many styles of music including classical, language, gospel, pop, jazz and Broadway tunes. Students should be able to sight sing before entering this group. This group is a performing group that attends competition and is required to participate in several activities during the year including fundraisers and concerts. It is a privilege to be chosen for this class.

Prerequisite: Audition

Grade Level: 9-12

Credit: 1

Varsity Singers

Varsity singers is Columbus High School's show group. Members are chosen each spring through a rigorous audition process. Students must exhibit exceptional ability in singing and must express a sincere desire to be dedicated to the group. The Varsity Singers' repertoire consists of music from the Jazz, Pop, Rock, and

Broadway eras. The group performs many times each year, not only in and around Columbus, but also in other areas of Mississippi. The group may also participate in out-of-state contests and festivals.

Prerequisite: Audition

Grade Level: 9-12

Credit: 1

PHYSICAL EDUCATION & OTHER ELECTIVES

Physical Education Course Requirements

All students must earn 1 unit in physical education. However, 1 unit of credit in Band, Frontline or ROTC will substitute for each 1/2 unit of physical education. This requirement must be met in order to receive a diploma from the Columbus Municipal School District.

Physical Education Exemptions

Physically disabled students are exempt from the physical education requirement if the request for exemption and an excuse from each student's physician are provided.

Advanced Fitness

This course emphasizes weight lifting specific to each sport. It is offered to athletes who are not enrolled in an athletic class during the school day. Non-athletes may take the course upon availability.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Physical Education

This course emphasizes lifetime physical activities. The course contains units in first aid, team sports (volleyball, basketball, and softball) and individual sports (weight lifting, badminton, ping pong, golf, tennis, and track). Instruction for all sports includes safety, strategies, rules, and participation. Physical Education uniforms are supplied by each student and must be worn while participating in daily activities.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Comprehensive Health

Students will focus on wellness, mental health, physical health, nutrition, anatomy, and physiology.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

FAMILY & CONSUMER SCIENCE

Child Development

Child Development is a course that develops skills related to physical, social, intellectual, and emotional development of the child. It includes instruction on prenatal care, child growth and development, behavior management, needs of exceptional children, and career opportunities.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Family Dynamics

Family Dynamics is a course that develops skills related to family and parenting decisions. It includes instructions in dimensions of adolescent development, managing family systems in today's society, and parenting decisions and responsibilities.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Nutrition and Wellness

Nutrition and wellness is a course that develops skills related to the importance of proper nutrition and the concept of overall wellness in modern life. This course includes instruction in basic principles of nutrition, the impact of diet on well-being, and food and behavior management for a healthy lifestyle.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

Resource Management

This course focuses on how individuals make decisions, solve problems, and utilize resources to successfully achieve individual, family, consumer, and community goals.

Prerequisite: None

Grade Level: 9-12

Credit: ½

SCIENCE

Introduction to Biology

This course is not a required prerequisite for Biology I. This course cannot be taken after successful completion of Biology I. This course will provide students with an overview of basic Biology with an emphasis on organizational skill, critical thinking, reasoning skills and methods of science. 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.

Prerequisite: Students who fail to score at the level of proficiency on the MCT 8th grade reading assessment must enroll in and pass Science Skills and Reasoning prior to enrolling in Biology I.

Grade Level: 9-10

Credit: 1

Biology I

This laboratory-based science course is required for graduation. Topics in this course include: scientific equipment, procedures, and methods of investigation, chemistry, cell structure and function, genetics, classification of plants and animals, and ecology. Experimental skills are emphasized.

Prerequisite: Students must score proficient or higher on the MAP science assessment to enroll in Biology I.

Grade Level: 9-12

Credit: 1

Biology I Accelerated

This is a first year laboratory-based science course for students who plan to attend a four-year college or university and who have a high interest in science or a science related career. The course provides an intensive study of all core skills identified by the state and district. Lab reports using the scientific method, fieldwork in selected topics, and directed research in selected topics are required. This course is recommended for highly motivated students who seek a more rigorous science background. This course prepares students for the advanced biology courses.

Prerequisites: Students must score advanced to enroll in Biology I Accelerated

Grade Level: 9

Credit: 1

Biology II

Biology II is designed for the student who has a strong interest in biology. Students explore advanced topics selected from cellular biology, biochemistry, biotechnology, genetics, microbiology, evolution, behavior, ecology, plant and animal anatomy, and physiology. Research and advanced laboratory techniques are emphasized.

Prerequisites: Biology I

Grade Level:

Credit: 1

Biology, Advanced Placement

The aim of this laboratory-based course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course is the equivalent of a college level introductory biology course. The three general areas of the course include: molecules and cells (25%), genetics and evolution (25%), and organisms and populations (50%). Students are prepared and required to participate in the Advanced Placement exam given in May by the College Board. An AP exam registration fee is also required. The test is administered at Brandon Central Service Center.

Prerequisites: Biology I and Chemistry I with a Minimum Average of 85 in each subject. Human Anatomy and Physiology is recommended. Grade Level: 11-12 Credit: 1

Physical Science

Physical Science is an introductory, laboratory-based course that will provide students opportunities to develop and communicate an understanding of physics and chemistry. Concepts covered in this course include matter and energy, chemical and physical properties and changes, energy, waves, motion, sound, light, electricity and magnetism. This course will prepare students for higher-level science courses. Physical Science must be taken before Chemistry. If the student has passed Chemistry, he will not be able to take Physical Science.

Prerequisite: None Grade Level: 9-12 Credit: 1

Human Anatomy and Physiology

This is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the organization of the major body systems, the biochemical composition of the body, the role of tissues and the homeostatic mechanisms in the body. Relationships between major body systems will be emphasized along with effects of drugs, nutrition and diseases on the systems.

Prerequisite: Biology I Grade Level: 10-12 Credit: 1

Geology

Geology is a laboratory-based course that will investigate the chemical and physical content of the Earth and the processes that can cause change. Concepts covered in this course will include studies in the identification and formation of rocks and minerals; the effects of weathering, volcanoes, and the various biogeochemical cycles; the effect of movement of the continental plates, such as with continental drift, earthquakes, volcanoes, and tsunamis; and the studies of Mississippi's own geological features including the New Madrid Fault line.

Prerequisite: Biology I Grade Level: 10-12 Credit: 1/2

Chemistry I

This laboratory-based chemistry course is strongly recommended for students who plan a career in any science-related area. Students will learn the importance of making accurate observations, drawing conclusions, and communicating findings to others in an acceptable manner. In the laboratory, many chemical concepts are introduced and reinforced. Classroom demonstrations will be used to clarify important principles. A strong mathematics background and critical thinking skills are necessary. Topics include: atomic theory and periodicity, nomenclature and formula writing, balancing equations, chemical bonding, the mole concept, calculations and stoichiometry, gas laws, solutions, acid-base theories, and oxidation reduction reactions.

Prerequisites: Completion of or concurrent enrollment in Algebra II Grade Level: 10-12 Credit: 1

Chemistry I Accelerated

This is a first year course in Chemistry for students who plan to attend a four-year college or university and who have a high interest in science or a science-related career. This course will provide more in depth coverage of topics covered in the general course in order to prepare students for more advanced chemistry or biology courses. Students who plan to take AP science courses should enroll in this course.

Prerequisites: 90 or above in previous science course; Proficient score on Algebra I state Assessment and completion of or concurrent enrollment in Algebra II

Grade Level:10-12

Credit: 1

Physics

This is a laboratory-based science course for students planning a career in the fields of science, engineering or medicine. Laboratory investigations are presented using the open-ended approach. Students are required to formulate a hypothesis and devise a method for hypothesis testing after preliminary observations are made in the classroom. There is emphasis throughout the course upon historical physics accompanied by the replication of famous experiments. Major areas covered include mechanics, heat, light, sound, electricity and magnetism, and nuclear reactions. As the language of physics is mathematics, requisite math skills are very important.

Prerequisite: Biology I, Chemistry I, and Algebra II

Grade Level:11-12

Credit: 1

Astronomy

This course includes the study of celestial objects in the solar system, the Milky Way, and neighboring galaxies in both classroom and laboratory situations. Emphasis is placed upon identification and movement of objects in the night sky. Topics include cosmology, astronomical measurements, the solar system, and earth-sun-moon relationships and *effects*. Students are required to read and summarize up-to-date articles on developments in astronomy. At least one night lab is required for successful completion of the course. The average length of the night lab is two hours and includes observation and identification of objects and patterns in the sky.

Prerequisite: Algebra I, Biology, and Physical Science or Chemistry

Grade Level: 11-12

Credit: 1/2

SOCIAL STUDIES

Introduction to World Geography

This one-semester course is designed to provide students with basic geographic content and skills. Students will master the content and skills by studying the five fundamental themes of geography. These themes are location, place, human-environment interactions, movement and regions. The course of study will address the skills and themes by examining Africa, Antarctica, Asia, Australia, Oceania, Europe, Middle America, North America and South America. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools.

Prerequisite: None

Grade Level: 8-9

Credit: 1/2

Mississippi Studies

This one-semester course is designed to foster appreciation for the state of Mississippi and its culture. The content will include the geographic, historic, economic, political, and social events that have contributed to the state's development.

Prerequisite: None

Grade Level: 8-9

Credit: ½

World History

From 1750 to the present, World History is based on prior knowledge of ancient history to the Industrial Revolution. This course will focus on the development, connections, and global influences of the Eastern Hemisphere. Europe, Asia and Africa are the continents of focus; however, connections to the Western Hemisphere will be made.

Prerequisite: None

Grade Level: 9-10

Credit: 1

U.S. History

This course is designed to help students develop a knowledge base of political, economic, cultural, and military history of the United States from 1877 to the present. Students are provided experiences that facilitate a greater appreciation of our American heritage, promote patriotism, encourage an interest in current affairs, promote international understanding, as well as develop critical thinking skills.

Prerequisite: None

Grade Level: 10-12

Credit: 1

U. S. History, Advanced Placement

The AP program in United States History is designed to provide students with analytical skills and factual knowledge necessary to deal critically with problems and materials in American History. The program prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and weigh the evidence and interpretations presented in historical scholarship. An AP United States History student should thus develop the basis of an informed judgment, and the skill to present ideas clearly and positively in essay format. To receive college credit for AP courses, students must score satisfactorily on the College Board AP Exam.

Students are prepared and required to participate in the Advanced Placement exam given in May by the College Board. An AP exam registration fee is also required.

Prerequisites: Minimum Average of 85 in Geography, World History (each subject)

Grade Level: 11-12

Credit: 1

Advanced World Geography

World Geography is a one-year elective course for 11th and 12th grade students. The course teaches an understanding of basic geographical concepts and recognition of characteristics of various regions of the world. Characteristics include geographical influence on economic, cultural, social, and political systems throughout the world. Students participate in oral presentations, cooperative-learning activities, and research projects related to the content. The Institute of Higher Learning recommends this course as one of the electives for four-year college preparatory students.

Prerequisite: None

Grade Level: 11-12

Credit: 1

Economics

This course is designed to equip students with a set of analytical tools to help them reason objectively and independently about economic problems, as well as to participate more effectively in their roles as consumers, producers, investors, and voters.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

U.S. Government

This course is designed to help students understand the origin and fundamental principles of our system of government. The course describes the organization, philosophy, operation, and function of the political, social, and judicial institutions of American government. It also offers a comprehensive perspective about the evolution of those entities.

Prerequisite: None

Grade Level: 9-12

Credit: 1/2

TECHNOLOGY

PLTW

PLTW students engage in hands-on activities, projects, and problems that are reflective of real-world challenges. This compelling, real-world approach empowers students to learn essential, in-demand skills validated by the world's leading companies, while also providing an invaluable connection between what students are learning in the classroom today and how it applies to the paths they'll take in the future. This course empowers students to become confident, independent learners through scaffolded, hands-on activities, projects, and problems.

Prerequisite: None

Grade Level: 9-12

Credit: 1

Exploring Computer Science – CS4MS

The CS4MS pilot program is an initiative of the Mississippi Department of Education (MDE) developed in partnership with the Mississippi State University Research and Curriculum Unit and a steering committee, including representatives of a number of public and private institutions who are interested in seeing improved access to computer science in Mississippi schools and a high-skilled technology workforce in our state. Exploring Computer Science is a high school introduction to the world of computer science and problem solving. It is a yearlong course consisting of 6 units, approximately 6 weeks each. The curriculum package comes with daily instructional lesson plans for teachers, plus supplemental extension resources.

Prerequisite: Algebra I

Grade Level: 10

Credit: 1

Technology Foundations

Technology Foundations is a technology-rich curriculum that prepares students to function in the 21st Century environment. This course is designed to provide foundational skills in all relevant areas of technology, including keyboarding, operating systems, word processing, spreadsheets, desktop publishing, multimedia presentations, and social networking. The course also focuses on self- and career development by encouraging students to create a program of study that maps out their high school and postsecondary education. Technology Foundations is built upon the Common Core Standards, 21st Century Skills, and the National Educational Technology Standards for Students (NETS-S). Upon successful completion of the course, students will have been exposed to the latest technology and will be able to make informed decisions on how to ethically interact both online and off. Upon successful completion of Technology Foundations, students will receive one (1) Carnegie unit to be applied toward the Business and Technology graduation requirement.

Prerequisite: None

Grade Level: 9-12

Credit: 1

McKellar Technology Center

Career and Technical Programs

McKellar Technology Center is a public technical school serving Columbus High School students. All courses run the entire school year and have beginning (basic) and advanced levels. Most McKellar classes offer student organizations that provide leadership and competitive opportunities on the district, state, and national levels. McKellar Technology Center does not discriminate on the basis of race, sex, age, national origin, or handicap. For more information about any of the following programs, contact McKellar at **662.241.7290**.

Automotive Service Technology

In this program, students use the latest technology to troubleshoot, diagnose, and repair engines; complete front-end alignments; and complete other automotive repairs. Students learn safety basics, tool and equipment usage, measurement, basic engine service, and brake and service. Auxiliary engine systems such as the cooling system, fuel system, and lubrication system are also included. Lessons are closely followed by practical application. Students learn safety and safe procedures in a shop area. The braking system, steering system, transmission, driveline, differential system, and electrical system are covered.

- Grade Levels: 10-12
- Credits: 2 for each year completed
- Student Organization - SkillsUSA

Carpentry

Carpentry is a craftsmanship course where students work with their hands to master basic skills required to build, repair, or renovate houses or commercial buildings. This course introduces construction methods including framing, materials, tools, and equipment. Topics include safety, hand/power tool use, site preparation, measurement and layout, footings and foundations, construction framing, and other related topics. Upon completion, students should be able to safely layout and perform basic framing skills with supervision.

- Prerequisites: Pre-Algebra for Basic Carpentry
- Grade Levels: 10-12
- Credits: 2 for each year completed
- Student Organization - SkillsUSA

Collision Repair

An active course where students learn proper procedures in automotive refinishing. Hands-on activities cover regulations, personal safety, equipment and materials, surface preparation, masking, application techniques, and other related topics. Students learn body and frame construction components, principles of welding, and cutting applications. Students work with up-to-date equipment to master techniques in panel repair, structural repair, plastic repair, and learn to produce quality work using hardware, glass, fasteners, and trim.

- Grade Levels: 10-12
- Credits: 2 for each year completed
- Student Organization - SkillsUSA

Digital Media Design

Provides instruction in the basics of graphic design and the use of computer software to produce various media including magazine and newspaper layout and advertising, various print media, video, digital photography, digital animation, and Web page design projects. First year students learn the basics of Graphic Design, Multimedia Design, Digital Photography, Web Page Design and Animation, and Video Editing. Second-year students complete a portfolio that highlights their skills in these graphic design areas, such as digital portraits and composite pictures, newspaper and magazine layout and design, advertising design, Web page design, video and animation clips, claymation videos, and many other projects. An art credit may be awarded upon completion of this program.

- Grade Levels: 10-12
- Credits: 2 for each class completed
- Student Organization - MT2 (Mississippi Technology Teens)

Culinary Arts

Introduces students to basic food preparation, accounting and cost control, sanitation and workplace safety in the food industry. In class, students complete simulated workplace experiences for hands-on learning and training. Students learn to prepare and serve safe food while preventing accidents and injuries. Practice building successful customer relations is emphasized throughout the course. Nutrition basics are learned through the preparation of wholesome snacks and meals. In the advanced class, students are prepared for national certification in the food service industry. Students learn the history of the foodservice and lodging industry as well as the art of food preparation and service. Key concepts of purchasing, inventory control, and standard accounting are taught to prepare students to work in the fast paced food service hospitality industry.

- Grade Levels: 10-12
- Credits: 2 for each year completed
- Student Organization - FCCLA

Engineering and Robotics

This course teaches students the history of engineering and the careers associated with the field. The students will also learn the foundations and fundamentals of engineering and materials, as well as the engineering design process and the steps one follows for successful design planning. Additionally, students are introduced to the advanced concepts of 3-D sketching and modeling with CAD software. The course introduces students to the field of robotics in engineering. It also focuses on several fields of engineering specialization. This course is a comprehensive course that focuses on the following four systems: electrical, fluid, mechanical, and thermal. It also introduces students to flexible manufacturing systems, or how robotics and drafting work together to create products. Additionally, the course teaches students advanced robotic concepts. Students will also learn valuable workforce readiness skills and prepare for jobs in the field of engineering.

- Grade Levels: 10-12
- Credits: 2 for each year completed
- Student Organization - SkillsUSA

Early Childhood Education

An instructional program designed to provide training in the area of childcare and development. Students gain competencies related to professional childcare skills, safe and healthy learning environments, program planning, and management techniques and skills. Upon successful completion of the program, graduates are prepared to pursue positions in the field of Early Childhood, or continue study in the post-secondary Childhood Technology program. A field experience is included in this course.

- Grade Levels: 10-12
- Credits: 2 for each year completed
- Student Organization - FCCLA

Law and Public Safety

An instructional program designed to provide information and training in the area of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function. As a continuation, course two focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

- Grade Levels: 10-12

- Credits:2 for each year completed

Medical Technology/Health Science

Introduces students to careers in health care and the basic health sciences through a variety of laboratory and clinical-based settings. All students become certified in CPR and First Aid. The 9 body systems are covered in detail, as well as infection control and pharmacology. Students may use Medical Technology as a science credit under the two-year college prep program. The advanced class is for students planning to enter a career or post-secondary training/education in a health field. Students are exposed to diverse careers in health care including physical therapy, emergency medicine, dentistry, veterinary medicine, and mortuary science. During weekly clinical, students complete a variety of job shadowing experiences at Baptist Memorial Hospital and other health care agencies in the local area. Students may be awarded a science credit upon completion of this class.

- Prerequisites: 80 or above in Biology for Basic Medical Technology
 - Grade Levels: 10-12
 - Credits: 2 for each year completed
- Student Organization - HOSA (Health Occupations Students of America)

Marketing

Major topics of study in this course are communication and customer service, professional development for careers in business management, economics, personal finance, business management, and business law. This course introduces students to the marketing environment and the role of marketing in planning how a business will reach potential customers. Students will also learn how marketers develop pricing and promotion strategies to attract consumers as well as how to use market research to respond to customer needs and wants. Emphasis will be on the marketing functions of product/service management, distribution, selling, and marketing information systems.

- Grade Levels: 10-12
- Credits: 2 for each year completed

Career and Technical Education Articulated Credit

Articulated Credit is a way to start a college technical major in high school. In an Articulated Credit program, you begin your course of study in high school and continue in a community or technical college.

Guidelines on Articulated Credit

Eligibility

To be eligible for articulated credit, a student must:

- Complete the articulated Secondary Vocational Program at McKellar Technology Center
- Score an 80 or higher on the Mississippi Career Planning and Assessment System (MS CPAS) in their secondary program of study

To be awarded articulated credit, a student must:

- Complete application for articulated credit at the community or junior college
- Enroll in the community or junior college within 18 months of graduation
- Successfully complete 12 non-developmental career/technical or academic credit hours in the corresponding articulated postsecondary Career Technical program of study

How MS CPAS will be documented

The RCU of Mississippi State University will provide the SBCJC a list of all secondary CTE students scoring at

or above the 80 percentile for the articulated programs. The SBCJC will forward the list of students eligible for articulated credit to the Colleges.

Transcripting of Articulated Credit

Students must complete twelve (12) non-developmental career/technical or academic credit hours in the articulated postsecondary Career-Technical program of study before the articulated credit is transcripted. No grade will be given on the transcript for articulated courses, only hours granted will be transcripted (thus resulting in no change in quality points).

Time Limit

MS CPAS scores will be accepted to demonstrate competencies for up to 18 months after high school graduation.

Cost

No costs will be assessed on hours earned through articulated credit.

Committed to Student Success