



2018-2019

ACADEMIC HANDBOOK

MIDDLE SCHOOL • HIGH SCHOOL

MADISON-RIDGELAND ACADEMY

Founded in 1969

Membership in and Accreditation by:

Southern Association of Colleges/Schools (SACS)
Southern Association of Independent Schools (SAIS)
Mississippi Association of Independent Schools (MAIS)

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THE MISSION AND VISION

MRA is a college preparatory school with a Christian foundation committed to educating each student's mind, body, and spirit.

ACADEMIC EXCELLENCE

Excellence in the pursuit of truth from a Christian worldview drives the academic program at Madison Ridgeland Academy. Classroom work is at the heart of the MRA experience. Passion for learning drives each student as he or she pursues truth, excellence and new personal levels of accomplishment. Students will emerge from each course with a deep understanding of the subject matter, the ability to think critically and creatively, and the confidence to take on greater challenges.

Our academic program focuses on the whole person and desires to help students develop their God given gifts and talents. Students develop a solid academic foundation in the core areas of literacy, writing, math, history and science. Engaging classes and opportunities in music, art, drama, foreign language, physical education, computer technology, clubs, service and sports provide avenues for the full participation of each child.

Examples of excellence abound with MRA students becoming National Merit Scholars and National Achievement award winners. Challenging Advanced Placement classes in six subject areas allow students to excel as they prepare to enter the colleges of their choice.

One of our strengths can be found in our enthusiastic, dedicated, and highly qualified faculty, staff, and administrators. Our teachers are lifelong learners who share a passion for knowledge, wisdom and, most importantly, a passion for Jesus Christ. Talented in their fields of expertise, they are committed educators who offer individualized attention and support to students in and out of the classroom. Our teachers do more than instruct; they also encourage, guide, mentor, and inspire their students to be the very best that God created them to be. .

ACADEMIC HANDBOOK 2018-2019

This handbook is designed to provide important information to parents and students regarding curriculum, course offerings, graduation requirements, academic support services, testing, college and career counseling, and school policies pertaining to these things. As such it is a handy resource for use in selecting courses for the upcoming school year. Although every attempt has been made to be as accurate as possible, sometimes it is necessary to make a change in order to best meet student needs. Updates or changes can be found online at www.mrapats.org. We encourage all parents and students to become familiar with this handbook in order to make the most informed choices regarding course selection.

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GRADUATION REQUIREMENTS

Students are required to earn 23 credits in grades 9-12 for graduation. Only 2 non-academic credits will count towards the graduation requirements. **Beginning with the class of 2019, 24 credits will be required for graduation.**

The Following Credits Are Required:

Math	4 credits (including Algebra I, Algebra II, & Geometry)
Science	4 credits (including Biology and Chemistry)
English	4 credits
History	4 credits (including; 1/2 MS Studies, 1/2 World Geography, 1 World, 1 U.S., 1/2 Government, & 1/2 Economics)
Foreign language	1 credit (University Honors Track requires 2 years of foreign language)
Bible	1/2 credit
Fine Arts	1 credit
Health	1/2 credit
Computer Applications	1/2 credit
Communication I (<i>beginning with Class of 2020</i>)	1/2 credit

*All students will be required to satisfactorily complete one (1) of two(2) tracks of study.

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	University Track	University Honors Track
English	4	4
Math	4	4
Science	4	4
History	4	4
Electives	3	2
Languages	1	2
Non-Acad.	2	2
Fine Arts	1	1
TOTAL	23	23

Notes:

1. Beginning with the class of 2019 and beyond, graduation requirements will be 24 credits on University Track & University Honors Track. Only 2 non-academic credits will count towards graduation requirements.
2. University Track and University Honors Track will meet all major college requirements for most universities. *** Students are required to complete 4 credits of English, 4 credits of math, 4 credits of science, 4 credits of social studies, and 5 credits of academic electives as a part of their required credits.**
3. University Track must take Algebra I, Geometry, Algebra II, and a higher level math; Biology I, Chemistry, and 2 higher level sciences. University Track must also take 1 year of foreign language.
4. University Honors Track: The 4 sciences must include a biology, a chemistry, and a physics. You must take 3 AP or Dual Credit courses. One must be taken prior to your senior year, and 1 must be DC calculus, AP physics, or AP or DC English. University Honors Track must also take 2 years of foreign language. Algebra III may be taken as an elective, but not as one of your math requirements.
5. All students: History must include MS studies, geography, world history, American History, American Government, and economics. Required academic electives include: Computer Applications, Health, one (1) Fine Art credit, and one-half (1/2) Bible credit. **Note: Beginning with the class of 2020 and beyond, Communication I (one-half credit) will be required academic elective.**
6. Only students enrolled in Track III will be eligible for Valedictorian and Salutatorian. A transfer student must have attended MRA for six (6) semesters to be eligible for Valedictorian and Salutatorian. Early graduation deems a student ineligible for these distinctions.
7. University Honors Track: Highest Honors – 93 and above ... Honors 90-92
University Track: Honors – 93 and above

8. All students must take at least five (5) academic subjects and one (1) non-academic subject, such as PE, driver's education, annual staff, girls' basketball, etc., each semester. **No student is allowed to have two (2) Study Halls in the same semester.**
9. To enroll or qualify for an honors class and/or an AP class, students must meet the following criteria:
 - a. Teacher recommendation
 - b. Established achievement test scores
 - c. Established grade scores
10. A student who takes 2 maths in one year must intend to continue to advance in math selections. Students are expected to take at least 1 math each year of highschool.
11. To enroll or qualify for dual credit courses at MRA, students must meet the following criteria:
 - a. Be classified as a junior or senior
 - b. Have a valid ACT score on file in the MRA guidance office
 - c. Minimum ACT composite score of 20
 - d. Additional requirements for each course are defined below
12. Requirements for the following courses are as follows:
 - AP Chemistry** – Must have completed chemistry and Algebra II (*Chemistry may be skipped with special permission from High School Head*)
 - Chemistry**- Must have completed Algebra II or are enrolled in Algebra II
 - Physics** – Must have completed Geometry and Algebra II
 - Graphic Communication** - Must have completed Computer Applications
 - AP Computer Science Principles**- Must have completed Computer Application and 85+ final grade in Algebra I or completion of Algebra II
 - Dual Credit College Algebra**- a minimum 19 sub-score in math on the ACT and successful completion of Algebra II and Geometry
 - Dual Credit Statistics**- a minimum 21 sub-score in math on the ACT and successful completion of Algebra II and Geometry
 - Dual Credit Calculus I**- a minimum 25 sub-score in math on the ACT and successful completion of Trigonometry/Precalculus
 - Dual Credit English Composition I**- a minimum 20 sub-score in English and/or reading on the ACT and successful completion of English I, English II, and English III/AP English Language (for seniors only)
 - Dual Credit Survey of American Literature**- Successful completion of English Composition I (for seniors only)
 - Dual Credit Macroeconomics**- a minimum 18 sub-score in math

ADDITIONAL REQUIREMENTS

- Service-Learning Program- students are required to earn 10 hours of service per year that they are enrolled at MRA in 9-12.
- Sophomores are required to take the ACT either December or April of their sophomore year or June after their sophomore year. Juniors are required to take the ACT State/District weekday testing in March/April. Seniors are required to have an ACT score on file before graduation.

CLASSIFICATION OF STUDENTS

Students attending MRA will be classified according to the number of credits earned toward graduation as follows:

- Freshmen – students promoted from the eighth grade
- Sophomores – students who have completed 6 units of work
- Juniors – students who have completed 12 units of work
- Seniors – students who have completed 18 units of work
- All high school course work taken as student in grades 6-8th will not receive high school credit.

Each student in grades 6-8 must pass English, math, and science, & failure to meet the above requirement(s) will result in retention for one year. If a student fails the same grade two consecutive years, the Administration reserves the right to determine promotion and retention. In grades 6-8 all math, English, and science course work must be taken at MRA; any exceptions must be approved by the Administration. Any remedial coursework must be approved by the Administration before the class begins. Remedial work completed in summer school may be accepted at the discretion of the Administration.

ACADEMIC INFORMATION AND POLICIES

GRADING SYSTEM

Standard grades at MRA are as follows:

- A 90 – 100
- B 80 – 89
- C 70 – 79
- F 69 and below

The lowest passing grade is 70. Numerical grades will be recorded on report cards and on permanent records.

The marks for daily homework, participation, class work, and tests are combined to determine each nine (9) weeks grade. No nine weeks tests will be administered. The two nine weeks grades will count as (3/4) of the semester grade and the semester examination will count (1/4) of the semester grade. The yearly average will be determined by averaging the first semester grade with that of the second semester grade.

Please Note the Following Scale and Grading Adjustments:

WEIGHT OF 1.025

6-8 Special Sections
9-12 Honors Sections
All courses taken in
advance of their normal
grade year and not weighted.
Example 7th grader taking
Alg. 1 or a 9th grader taking
Geometry.

WEIGHT OF 1.05

3rd/4th Year Languages
Physics
Adv. Math
Trig/ Pre- Calculus

WEIGHT OF 1.10

AP Foreign Language
AP English
AP American Govt.
AP History
AP Science
Dual Classes at MRA

NOTE: Students taking Algebra II, Geometry, Biology II, or Anatomy and Physiology in the 10th grade will not receive a weighted score.

DETERMINING GPA

Only semester academic class averages are used to determine GPA. MRA uses unweighted GPAs. The following chart is used to determine GPA.

A+	GPA	A's	GPA	B's	GPA	C's	GPA
110	4.992	99	4.9	89	3.9	79	2.9
109	4.991	98	4.8	88	3.8	78	2.8
108	4.99	97	4.7	87	3.7	77	2.7
107	4.98	96	4.6	86	3.6	76	2.6
106	4.97	95	4.5	85	3.5	75	2.5
105	4.96	94	4.4	84	3.4	74	2.4
104	4.95	93	4.3	83	3.3	73	2.3
103	4.94	92	4.2	82	3.2	72	2.2
102	4.93	91	4.1	81	3.1	71	2.1
101	4.92	90	4.0	80	3.0	70	2.0
100	4.91						

SCHOLARSHIP RECOGNITION

Headmaster's List will include students with at least an overall average of 93 in all academic subjects and who have no unsatisfactory marks on work, study, and social habits. A pupil cannot be on the Headmaster's List if he/she has any grade below 90.

Principal's List will include students with at least an overall average of 88 in all academic subjects and who have no unsatisfactory marks on work, study, and social habits. A pupil cannot be on the Principal's List if he/she has any grade below 85.

Honor Roll will consist of those students who have an overall grade average of at least 80 in their academic subjects and who have no unsatisfactory marks on work, study, or social habits. A pupil cannot be on the Honor Roll if he/she has a failing grade in a subject.

VALEDICTORIAN AND SALUTATORIAN

Only the top two students in the graduating class shall receive a class ranking. The student with the highest numerical grade average shall be recognized as the Valedictorian, and the student with the second highest numerical grade average shall be recognized as the Salutatorian. Only students completing University Honors Track will be eligible for Valedictorian and Salutatorian. A student must have completed 6 semesters of high school curriculum at MRA to be eligible for Valedictorian or Salutatorian. Early graduation deems a student ineligible for these distinctions.

CLASS RANK

MRA does not report class rank (except to determine Valedictorian and Salutatorian). Class rank does not accurately communicate the student's ability in our selective, college preparatory program. Many quality colleges, universities, and scholarship programs understand this and are used to having "no ranking" for students from strong, college preparatory programs and home school students. If some communication of a student's comparison to peers is absolutely necessary, the High School Head must give approval, and the minimal amount of information possible will be communicated to the organization (for example, saying the student falls in the top 20% is preferable if a comparison is essential.)

REPORTING OF STUDENT PROGRESS

Progress reports are not issued during the 9 weeks grading period, but parents do have access to their students' grades on a daily basis within MyBackPack. Report cards will be posted to student and parent MyBackPack accounts at the end of each nine (9) week grading period. Parents may log on to www.MRApats.com for grades, absences, discipline, etc. at any time. For parents or students who are having difficulties logging on, please contact mbpsupport@mrpats.org.

ASSIGNED TEST DATES

MONDAY: Art, Creative Writing, Driver's Ed, Health, Pre-Law, Psychology, Sociology, Bible, Rotation Classes
TUESDAY: English, Computer
WEDNESDAY: Science, Speech, Communication, Drama, Journalism
THURSDAY: Math, Languages
FRIDAY: Social Studies, English Vocabulary, Accounting

SEMESTER EXAMS

Semester exams represent 25% of the semester grade. The schedule for high school exams is posted on our website and posted on the master school calendar. We expect all students to sit for exams at the established times. Only in extenuating circumstances (illness, for examples) do we allow students to take exams at times other than as stated on the exam schedule. Approval must be granted in these cases.

FAILURES

In the event that a student fails a course, it is the responsibility of the family to contact the Counseling Department to discuss arrangements to ensure enough credits for graduation. Non-MRA courses must have prior approval to make-up the credit. Any courses taken to recover credit for failures will be shown on the transcript. The failed course will not be removed from the transcript.

REPEATING A COURSE

All courses taken will be reflected on student transcripts. Students are permitted to retake a course if the grade is below 70%. Earning a better grade does not eliminate the first grade. In the case a lower grade is earned when a course is repeated it will also be reflected on the transcript.

OUTSIDE CURRICULUM

All outside curriculum coursework (online/distance learning) must be approved by the Administration before the class begins. Failure to do so may result in no credit toward graduation requirements at MRA. Only two summer school credits may be applied to establishing athletic eligibility and may be applied for credit during one summer. Students are reminded that all English courses taken for the first time must be taken at MRA. Students are also reminded that only four (4) new outside curriculum courses will be applied for credit toward graduation. It is the student's responsibility to know how many outside curriculum credits you have attained. Note: This does not include credit recovery course work that may be necessary to fulfill graduation requirements.

Students transferring to MRA with letter grades and all outside curriculum course work will be converted to the following scale on the MRA transcript: A+ = 100, A = 95, A- = 90, B+ = 89, B = 85, B- = 80, C+ = 79, C = 75, C- = 70, and F = 67.

NOTE: The Administration of MRA reserves the right to adjudicate any course work that the school cannot schedule or offer at the appropriate high school level. In addition, special consideration (exception) may be made for any student with a documented learning disability to enroll in new course work.

PERMISSION FORM ON FILE

In order to earn high school credit for any course work taken outside of MRA, a student MUST have a permission form on file in the guidance office listing the course work and the accredited school where the course is to be taken along with signatures from the High School Head and counselor. This work includes but is not limited to online courses, correspondence courses, courses taken at an accredited high school, etc. At the issuance of permission from MRA, the student must declare whether the course is for new credit or credit recovery.

ACADEMIC INTEGRITY

Grades for course work taken outside of MRA will be calculated into the student's cumulative grade average. However, these grades will NOT be used for consideration of Valedictorian, Salutatorian, Highest Honor Graduate, Honor Graduate, National Honor Society, or Mu Alpha Theta.

MAIS ELIGIBILITY FOR ATHLETICS

To be eligible for the first semester of a school year: A student must have accumulated four (4) major units (credits) the previous academic year. (Previous academic year is interpreted to be a complete year or any part of a school year in which a student is enrolled at either a member school or a non-member school).

Students Eligible At Beginning of School Year - Any student athlete eligible at the beginning of the new school year shall be eligible for the entire school year.

To be eligible for the second semester of a school year: A student-athlete who is ineligible the first semester could become eligible the second semester if he or she passed four (4) major subjects during the first semester of that same academic year.

MRA ELIGIBILITY FOR ATHLETICS

No student will be permitted to participate in inter-scholastic contests for more than four (4) years after entrance into 9th grade. He/she shall not be permitted to participate in inter-scholastic contests if he/she has reached the age of 19 prior to August 1st.

Students are required to maintain a 76 and above average in all academic subjects if they are to remain eligible for extra-curricular activities. Student averages will be checked at 3-week intervals and at the end of each 9-week grading period. Any student not maintaining an overall 76 average, at the aforementioned intervals, will be placed on probation. Any student on probation, and not maintaining an overall C average during the next grading interval, will be ruled ineligible for games. Eligibility can be regained by acquiring an overall 76 average during the next or any following 3 week grading period. In order to be eligible for the next school year, students must pass 4 major subjects for the year.

A student who is absent from school all day on the day of an inter-scholastic contest will be ineligible to participate. If a student is absent four (4) periods or less, an excused must be given to be eligible to participate. A student missing over four (4) periods, but yet attends school, will be eligible if a doctor gives approval to the High School Head. The Administration retains the right to review special cases and to grant exceptions in cases of extenuating circumstances.

TRANSCRIPT AND REPORT CARD RELEASE

Report cards and transcripts will be not released unless satisfactory arrangements have been made with the business office concerning financial obligations.

REQUESTING A TRANSCRIPT

All requests for transcripts must be made to the Counseling Department. It is recommended that requests be made 2 weeks prior to the date the transcript is needed to allow for processing time. We cannot guarantee a transcript with fewer than 3 days notice. Beginning with the class of 2015, MRA has moved to electronic transcripts, which is preferred by most colleges and universities. With this new technology, confirmation emails are sent to the student that transcript has been sent by MRA and transcript has been received and opened by someone at the college or university.

ADVANCED PLACEMENT COURSES

Students enrolled in advanced placement courses will be required to take the AP exam to receive credit for the course at MRA. Note to Seniors: Many times one or more AP exams occurs after graduation. You will be required to take the exam and your diploma will be held until the test is completed. The 2018 fee for each exam is \$93.00.

EXEMPTIONS

SENIORS:

Seniors who meet either of the following criteria will be exempt from 2nd semester exams or fall semester course exams (such as Government in the fall and Economics in the spring) on a per class basis:

- Cumulative Academic Average of 90 for the entire course with no In-School or Out-of-School Suspensions; or
- Cumulative Academic Average of 85 for the entire course with the following conditions:
 - Have been absent 5 days or less for a full year course or 3 days or less for a one semester course (School Related Absences, which now include college days, are the only exceptions);
 - Have no Work Detail hours due to tardies during the entire school year, or first semester for a fall semester course.
 - Have no more than 5 Work Detail hours during the entire school year (No distinction for a spring semester course) or no more than 3 Work Detail hours for a first semester course; and
 - Have no In-School or Out-of-School Suspensions during the entire school year.

GRADES 9-11:

All students in grades 9-11 have the opportunity to be exempt from exams during the 2nd semester on a per class basis. This will include one semester courses taken in the spring. Exemptions will be based on grades, attendance, and behavior during the entire school year. Students in grades 9-11 who meet the following criteria will be exempt from taking 2nd semester exams on a per class basis:

- Cumulative Academic Average of 90 for the entire year;
- Have been absent 5 days or less for a full year course or 3 days or less for a spring semester course (School Related Absences, which now include 2 college days for juniors, are the only exceptions);
- Have no Work Detail hours due to tardies during the entire school year;
- Have no more than 5 Work Detail hours during the entire school year; and
- Have no In-School or Out-of-School Suspensions during the entire school year.

NOTE: Work Detail Hours, Tardies, and ISS/OSS stipulations are for the entire year, regardless of one semester courses taken in the spring. For example, if a child gets work detail for tardies in the first semester, s/he would not be eligible to be exempt in a spring semester course.

WEDNESDAY-SATURDAY SCHOOL

Wednesday-Saturday school will consist of giving make-up tests. These make-up test sessions will be held from 7:00 a.m. until 7:55 a.m. on Wednesday morning, from 3:25 p.m. until 4:20 p.m. on Wednesday afternoon, and from 8:00 a.m. until 8:55 a.m. on Saturday morning. Students will be assigned to Wednesday-Saturday school via the morning report. Once these tests are placed in Wednesday-Saturday school, they must be made up in the next two (2) assigned Wednesday-Saturday school sessions. **NOTE:** The Wednesday School sessions (A.M. and/or P.M.) count as one (1) session. Failure to take assigned tests will result in a grade of zero (0) being registered for that subject test. If there are very special circumstances that prevent a student from making up a test within the two (2) dates, permission must be granted from the High School Head prior to the expiration of the allotted time. **DO NOT WAIT UNTIL THE 2nd CHANCE AND THEN PRESENT THESE CIRCUMSTANCES.** Tests will not be made up during study hall or other class periods. If you have a test placed in Wednesday-Saturday school, the test must be made up during this time. Extended absences will be worked out with the Wednesday-Saturday school director. It is the responsibility of the student to know when the test(s) have been placed in Wednesday-Saturday school. Jobs and athletic practices are not considered as special circumstances and students will not be excused from Wednesday-Saturday school because of said situations. Students arriving after the testing session has begun will be allowed the time remaining in the testing session to complete their test(s). Note: Students will not be allowed to bring books, notes, paper, and/or other materials into the testing area. Only pencils and calculators, when necessary for the tests, will be allowed in the testing area. Scratch paper will be provided.

MAKE-UP WORK

The student is responsible for scheduling make-up work with his/her teacher(s) within the timetable of one day for each day missed. Make-up work that is missed because of an unexcused absence or suspension will not receive credit. Students absent for extra-curricular activities are not excused, and the test or assignment is due as scheduled when returning to school.

ACHIEVEMENT TESTS

Throughout the year various achievement tests are administered by MRA. The Stanford is required for 6th – 7th graders, ACT Aspire test is required for 8th-10th graders and the PSAT is required for 10th and 11th graders. If any additional achievement tests are administered at MRA, that grade level will be required to take the designated achievement test.

SCHEDULING

SCHEDULE CHANGE

Students and parents should carefully consider courses selected for the upcoming school year. We strongly encourage reading course information in its entirety as well as speaking with teachers regarding which classes would be best. Students are allowed to request a schedule change for up to 2 weeks after a course begins. After the drop/add date, students will not be allowed to change classes unless new and unforeseen factors develop that merit such a change such as a family emergency or illness. Students who are allowed to drop because of these factors will receive WP (Withdraw Passing) or WF (Withdraw Failing) on their transcript indicating that a course was begun but not finished. It is required that the parent and student speak with the teacher of the class to be dropped as part of the schedule change process once classes begin. In some cases it is also necessary to speak with the teacher of the class to be added.

SELECTING COURSES

MRA offers a rich array of courses designed to prepare our students well for college and for life. We desire that students be good stewards of their academic gifts and try to achieve the best balance possible in regard to course load. Academically speaking, a student is most successful and most content when his or her academic load is a good fit with personality, ability, availability, and future goals. We encourage families to discuss and consider the following during the course selection process:

Prerequisites: Enrollment in some courses requires previous specified coursework and/or a particular grade, completion of student application, or teacher recommendation. In the event that a student does not meet the criteria for entrance and desires to petition that an exception be made, he or she may do so by appealing through the venue established by the department in which the course is taught.

Counsel of Teachers: Often present and former teachers are the best resources for knowing a student as a learner. Their input can be invaluable.

Time Management for Honors and AP Coursework: It is important to consider how much time a student is able to devote to coursework outside the classroom in choosing honors and AP courses, especially if the student is involved in time-consuming after school activities. It is recommended that students desiring to take more than two (2) honors or AP classes consult with teachers regarding the workload and amount of time required for each course. It is also important to know that AP courses are college-level courses and require a heavier load of independent work.

COLLEGE CREDIT OPPORTUNITIES AT MRA

There are two ways to earn college credit while attending MRA. Each of the ways has its advantages and disadvantages. Below is general information about the two options.

ADVANCED PLACEMENT

MRA offers 14 Advanced Placement courses and the opportunity to earn college credit by taking Advanced Placement examinations at the end of the year.

Advanced Placement courses are taught by MRA faculty who have had AP Institute training and have strong backgrounds in the areas being taught. The courses are college level and follow the specific directions of Advanced Placement for sequence and content, focusing on preparing students for AP examinations. Students must meet requirements to take the college level AP courses, maintain strong grades to stay in the class, and have the privilege of taking the end of year examination.

Credit for Advanced Placement is assigned by colleges and universities according to their standards and depending solely on the score a student makes on the AP examination (it is good to check ahead of time with receiving colleges about their policies related to issuing credit for AP examinations). Generally, colleges give varying amounts of credit for scores of 3 or higher, although this varies from college to college. While credit depends on the score of the one test according to the standards of a college, the cost of AP is less than concurrent enrollment. (The cost to take an AP exam is around \$91, concurrent classes cost around \$105 per hour of credit, so a one semester course at 3 hours of credit would cost around \$300.)

DUAL ENROLLMENT

It is possible for a senior student to arrange his or her MRA schedule in a way that the student can take a regular course at Holmes Community College if enough high school credits have been earned towards graduation by senior year. Students are required to be on the MRA campus for all community times (such as activity period, chapel, class meetings, etc.) These times typically happen in the morning. Therefore, we require students to consider only courses that meet in the afternoon or evening. We will do our best to help a student arrange his or her schedule to make this work, and while it usually can work, sometimes schedules don't allow the option.

The college class can replace one class at MRA, and the student normally receives three-hour college course credit. MRA tuition is not reduced for this provision. While this option is sometimes hard to make work due to schedules, driving, and missing school activities, it has proven to meet the needs of some students.

Student must meet the requirements to become a dual enrolled. Eligible students are those who have completed a minimum of fourteen (14) core high school units or have attained junior/senior status, students who have a 3.0 GPA on 4.0 scale with a minimum 20 ACT composite score, and students who have an unconditional written recommendation from their High School Head and/or guidance counselor are eligible for dual credit.

DUAL CREDIT

“Dual credit course” means a post-secondary level course offered by a state institution of higher learning or community or junior college, which, upon successful completion, qualifies for academic credit in both the post-secondary institution and public high school. Students who are eligible to take dual credit classes at MRA will have an unweighted letter grade sent to the college/university and will receive a 1.10 weight on their MRA grade average.

It will be the student's responsibility to transfer the completed dual credit coursework to the college of their choice through the college/university's transcript request process.

MRA requirements for students earning dual credit:

1. Student must meet the requirements to become a dual enrolled student as stated previously.
2. A “B” average or higher must be earned through the university and/or community college on the first two (2) approved dual credit courses in order to continue the dual credit program.
3. One-half (1/2) Carnegie credit will be earned at MRA for one semester three (3) hour course successfully completed through the university/community college.

Dual Credit class offerings:

- English Composition I through Mississippi College- a minimum 20 sub-score in English and/or reading on the ACT and successful completion of English I, English II, and English III/AP English Language (seniors only)
- Survey of American Literature through Mississippi College- Successful completion of English Composition I
- Calculus I through Mississippi College- a minimum 26 sub-score in math on the ACT and successful completion of Trigonometry/Precalculus
- Calculus II through Mississippi College- Successful completion of Calculus I
- Elementary Statistics through Mississippi College- a minimum 21 sub-score in math on the ACT and successful completion of Algebra II and Geometry
- College Algebra through Holmes Community College- a minimum 19 sub-score in math on the ACT and successful completion of Algebra II and Geometry
- Macroeconomics through Holmes Community College- a minimum 18 sub-score in math on the ACT.

ADVANCED PLACEMENT PROGRAM

MRA offers the following AP courses:English

AP Literature and Composition
 AP Language and Composition

Science

AP Biology
 AP Psychology
 AP Chemistry
 AP Physics 1

Fine Art

AP Art

Foreign Language

AP Latin-Vergil

Computer

AP Computer Science Principles

History & Social Science

AP World History
 AP US History
 AP Government

PREREQUISITES FOR AP COURSES

Prerequisites for students requesting entrance into Advanced Placement courses are indicated in individual course descriptions. These prerequisites are important indicators of predicting success in the course. Classes in English, Math, and Science are sometimes required in order to take AP courses in these disciplines.

COLLEGE CREDIT WITH AP EXAMS

If a 3 or higher is awarded to the student on the final AP Exam, college credit may also be awarded, depending on the guidelines of the college the student plans to attend.

LOAD AND COURSE EXPECTATIONS

It is rare for a student to manage well more than 2 AP courses per year. AP courses are college courses requiring independence, good organization, and skill and ability in the subject area. It is important that students requesting AP courses understand they will be required to be independent learners and must be able to grapple with difficult concepts independently while completing homework and preparing for tests, quizzes and projects. Reading and understanding material from textbooks that may not be discussed in class is an essential skill.

AP EXAMS

Students will take a practice AP Exams throughout the year in each class. Students will be required to take the AP exam in May for each AP in which they are enrolled. The charge is approximately \$93 per AP exam and is billed during the early part of the second semester.

COLLEGE & CAREER

Our Department of College and Career Guidance is designed to help students launch into the next phase of life after high school. As such it oversees the varied components of college planning, applications, the admissions process, testing preparation, financial aid, scholarships, aptitude and career testing, and other areas related to the college process. Please, contact our College Guidance office if you have any questions or desire more information about any of the topics listed.

PSAT/NMQT

This test is given each October to all 9th Honors English students, 10th and 11th graders. It measures reading, math reasoning, and writing skills that are important for successful academic performance in college. The test is sponsored by the College Board and allows students access to free college planning materials upon receiving their scores in December. The test determines national Merit scholarship participants for juniors. For more information or additional resources on the PSAT, please contact our Director of College and Career Guidance. See also the College Board website at www.collegeboard.org.

ACT

The ACT test contains four curriculum-based, multiple choice tests that measure academic achievement in the areas of English, mathematics, reading, and science, as well as an optional writing test, for which students complete an essay. All students must take the ACT or SAT in order to apply for college entrance and as a graduation requirement from MRA. It is recommended that students take the test for the first time in their 10th or early 11th grade year. For more information or additional resources on the ACT test or preparation for the exam, contact our Director of College and Career Guidance. Also see www.act.org.

ACT ASPIRE

ACT Aspire is an assessment system that measures academic achievement in English, math, reading, science, and writing in grades 3-10. ACT Aspire is linked to the ACT College and Career Readiness Standards, research-based information that makes test results meaningful by connecting a student's ACT Aspire score to specific skills and knowledge important for college and work success. Teachers can use this information to address areas for improvement, build on strengths, and most importantly-impact your child's potential.

SAT

The SAT assesses how well students analyze and solve problems—skills learned in school that are needed in college. The SAT test consists of critical reading, mathematics, and a writing component. It is not uncommon for selective schools to require the SAT II subject tests as part of the admissions process. For more information or additional resources see www.collegeboard.com.

ACCOMMODATIONS FOR ACT, PSAT, SAT, AND AP EXAMS

Parents wishing to request standardized testing accommodations such as extended time for their child on the ACT or College Board tests (PSAT, SAT, or AP) must contact the school's special testing coordinator. ACT and College Board require specific documentation with a diagnostic reference number to be able to request testing accommodations. Testing documentation must be current (within three years) and an accommodation plan must have been in place for the past 3 years. Parents will need to submit all the required documentation at least 8-10 weeks before the actual test date to the school's special testing coordinator. All testing accommodations requested will be approved or denied by ACT or College Board.

COLLEGE PROCESS

The Department of College and Career Guidance helps families navigate admission to college. We plan individual appointments with each junior in the spring to talk specifically about things to do before graduation such as appropriate testing and test preparation, financial aid opportunities, needed coursework, campus visits, resume structuring, etc. Our desire is to connect you with the resources needed to make informed decisions in the college process. Individual help is always available for students and parents in the college process.

FINANCIAL AID

We are a resource for connecting families with financial aid and scholarship opportunities and to explain how to apply for financial aid. It is important for parents and students to start this process early in the senior year in order to benefit from colleges' available resources, as funds are often dispensed by chronological request.

COLLEGE FAIRS/COLLEGE REP VISITS

Each fall MRA hosts a college fair assembling representatives from different schools from around the state and southeast. In addition, MRA hosts many college reps during activity period and after lunch in both the fall and the spring. Information about these fairs and visits, as well as beneficial questions to ask the college representatives, will be given out early in the school year to both parents and students.

COLLEGE GUIDANCE EMAIL NEWSLETTERS

A monthly digital newsletter is emailed to all high school students and families. Parents may find it helpful to store these documents in an electronic folder for future reference as they contain information about upcoming events and deadlines.

CAREER EXPLORATION PROGRAM

The purpose of this program is to expose junior and senior students to multiple career opportunities that fit their interest and aptitude. The goal of this effort is to assist students with determining their college major as well as choosing the best college in which to pursue their career choices. Professionals from the community will be invited to participate in this program.

COLLEGE VISIT AND CAREER DAYS

College Days will be recorded as School Related Activities. Seniors will be allowed to take 3 college days during the school year, and juniors will be allowed to take 2 college days. As part of the C-Explore program, seniors will also be allowed to take 2 Career Days to shadow a professional for a day in the student's area of interest.

ENGLISH

* 4 academic credits of English are required for graduation

ENGLISH 6

Prerequisite: 5th grade English

Textbooks: Prentice Hall Literature: Timeless Voices, Timeless Themes, Bronze Edition. Warriner's English Composition and Grammar, Course 1. Sadlier Vocabulary Workshop, Level A

The sixth grade English class focuses on the study and development of basic grammar skills, parts of speech, composition, vocabulary, and literature. Goals of the course are designed to develop critical thinking, reasoning, and analyzing skills, utilize proper grammar skills in speaking and writing, increase vocabulary usage, increase comprehension, explore and discuss different types of literary works, and paragraph organization and writing. The student(s) will obtain knowledge of literary terms, major writers, important texts, and the ideas which influenced those texts. Literature will consist of approximately twelve (12) weeks of the school year. The student(s) will obtain knowledge of correct ways to use grammar in his/her writing. Grammar will consist of approximately twenty-four (24) weeks of the school year. The student(s) will participate in vocabulary exercises every week and quizzes every other week on Friday. ACT comprehension reading is practiced every other Friday. Course content: grammar, writing, vocabulary, literature, reading comprehension, and novel outside reading. This course is taught using lecture, cooperative learning, and a hands-on approach involving outside assignments. Critical thinking skills are emphasized.

HONORS ENGLISH 6

Prerequisite: 5th grade English

Weight: 1.025

Textbooks: Prentice Hall Literature: Timeless Voices, Timeless Themes, Silver Edition. Warriner's English Composition and Grammar, Course 2. Vocabulary Workshop, Level B.

The student(s) will obtain knowledge of literary terms, major writers, important texts, and the ideas which influenced those texts. Literature will consist of approximately twelve (12) weeks of the school year. The student(s) will obtain knowledge of correct ways to use grammar in his/her writing. Grammar will consist of approximately twenty-four (24) weeks of the school year. The student(s) will participate in vocabulary exercises each week and quizzes every other week on Friday. ACT comprehension reading will be every other Friday. This course is taught using lecture, cooperative learning, and a hands-on approach involving outside assignments. Critical thinking skills are emphasized. COURSE CONTENT: Literature, grammar, vocabulary, outside reading (novels), writing paragraphs and essays

ENGLISH 7

Prerequisite: 6th grade English

Textbooks: Prentice Hall Literature: Timeless Voices, Timeless Themes, Silver Edition. Warriner's English Composition and Grammar, Course 2. Vocabulary Workshop, Level B

The student(s) will obtain knowledge of literary terms, major writers, important texts, and the ideas which influenced those texts. Literature will consist of approximately twelve (12) weeks of the school year. The student(s) will obtain knowledge of correct ways to use grammar in his/her writing. Grammar will consist of approximately twenty-four (24) weeks of the school year. The student(s) will participate in vocabulary exercises each week and quizzes every other week on Friday. ACT comprehension reading will be every other Friday. This course is taught using lecture, cooperative learning, and a hands-on approach involving outside assignments. Critical thinking skills are emphasized. COURSE CONTENT: Literature, grammar, vocabulary, outside reading (novels), writing paragraphs and essays.

HONORS ENGLISH 7

Prerequisite: 6th grade English

Weight: 1.025

Textbooks: Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level. Warriner's English Composition and Grammar, Course 3. Vocabulary Workshop, Level C (on iPad)

The student(s) will obtain knowledge of literary terms, major writers, important texts, and the idea which influenced those texts. The student(s) will obtain knowledge of correct ways to use grammar in his/her writing. The student(s) will participate in vocabulary exercises and quizzes each week. Vocabulary quizzes are administered every other week on Fridays. The student(s) will participate in ACT English practice exercises each day and will complete ACT reading comprehension passages every other Friday. This course is taught using lecture, cooperative learning, and a hands-on approach involving outside assignments. Critical thinking skills are emphasized. COURSE CONTENT: Literature, grammar, vocabulary, outside reading (novels and plays), writing paragraphs and essays, ACT review and practice, reading comprehension practice.

ENGLISH 8

Prerequisite: 7th grade English

Textbooks: Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Level. Warriner's English Composition and Grammar, Course 3. Vocabulary Workshop, Level C (on iPad)

The student(s) will obtain knowledge of literary terms, major writers, important texts, and the idea which influenced those texts. The student(s) will obtain knowledge of correct ways to use grammar in his/her writing. The student(s) will participate in vocabulary exercises and quizzes each week. Vocabulary quizzes are administered every other week on Fridays. The student(s) will participate in ACT English practice exercises each day and will complete ACT reading comprehension passages every other Friday. This course is taught using lecture, cooperative learning, and a hands-on approach involving outside assignments. Critical thinking skills are emphasized. COURSE CONTENT: Literature, grammar, vocabulary, outside reading (novels and plays), writing paragraphs and essays, ACT review and practice, reading comprehension practice.

HONORS ENGLISH 8

Prerequisite: 7th grade English

Weight: 1.025

Textbooks: Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum Edition. Warriner's English Composition and Grammar, Course 4. Vocabulary Workshop, Level D (on iPad)

The student(s) will obtain knowledge of literary terms, major writers, important texts, and the idea which influenced those texts. The student(s) will obtain knowledge of correct ways to use grammar in his/her writing. The student(s) will participate in vocabulary exercises and quizzes each week. Vocabulary quizzes are administered every other week on Fridays. The student(s) will participate daily in ACT practice exercises and will complete ACT reading comprehension passages every other Friday. This course is taught using lecture, cooperative learning, and a hands-on approach involving outside assignments. Critical thinking skills are emphasized. COURSE CONTENT: Literature, grammar, vocabulary, outside reading (novels and plays), writing paragraphs and essays, ACT review and practice, reading comprehension practice.

ENGLISH I (1 academic credit)

Prerequisite: English 7-8

Textbook: Prentice Hall Literature Timeless Voices, Timeless Themes Platinum Level

English I is a survey of literature emphasizing the application of basic literary elements and reading across a broad range of genres and types. There is also an emphasis upon grammar usage and application, writing skills, critical thinking skills, and preparation for the ACT test.

ENGLISH I HONORS (1 academic credit)

Prerequisite: English 7-8 Honors

Weight: 1.025

Textbook: Prentice Hall Literature Timeless Voices, Timeless Themes World Literature English II Sophomore English (World Literature)

English I Honors is a survey of world literature emphasizing the application of basic literary elements and reading across a broad range of genres and types. There is also an emphasis upon grammar usage and application, writing skills, critical thinking skills, and preparation for the ACT test. This class is specifically designed to prepare students for the Honors English track and to prepare students for the Advanced Placement Literature classes during their junior and senior years.

ENGLISH II (1 academic credit)

Prerequisite: successful completion of English 1

Textbook: Prentice Hall World Literature, Grammar selections, Vocabulary, Sadlier-Oxford, level E (online)

With the emphasis on World Literature, this academic class is designed to further enhance students' analytical, rhetorical, and writing skills. Students will typically have a reading, writing, researching, journaling, or vocabulary assignment that is ongoing. Often, students will need to prepare by reading a passage or chapter or by preparing for a vocabulary quiz. Formative reading assessments are usually announced and reported online. Reading quizzes will constitute a significant percentage of each student's overall average. Students will also learn research techniques and acceptable modes of documentation for research writing. The research paper will be a process that is completed in increments, resulting in a final paper that will have a significant bearing on the student's average. Students will also be given the opportunity to hone their skills in Communications with in-class presentations, Power Points, video presentations, Keynotes, blogging, journaling, Creative Writing, and interpretive memory presentations. * Other required novels from outside texts for class and/or outside reading: To Kill a Mockingbird, Lord of the Flies, A Midsummer Night's Dream, Night, Of Mice and Men, A Tale of Two Cities
*subject to alteration

HONORS ENGLISH II (1 academic credit)

Prerequisite: successful completion of Honors English I or successful completion of English I with a teacher recommendation for Honors

Weight: 1.025

Textbook: Prentice Hall The American Experience, Grammar selections, Vocabulary, Sadlier-Oxford, level F (online)

With the emphasis on American Literature, this class is designed to further enhance students' analytical, rhetorical, and writing skills. Students will typically have a reading, writing, researching, journaling, or vocabulary assignment that is ongoing. Often, students will need to prepare by reading a passage or chapter or by preparing for a vocabulary quiz. Because these two modes of study are not always "written" students will sometimes claim not to have a homework assignment; however, the following day after a reading assignment is given, students will usually have a brief reading quiz that will reflect whether or not adequate, at-home preparation is taking place. These quizzes are usually announced and reported online. Reading quizzes will constitute a significant percentage of each student's overall average. Students will also learn research techniques and acceptable modes of documentation for research writing. The research paper will be a process that is completed in increments, resulting in a final paper that will have a significant bearing on the student's average. Students will be given the opportunity to hone their skills in Communications with in-class presentations, Power Points, video presentations, Keynotes, blogging, journaling, Creative Writing, and interpretive memory presentations. *Other required novels from outside texts for class and/or outside reading The Great Gatsby, The Scarlet Letter, Death of a Salesman, The Crucible (in text), As I Lay Dying, The Things They Carried, Hamlet, Brave New World, A Prayer for Owen Meany, * My Antonia, Outside Reading of a Christian-based novel or memoir.

*subject to alteration

ENGLISH III (1 academic credit)

Prerequisite: successful completion of English II

Textbook: Prentice Hall Literature Timeless Voices, Timeless Themes The American Experience

English III is a survey of American literature emphasizing the application of basic literary elements and reading across a broad range of genres and types. It includes a chronological study of the literature written by Americans, including memoirs, autobiographies, primary source documents, poetry, novels, short stories, and other forms. There is also an emphasis upon grammar usage and application, writing skills, critical thinking skills, and preparation for the ACT test.

HONORS ENGLISH III (1 academic credit)

Prerequisite: successful completion of Honors English II or successful completion of English II with a teacher recommendation for Honors

Weight: 1.025

Textbooks:

A 50% British Literature class and a 50% writing class designed to prepare students for Composition 101 and Composition 102 dual credit track. Students who are not identified as AP potential students but are interested in dual credit Composition I and II will be best served in this course. Students must have teacher recommendation for this course.

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (1 academic credit)

*AP exam in May is required

Prerequisite: successful completion of English II

Weight: 1.1

Textbooks: Shea, Renee H., Scanlon, Lawrence, Aufses, Robin Dissin. *The Language of Composition*, (2008). Kennedy, X.J., Kennedy, Dorothy M., & Aaron, Jane E. *The Bedford Reader*. 11th ed., (2011). *Literature: Timeless Voices, Timeless Themes: The British Tradition*. 2000). Shostak, Jerome. *Sadlier-Oxford Vocabulary Workshop Level G*.

This course is designed to engage students in becoming “skilled readers of prose written in a variety of rhetorical contexts” and to become “skilled writers who compose for a variety of purposes.” (The College Board, *AP English Language and Composition Workshop Handbook 2010-2011: Course Description Excerpt*. New York: The College Board, 2010: 4). Students shall learn “to read primary and secondary sources carefully, to synthesize material from these texts in their own compositions, and to cite sources” correctly. (The College Board 4). Students shall learn to interpret and analyze nonfiction texts. This course shall also develop the students’ abilities to compose persuasive arguments on various topics.

ENGLISH IV (1 academic credit)

Prerequisite: successful completion of English III

Textbooks: Prentice Hall, *Timeless Voices-Timeless Themes: The British Tradition*. *Sadlier-Oxford Vocabulary Workshop Level G interactive edition*.

English IV is a culmination of all of the skills that a student has learned in prior English courses. From a literary perspective, it is centered around British Literature, covering texts and literary movements from the very earliest era of British literature all the way to the more modern pieces. Students are expected to be able to analyze and respond to the works presented. College level writing is also a major element of the course, with elements of both Composition 1 and 2 being introduced. Students will compose numerous types of college-style papers, varying from general research to creative writing pieces. Various novels/dramas are taught throughout the year .

ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION (1 academic credit)

*AP exam in May is required

Prerequisite: successful completion of English III or AP English Language and Composition.

Weight: 1.1

Textbooks: Sadlier-Oxford Vocabulary Workshop Level H

AP English Literature and Composition is a college level literature course taught in a high school setting. Students will spend the year closely analyzing fictional works of literature, assessing how pieces are put together and the effectiveness of the author's technique. Short Fiction, poetry, and longer fiction (including a variety of novels and plays) will be taught throughout the course. Improving a student's skill of writing about texts will also be a central component of the course, with frequent essays and shorter responses being required throughout the class. Selected poetry and short fiction texts from various literary genres and time periods are posted to iTunes U. Five novels are also covered throughout the year: a modern or post-modern American fictional work, a Shakespeare play, a modern drama, a renowned work of world literature, and a classic British novel. Sadlier-Oxford Vocabulary Workshop Level H interactive edition is utilized to improve vocabulary skills.

DUAL CREDIT: ENGLISH COMPOSITION (1/2 academic credit and 3 hours college credit)

*AP exam in May is required

Prerequisite: a minimum 20 sub-score in English and/or reading on the ACT and successful completion of English I, English II, and English III/AP English Language (seniors only)

Weight: Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Survey of American Literature, they will receive a B+ from Mississippi College and an A for MRA ($88 \times 1.1 = 96.8$).

Textbooks: Axelrod, Rise B. and Charles R. Cooper. Concise Guide to Writing. 7th ed. New York: St. Martin's Press, 2015.

English Composition is designed to help the student understand what is required of a beginning college-level writer and thinker—and how college-level writing and thinking differ from that done in high school. The course promotes critical thinking skills, and it helps you recognize and engage in the decision-making processes college writers must make in order to develop, control, and revise rhetorically effective texts. The course will shape writing through a process that includes deep revision and adapt writing to various genre conventions and assignment specifications.

DUAL CREDIT: SURVEY OF AMERICAN LITERATURE (1/2 academic credit and 3 hours college credit)

Prerequisite: Successful completion of English Composition I

Weight: Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Survey of American Literature, they will receive a B+ from Mississippi College and an A for MRA ($88 \times 1.1 = 96.8$).

Textbooks: The Harper American Literature, Compact Edition, McQuade et al.

This course is primarily a reading course. Students are expected to read the assigned material for comprehension and retention. Class work will involve lecture, large group discussion, small group discussion, and individual writing and reflection. Periodic examinations will give the students the opportunity to demonstrate what they are learning from the readings and discussions. The material in this course is arranged thematically, not chronologically. Emphasis will be placed on analyzing and synthesizing the thematic units of American literature instead of tracing its historical development. Students will read texts from the major periods in American Literature, including: Pre-Revolutionary Period, Revolution and 18th Century, 19th Century, including Romanticism, Realism, and Naturalism, and 20th Century, including Modernism and post-Modernism.

MATH

HELPFUL INFORMATION

- We encourage parents and students to speak with the current math teacher for recommendation.
- Students desiring to double up in Geometry and Algebra II will need permission from counselor and High School Head.
- A graphing calculator is required for classes at the Algebra II level and above.
- Students should not intend to double up for any other reason than to continue to advance in math courses. Students are advised to take at least 1 math each year of high school.

* Math graduation requirements: 4 credits, including Algebra I, Geometry, and Algebra II.

MATH 6

Prerequisite: 5th grade Math

Textbook: Math Course 2, McDougal Littell

This course begins with number sense and number relationships and continues to decimals, statistics, fractions, basic algebra, percent, and geometry. It ends with probability. Problem solving is a primary objective for each chapter and will be used to emphasize application and mastery of concepts. Students will master addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions; read, draw, and analyze data from pictographs, bar graphs, line graphs, circle graph, stem-and-leaf plots, and tables; be able to measure in English and metric units; be able to convert metric units; be able to add, subtract, multiply, and divide integers; perform computations changing percent to decimals and fractions; be able to find perimeter and area of geometric figures; be able to problem solve using all of the above concepts.

HONORS MATH 6

Prerequisite: Student should meet all of the following: 1) Scored in the 90th percentile on the math section of Achievement Test 2) Received an A in previous math course 3) Teacher Recommendation

Weight: 1.025

Textbook: Math Course 3, McDougal Littell

This course is an enriched and accelerated curriculum. The honors 6th grade class parallels the objectives and concepts covered in the 7th grade mathematics class, Course 3 Math. However, the pace and timeline will be unique to honors due to omitting Course 2 Math. Students will review addition, subtraction, multiplication, and division of whole numbers; analyze and create graphs, tables, and charts; use order of operations to solve equations; add, subtract, multiply, and divide fractions, decimals, and integers; perform computations changing fractions to equivalent decimals and percent; set up ratios and solve proportions; find perimeter and area of geometric figures; use formulas to find geometric measurements; learn to use calculators and iPads.

MATH 7

Prerequisite: 6th grade Math

Textbook: Math Course 3, McDougal Littell

This course begins with numbers and operations and moves into basic algebraic concepts. It ends with the study of geometry and probability. Each lesson includes problem solving as a way to apply the mathematical concepts studied and mastered. Students will review addition, subtraction, multiplication, and division of whole numbers; analyze and create graphs, tables, and charts; use order of operations to solve equations; add, subtract, multiply, and divide fractions, decimals, and integers; perform computations changing fractions to equivalent decimals and percent; set up ratios and solve proportions; find perimeter and area of geometric figures; use formulas to find geometric measurements; learn to use calculators and iPads.

PRE-ALGEBRA 6/7 (Honors)

Prerequisite: Student should meet all of the following: 1) Scored in the 90th percentile on the math section of Achievement Test 2) Received an A in previous math course 3) Teacher Recommendation

Weight: 1.025

Textbook: McDougal Littell Pre-Algebra. Larson, Boswell, Kanold and Stiff. Houghton Mifflin, 2008.

This course deals with both the structure and skills of real numbers. There is an emphasis on simplifying and evaluating algebraic expressions, along with the solving of algebraic equations and inequalities. Also included is the study of plane geometry and space figures. These topics and related skills play an important part in laying the foundation for further study in mathematics, especially the Algebra 1 course.

MATH 8 (Pre-Algebra)

Prerequisite: 7th grade math

Textbook: McDougal Littell Pre-Algebra. Larson, Boswell, Kanold and Stiff. Houghton Mifflin, 2008.

This course deals with both the structure and skills of real numbers. There is an emphasis on simplifying and evaluating algebraic expressions, along with the solving of algebraic equations and inequalities. Also included is the study of plane geometry and space figures. These topics and related skills play an important part in laying the foundation for further study in mathematics, especially the Algebra 1 course.

ALGEBRA I 7/8 (Honors) (no credit)

Prerequisite: Pre-Algebra 6/7 with a minimum 88 final average

Weight: 1.025

Textbook: Algebra I, Ron Larson, Laurie Boswell, Timothy D. Kanold, Lee Stiff. McDougal, Littell 2007

This course deals with the foundation of so many advanced mathematical as well as science courses. Mastery of basic understanding of simplifying algebraic expressions, solving linear and quadratic equations, graphing linear equations, and graphing linear inequalities. The introduction of factoring polynomials, ideas in plane geometry, probability, trigonometric ratios and the operations of radicals are also included in this course.

ALGEBRA I (1 academic credit)

Prerequisite: Pre-Algebra

Textbook: Algebra I, Ron Larson, Laurie Boswell, Timothy D. Kanold, Lee Stiff. McDougal, Littell 2007

This course deals with the foundation of so many advanced mathematical as well as science courses. Mastery of basic understanding of simplifying algebraic expressions, solving linear and quadratic equations, graphing linear equations, and graphing linear inequalities. The introduction of factoring polynomials, ideas in plane geometry, probability, trigonometric ratios and the operations of radicals are also included in this course.

ALGEBRA II (1 academic credit)

Prerequisite: Algebra I

Weight: 1.025 for 8th and 9th graders

Textbook: Text only used as a reference as all notes and homework are given by instructor. Text: Larson Algebra 2. Larson, Ron; Boswell, Laurie; Kanold, Timothy; Stiff, Lee. Holt McDougal, 2011.

The purpose of this course is to continue enhancing the student's mathematical background and mastery of problem-solving skills that he or she was introduced to in Pre-Algebra and Algebra I. Students will not only review the concepts in Algebra I but also add to these concepts as they study linear, quadratic, radical, and rational functions. Goals of this course include the following: provide each student with a basic understanding of the family of functions including linear, quadratic, radical, and rational; provide students with the necessary problem-solving skills that they will need as they continue their education and that will be beneficial to them as they prepare for standardized tests; encourage a fondness for math and its importance.

GEOMETRY (1 academic credit)

Prerequisites: Algebra I

Weight: 1.025 for an 8th or 9th graders

Textbook: McDougal Littell Geometry. Larson, Boswell, Kanold and Stiff. Houghton Mifflin, 2007.

Mathematics today is an important part of the equipment needed for many different careers, such as health care, engineering, art, geology, meteorology, navigation, and chemistry. To meet these needs, this course must cover a wide scope of basic geometric concepts, and at the same time, integrate this with an effective use of algebra. The purpose of this course is to give the student a firm foundation in the basics and at the same time strengthen his/her ability to concentrate, reason, and think logically from a set of truths to a specific conclusion.

BUSINESS MATH (.5 academic credit)

Textbook: Business Math, 17th edition; Cengage Learning, 2010

This course will provide a comprehensive coverage of personal and some business-related mathematics. In addition to reviewing the basic operations of arithmetic, students are prepared to understand and manage their personal finances, as well as grasp the fundamentals of basic business finances. It will help to prepare students to be smart shoppers, informed taxpayers, and valued employees.

ALGEBRA III (1 academic credit)

* This math is not on the University Honors Track.

Prerequisites: Algebra II & Geometry

Textbook: Text is used only as a reference as all notes and homework are given by the instructor. Text: College Algebra. Barnett, Raymond; Ziegler, Michael; Byleen, Karl. McGraw-Hill, 2001.

The purpose of this course is to continue enhancing the student's mathematical background and mastery of problem-solving skills that he or she was introduced to in Pre-Algebra, Algebra I, and Algebra II. Students will review the concepts in Algebra I and Algebra II. In addition, emphasis will be placed on problem-solving and computational skills rather than mathematical theory. Goals of this course include the following: provide each student with a strong foundation in Algebra by having them master polynomials, equations, inequalities, functions, logarithms, and matrices; provide students with the necessary problem-solving skills that they will need as they continue their education; and encourage a fondness for math and its importance.

TRIGONOMETRY/PRECALCULUS (1 academic credit)

Prerequisites: Algebra II & Geometry

Weight: 1.05

Textbook: Precalculus with Limits – A Graphing Approach (Fifth Edition), by Larson, Hostetler, and Edwards. Houghton Mifflin Company, 2008.

This course weaves together students' previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. The first semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and the laws of cosines and sines; polar functions and notation; and arithmetic of complex numbers. Topics second semester include a thorough study of linear, quadratic, polynomial, exponential, logarithmic, radical, and rational functions with an emphasis on connecting the relationships between the functions and their graphs; conic sections; and a brief introduction to parametric equations.

DUAL CREDIT: STATISTICS (1/2 academic credit and 3 hours college credit)

Prerequisites: a minimum 21 sub-score in math on the ACT and successful completion of Algebra II and Geometry

Weight: Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Statistics, they will receive a B+ from Mississippi College and an A for MRA ($88 \times 1.1 = 96.8$).

Textbook: Essentials of Statistics, 5th Edition, Triola.

Statistics is the basic mathematical tool for drawing certainty from uncertainty. The student will be able to: correctly define and use statistical terms; draw and interpret graphs of various types, including scatter diagrams; compute measures of central tendency, variation and position; use probability as a tool in statistical evaluation; compute probabilities from a discrete probability distribution including the binomial distribution; develop information from a continuous probability distribution including the normal distribution; state and use the Central Limit Theorem; make point and interval estimates; determine an appropriate sample size; test hypotheses; compute correlation and regression; explain how statistics are used in a variety of realistic situations; evaluate statistical citations for correctness and completeness. This course helps students understand the basic vocabulary and principles of statistics needed in order to skillfully discern truth in presentations of information.

DUAL CREDIT: CALCULUS (1/2 academic credit and 3 hours college credit)

Prerequisites: a minimum 26 sub-score in math on the ACT and successful completion of Trigonometry/Precalculus

Weight: Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Calculus I, they will receive a B+ from Mississippi College and an A for MRA ($88 \times 1.1 = 96.8$).

Textbook: Calculus of a Single Variable—Early Transcendental Functions (Fifth Edition), by Larson & Edwards. Brooks/Cole Cengage Learning, 2011.

The student will demonstrate the ability to: state the definitions of key Calculus terms, i.e. function, limit continuity, derivative, maximum, minimum, and asymptotes. Apply the limit theorem in problem solving and interpret one-sided limits graphically. Apply the definition of continuity to determine at what point or points in its domain a given function is continuous or is not continuous. Identify types of discontinuity in specific problems, i.e. jump, missing point. Apply the basic differentiation rules in solving derivative problems, including implicit differentiation and the chain rule. Apply the rules of derivatives in plane curve sketching-- this includes determining regions over which the defined function is increasing, decreasing, neither, and concave upward, concave downward, and the points in the domain where the function reaches a maximum, minimum, both local and global. Interpret and solve problems involving related rates, optimization and slopes. Apply second order derivatives in determining velocity and acceleration of moving bodies. Apply theorems on asymptotes in curve sketching. Relate the concept of limit to continuity and derivative. State the mean-value theorem for derivatives and Rolle's theorem, and show the relationship between the two.

DUAL CREDIT: CALCULUS II (1/2 academic credit and 3 hours college credit)

Prerequisites: successful completion of Calculus I

Weight: Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Calculus II, they will receive a B+ from Mississippi College and an A for MRA ($88 \times 1.1 = 96.8$).

Textbook: Calculus of a Single Variable—Early Transcendental Functions (Fifth Edition), by Larson & Edwards. Brooks/Cole Cengage Learning, 2011.

The student will be able to: determine antiderivatives for oft-used functions; evaluate definite integrals for functions with simple Riemann sums; understand and apply the Fundamental Theorem of Calculus; perform integrations involving algebraic, trigonometric and other transcendental functions; find area and volume using integrals; apply integrals to problems in physics such as work, center of mass and fluid pressure; use integration by parts and other advanced integration techniques; appropriately use L'Hopital's Rule; evaluate improper integrals; solve simple differential equations.

SCIENCE

*Science Graduation Requirements: 4 credits including Biology, Chemistry, and 2 upper level sciences

*All high school level science courses taken as a middle school student do not earn high school credit.

6TH-7TH GRADE STEM

Middle school students explore science-focused STEM concepts through collaborative and small group learning challenges. Each science classroom houses twelve experiential units called Modules. During the course of the year, the students rotate through each of the modules completing tasks relative to the specific disciplines covered at the 6th and 7th grade level (see below). Throughout these courses, emphasis is placed on inquiry through adherence to the scientific method – skills that are relative to high school, college, and STEM based careers. The STEM curriculum is a student-centered curriculum that uses a combination of text, graphics, video, and real-world, hands-on activities. Most activities require a partner(s) to complete; so the experiences they share not only encourage and reinforce positive communication, but also require analytic thinking, teamwork, self-discipline, self-motivation and a positive attitude.

6TH GRADE STEM – LIFE SCIENCE

Animals	Body Systems	Genetics	Organism Reproduction
Aquaculture	Cell Structure	Horticulture	Plant & Pollination
Biotechnology	Ecology	Microbiology	Weight & Measures

7TH GRADE STEM – EARTH SCIENCE

Astronomy	Climate & Biomes	Natural Disasters	Soils
Carbon Footprint	Dynamic Earth	Oceanography Sustainable	Agriculture
Changing Oceans	Environmental Issues	Rocks & Resources	Weather

7TH GRADE HONOR STEM – EARTH/PHYSICAL SCIENCE

Applied Physics	Climate & Biomes	Light and Lasers	Rocks & Resources
Astronomy	Dynamic	Earth Material	Science Soils
Changing Oceans	Forces	Reactions	Weather

HONORS BIOLOGY 8 (no credit)

Weight: 1.025

Textbook: Modern Biology; Holt, Rinehart, and Winston; Harcourt Education Co., 2006.

This course discusses basic principles and modern concepts pertaining to levels of biological organization from cell to biosphere and life forms of biological kingdoms. Cell biology, genetics, evolution, microbiology, and basic dissection are key topics in this course. A laboratory component with selected exercises to illustrate fundamental concepts of biology is also included. No prerequisites beyond the completion of required MS science courses are required. Because students are taking this course in 8th grade, they will earn a weight of 1.025 points.

BIOLOGY I (1 academic credit)

Textbook: Modern Biology; Holt, Rinehart, and Winston; Harcourt Education Co., 2006.

This course discusses basic principles and modern concepts pertaining to levels of biological organization from cell to biosphere and life forms of biological kingdoms. Cell biology, genetics, evolution, microbiology, and basic dissection are key topics in this course. A laboratory component with selected exercises to illustrate fundamental concepts of biology is also included. No prerequisites beyond the completion of required MS science courses are required.

BIOLOGY II (1 academic credit)

Prerequisite: Biology I

Weight: 1.025 for 9th graders

Textbook: Biology Eighth Edition; Mader, Sylvia S.; McGraw-Hill, 2004.

This is a 1 credit, two-semester academic course that builds on the introductory course. It continues the discussion of basic principles and modern concepts pertaining to levels of biological organization from cell to biosphere and life forms of biological kingdoms. Plant biology, ecology, human biology, and advanced dissection are key topics in this course. A laboratory component with selected exercises to illustrate fundamental to more advanced concepts of biology is also included. Biology I is a prerequisite. It is strongly recommended that this course be taken either in sequence or within two years of the introductory course.

CHEMISTRY (1 academic credit)

Prerequisites: Algebra I & Algebra II (or currently taking)

Weight: 1.025 for 9th graders

E text book: Pearson Chemistry

This course is designed to lead to a basic understanding of the nature of and the changes in matter. A hands-on approach is used whenever possible to assure that students have an appreciation of the world we live in. Students will learn the facts, formulas and principles that compose the standard high school curriculum. Chemistry explores the composition of matter through its properties, atomic structure, bonding, and reactions with other substances. Students will be expected to use appropriate math skills, calculator skills and laboratory skills. Critical thinking skills are emphasized throughout the course.

ENVIRONMENTAL SCIENCE (1 academic credit)

Textbook: Holt Environmental Science, Houghton, Mifflin, Harcourt; 2006

The goal of the course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, to examine alternative solutions for resolving and/or preventing them, and to develop and focus their own political perspective. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science

HUMAN ANATOMY AND PHYSIOLOGY (1 academic credit)

Prerequisite: Biology I and Chemistry

Textbook: Essentials of Human Anatomy and Physiology (Pearson)

Human Anatomy and Physiology is a laboratory-based elective science course that investigates the structure and function of the human body and all of its systems. Topics covered include the basic organization of the body, biochemical composition, and major body systems along with the impact of diseases on certain systems.

HONORS GENETICS (.5 academic credit)

Prerequisites: Biology I, Chemistry

Weight: 1.05

Textbook: Human Genetics: Concepts and Applications; Lewis; McGraw Hill, 2015.

This is an experienced-based course that will include a research component on current issues in genetic engineering/biotechnology and genetic disorders in humans. It covers the following topics: the structure and function of the cell as it applies to genetics; the history of DNA; the structure and function of DNA and RNA; DNA Repair Mechanisms; types of mutations and the consequences of each; applying genetic principals to solving genetic problems; and genetic diversity in humans. Any student interested in science-based or medical science based majors are encouraged to enroll in this course.

MICROBIOLOGY (.5 academic credit)

Prerequisite: Biology I, Chemistry

Weight: 1.025

Textbook: Microbiology: A Systems Approach; Cowan; McGraw Hill, 2015.

This lab-based (experienced-based) course explores the fundamentals of microbiology, including the diversity of microbial life, the central role of microorganisms in nature and the importance of microorganisms in daily life. This course is heavily based in lab, as well as problem and case-based learning. Any student interested in science-based or medical science based majors are encouraged to enroll in this course.

MARINE AND AQUATIC SCIENCES (.5 academic credit)

Prerequisite: Biology I, Chemistry

Weight: 1.025

This is a 1/2 credit, one-semester academic course that emphasizes basic principles and modern concepts pertaining to marine and aquatic ecosystems, biology, climates, and human impact. This course has a significant laboratory and field component.

INTRODUCTION TO ENGINEERING AND DESIGN (.5 academic credit)

Prerequisite/Corequisite: Physics

Weight: 1.025

This is a 1/2 credit, one-semester academic course that emphasizes application of engineering principles in designs, builds, systems, materials, and robotics. A major goal of this course is to provide students a broad outline of engineering.

PHYSICS (1 academic credit)

Prerequisite: Algebra I

Weight: 1.05

Textbook: Prentiss Hall- Physics- 2009 edition

Understanding concepts in Physics is the main focus of this course. Newton's Laws, Forces, Momentum, Fluids, Thermal Energy, Electricity, Magnetism, and Nuclear Physics are the topics covered in this high school course. The idea that math is the language of Physics is basic for the concepts. Students should be able to use algebra and trigonometry to accomplish the concepts in this class. Working problems, answering concept questions, and daily quizzes are all part of classwork. Labs are part of classwork and graded upon completion.

AP BIOLOGY (1 academic credit)

*AP exam in May is required

Prerequisite: Biology 1 & Chemistry

Weight: 1.1

E text book: Campbell Reece (Pearson) 2011 AP EDITION

AP Biology is a rigorous and demanding course, which is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. A significant amount of studying must be completed at home to allow time for discussion, labs, and inquiry during class time. The AP Biology curriculum encompasses 4 ‘big ideas’, with Essential Knowledge and Process Skills that support each one. Big Idea 1: Evolution – the process of evolution drives the diversity and unity of life. Big Idea 2: Cellular Processes (Energy and Communication) – Biological systems utilize free energy and molecular building blocks to grow. Big Idea 3: Genetics and Information Transfer – living systems store, retrieve, transmit, and respond to information essential to life processes. Big Idea 4: Interactions – Biological systems interact and these systems and their interactions possess complex properties.

AP CHEMISTRY (1 academic credit)

*AP exam in May is required

Prerequisite: Chemistry

Weight: 1.1

Textbook: Chemistry: The Central Science; Brown, Lemay (Pearson)

AP Chemistry is designed to be a college-level course. The use of a college level textbook, challenging labs and in-depth questions presented in a rapid pace throughout the course is intended to prepare the students for the AP Chemistry Exam in May. AP Chemistry covers the Six Big Ideas: Atomic Structure, Structure- Property Relations, Transformations, Kinetics, Thermodynamics, and Equilibrium. The course demands extensive homework, lengthy lab procedures and reports and time sensitive tests.

AP PHYSICS (1 academic credit)

*AP exam in May is required

Prerequisite: Physics, Algebra II, Geometry, & Trigonometry

Weight: 1.1

Textbook: Giancoli Physics- 2004 edition

Advanced Placement Physics consists of a college equivalent to Physics for high school students. Newton’s Law’s, Momentum, Fluids, Electricity, Magnetism, Electromagnetism, and Nuclear Physics are the concepts in detail that are taught. Because the AP program is standardized testing, the student should learn to work quickly at problem solving. Therefore the program is set up for short lectures and extra problem-solving techniques. Students must find time for extra reading, working sample problems, and outside projects such as labs and computer labs.

HISTORY

* 4 academic credits of history are required for graduation including MS Studies, Geography, World History, American History, Government and Economics.

6TH GRADE EASTERN/WESTERN HEMISPHERE

Textbooks: History of Our World: The Early Ages. Heidi Hayes Jacobs and Michal L. LeVasseur. Prentice Hall, 2005. World Studies: Western Hemisphere. Heidi Hayes Jacobs and Michal L. LeVasseur. Prentice Hall, 2008.

Eastern and Western Hemisphere is a full year course for sixth grade students. It is a survey of how the world was shaped by geography, history, government, and the economy of countries located in the Eastern and Western Hemispheres. The purpose of the course is to give the students an awareness of the world in which they live through connecting, experiencing, and understanding the world using comprehensive reading and research based instruction.

GLOBAL INSIGHTS

Textbook: World Explorer: People, Places and Cultures. Kracht, James B. Prentice Hall, 2003

The purpose of this course is to introduce and open the eyes of students to our world of different cultures. Students will become aware and identify countries of North America, Europe, Asia, Oceania and Africa. Goals of the course are designed to develop an understanding of the environment and cultures of the world past and present, to identify locations of various countries using maps, to compare and understand different maps, to comprehend and apply current events to his/her world, and to organize and present information and knowledge gained through written and oral formats.

8TH GRADE U.S. HISTORY: BEGINNINGS-1877

Textbook: United States History: Beginnings to 1877 (Holt McDougal)

Eighth grade American history deals with the beginning of American history until the Reconstruction Period after the Civil War. Students will learn about the early explorers and the issues Europeans had with Native Americans throughout the early settling of North America. Students should gain an appreciation for our Founding Fathers and the path our country has taken to get us through the worst crisis our country has ever faced. Goals of this course are designed to enable students to understand the impact of history on our lives, to allow students to express their opinions and arguments backed by factual evidence on key issues in American History, and to encourage students to formulate complete sentences and paragraphs for critical thinking skills.

MISSISSIPPI STUDIES (1/2 academic credit)

Textbook: Mississippi: The Magnolia State; Clairmont Press; Dr. Susie Burroughs

Mississippi Studies is designed to give students an appreciation for and understanding of the heritage, culture and demographics of the state of Mississippi. Students will learn the physical features of the state, as well as counties, river systems and road systems. We will also explore the political, cultural and economic development and history of the state of Mississippi. Students will learn about the different cities in Mississippi and gain a better understanding of the environment of a Mississippi resident. This class is typically taken one semester during 9th grade and in the same year as World Geography.

WORLD GEOGRAPHY (1/2 academic credit)

Textbook: iBook: Geography; History Channel Program; Daniel D. Arreola, Marci Smith Deal, James F. Peterson, Rickie Sanders

This class explores the geographic components of each world region. World geography will examine each world region based on the physical geography and the human geography of said region. The goal of world geography is to give students an appreciation and knowledge of other areas around the world. This class is typically taken one semester during 9th grade and in the same year as Mississippi Studies.

WORLD HISTORY (1 academic credit)

Textbook: World History Patterns of Interaction by Holt McDougal

World History deals with the beginning of history until the present time. Students will learn about the beginning of time and the issues that mankind has experienced throughout the world. Students should gain an appreciation of the Biblical aspect of God's creation and a world timeline in conjunction with events in the Bible. Goals of this course are designed to allow students to express their opinions and arguments backed by factual evidence on key issues in World History and to encourage students to formulate complete sentences and paragraphs on tests and research paper. This course will be taught using a combination of teaching techniques. These include lecture, group activities, video, power point, class discussion and outside resource text Mystery of History. Students will also be required to do one project each nine weeks. They will choose a different one each nine weeks – writing a research paper, timeline, collage, and power point presentation. Research paper will be done during the second nine weeks. Handout for project presentations will be given out each nine weeks. This class is typically taken in the 10th grade.

AP WORLD HISTORY (1 academic credit)

*AP exam in May is required

Prerequisite: Offered to students who excel in 9th grade history and 9th grade English

Weight: 1.1

Textbooks: “Ways of the World” 2nd Edition by Robert Strayer. Supplemental Material: AP World History Review book.

The A.P. World History year-long course is available to accelerated students that are willing to take on the task of a college level class. It covers the span of human history from its beginnings to the present, emphasizing a global exploration of the five themes advanced by the A.P. program: 1. Interaction Between Humans and the Environment 2. Development and Interaction of Cultures 3. State-Building, Expansion, and Conflict 4. Creation, Expansion, and Interaction of Economic Systems 5. Development and Transformation of Social Structures. Students are required to take the AP Exam in May which has no effect on classroom average but can offer the student a chance for college credit if he/she makes the targeted score. This class is typically taken in the 10th grade.

U.S. HISTORY (1 academic credit)

Prerequisite: 8th grade American History: beginnings-1877

Textbook: The Americans / Holt Mcdougal

In United States History Studies Since 1877, which is the second part of a two-year study that begins in Grade 8, students study the history of the United States from 1877 to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students use a variety of primary and secondary source material to understand and interpret the past, including multiple points of view and historical context. This class is typically taken in the 11th grade.

AP U.S. HISTORY (1 academic credit)

*AP exam in May is required

Prerequisite: Offered for students who excel in 10th grade history and 10th grade English

Weight: 1.1

Textbook: The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 14th ed., Wadsworth/Cengage, 2010.

The AP U.S. history class is a college level course that is designed for students that have excelled in their 10th grade history and English class. Students need to be above average readers or willing to put extra hours of work into the class. If students take AP U.S. History, they are exempt from taking American History. Instead of studying Reconstruction to the present in American History, students will study U.S. History from the 1400's to the present. Students are required to take the AP Exam in May which has no effect on classroom average but can offer the student a chance for college credit if he/she makes the targeted score. This class is typically taken in the 11th grade.

AMERICAN GOVERNMENT (1/2 academic credit)

Prerequisites: No prerequisite but it is common to take World History and United States History prior to this class

Textbook: Magruder's American Government by Prentice Hall, 2005.

American Government is designed to survey the United States' national political system. An examination of the philosophical underpinnings of our constitutional system will be combined with the historical development and current trends. Primary focus of the course is on the national level, with a brief examination of the states and how they function within the federal system. This class is usually taken one semester during 12th grade and in the same year as Economics.

ECONOMICS (1/2 academic credit)

Textbook: Economics, Prentice Hall, 2013

This course will give the student the opportunity to gain a broad understanding of various, interrelated parts of our economy. Each student will be exposed to a wide range of topics including supply and demand, the American banking system, and stocks and bonds. Students will also receive instruction in personal finance using Dave Ramsey's Financial Peace University curriculum. This course will give them a head start to understanding savings, investments, and debt. The goal of this class is to equip students to be financially responsible and to give them the foundation to build on in future academic and professional endeavors. This class is usually taken one semester during 12th grade and in the same year as American Government.

AP UNITED STATES GOVERNMENT AND POLITICS (1 academic credit to ½ academic credit)

*AP exam in May is required

Prerequisites: Offered to students who have completed either AP United States History or 11th American History unless there is a conflict in schedule to require those courses to be reversed

Weight: 1.1

Textbook: Government by the People by Burns, Peltason, Cronin, Magleby and O'Brien; Published by Prentice Hall; 2001-2002 edition. This course will be updated to a newer, iBook or eBook edition in the Fall of 2015.

Advanced Placement American Government and Politics is designed to survey the United States' national political system. An examination of the philosophical underpinnings of our constitutional system will be combined with the historical development and current trends. Primary focus of the course is on the national level, with a brief examination of the states and how they function within the federal system. Students are required to take the AP Exam in May which has no effect on classroom average but can offer the student a chance for college credit if he/she makes the targeted score.

DUAL CREDIT: PRINCIPLES OF MACROECONOMICS (½ academic credit)

Prerequisites: minimum 18 subscore in math on the ACT

Weight: Students' averages for MRA will receive a 1.1 weight. For example, if a student earns an 88 in Macroeconomics, they will receive a B+ from Holmes and an A for MRA ($88 \times 1.1 = 96.8$).

Textbook: Economics, 5th edition, Hubbard and O'Brien

Introductory Macroeconomics includes the study of resources and goals of the economy, national income and economic growth, employment, fiscal and monetary policy, Keynesian and Monetarist theories, comparative advantage, exchange rates and balance of payments. Assignments will consist of tests, online discussions, multiple choice assignments, current events, etc.

FOREIGN LANGUAGE

** 1 year of foreign language is required for graduation for University Track students. 2 years of foreign language is required for University Honors Track students. A foreign language taken in 6th-8th grade will not count towards high school graduation credit requirements.*

7TH GRADE FRENCH ROTATION

Textbook: Teacher designed materials with online supplements

This course gives students the opportunity to begin communicating in a foreign language. It heightens their appreciation and respect for cultural diversity and sharpens their cross-cultural awareness. It enables them to give basic information about themselves while learning the similarities between French and English through the introduction of cognates. It also introduces them to a different sound system while exposing them to the vast French-speaking world. Listening and speaking skills are emphasized through interactive activities.

FRENCH I (1 academic credit)

Weight: 1.025 weight for 7th and 8th graders on their overall average for each term and exams

Textbook: D'accord, Level 1 Vista Higher Learning, 2011-Virtual Textbook with online site activities

The purpose of this course is to give students a basic knowledge of every day French. Students are introduced to French through four basic skills: listening and reading comprehension, oral communication and written expression. They are able to communicate through the repetition of learned phrases. They are also asked to compare languages, develop interpersonal communication skills and connect to the Francophone world through the use of media. All practice activities are completed on computers or iPads.

FRENCH II (1 academic credit)

Prerequisite: French I successfully completed

Weight: 1.025 weight for 8th and 9th graders on their overall average for each term and exams

Textbook: D'accord, Level 2 Vista Higher Learning, 2011-Virtual Textbook with online site activities

The purpose of this class is to further student's structural and cultural knowledge of French. The course builds on materials learned in French I. Students are taught French through the same four basic skills, listening and reading comprehension, oral communication and written expression, and are able to communicate more creatively while still relying on learned phrases. They are also asked to compare languages, develop interpersonal communication skills and connect to the Francophone world through the use of media. All practice activities are completed on computers or iPads.

FRENCH III (1 academic credit)

Prerequisite: French II successfully completed

Weight: 1.05

Textbook: D'accord, Level 3, part 1, Vista Higher Learning, 2011-Virtual Textbook with online site activities

The purpose of this class is to continue perfecting students' structural and cultural knowledge of French while fostering their originality in the production of the language. Students are taught French through four basic skills: listening and reading comprehension, oral communication and written expression, and asked to reflect on contemporary topics as well as extract meaning from short novels and movies. They are still asked to compare languages, develop interpersonal communication skills and connect to the Francophone world through the use of media. All practice activities are completed on computers or iPads.

FRENCH IV (1 academic credit)

Prerequisite: French III successfully completed

Weight: 1.05

Textbook: D'accord, Level 3, part 2, Vista Higher Learning, 2011-Virtual Textbook with online site activities

Students, while consolidating their structural and cultural knowledge of French, are asked to discuss contemporary topics, extract meaning at a deeper level of comprehension from short videos and classic novels through oral and written communication as well as process more difficult information via listening and reading comprehension. They are still asked to compare languages, develop interpersonal communication skills and connect to the Francophone world through the use of media. All practice activities are completed on computers or iPads.

LATIN I (1 academic credit)

Weight: 1.025 weight for 7th and 8th graders

Textbook: Cambridge Latin Course, North American Fourth Edition, available from iTunes We will cover stages 1-18. \$0.99/stage on iTunes

The purpose of the course is to introduce students to the fundamentals of Classical Latin including grammar, syntax, and vocabulary, Roman culture, and Roman history. Students should gain an appreciation for the rich heritage that Latin has given to English and the influence Roman history and culture has had on our modern world. The setting for the reading passages is Pompeii. Goals of the course are designed to teach comprehension of the Latin language for reading purposes; to develop an understanding of the history and culture of Roman civilization; and to encourage a wide range of approaches to language learning through the use of high quality audio-visual resources. Students are assigned one project each term which will deepen their insight into the Roman culture and history. Additionally, all students will take the National Latin Exam.

LATIN II (1 academic credit)

Prerequisite: Latin I successfully completed

Weight: 1.025 weight for 8th and 9th graders

Textbook: Cambridge Latin Course, North American Fourth Edition, available from iTunes We will cover stages 19-34. \$0.99/stage on iTunes

Students continue to grow in their ability to understand written Latin and how both the language and Roman culture has influenced western culture. Students learn more case uses of nouns and forms of verbs, including the subjunctive, participles, and gerunds, and learn to read more complex sentences. The setting for the reading passages includes Rome, Britain and Alexandria. Goals of the course are designed to teach comprehension of the Latin language for reading purposes; to develop an understanding of the history and culture of Roman civilization; and to encourage a wide range of approaches to language learning through the use of high quality audio-visual resources. Students are assigned one project each term which will deepen their insight into the Roman culture and history. Additionally, all students will take the National Latin Exam.

LATIN III (1 academic credit)

Prerequisite: Latin II successfully completed

Weight: 1.05

Textbook: Cambridge Latin Course, North American Fourth Edition, available from iTunes We will cover stages 35-44. \$0.99/stage on iTunes. Cupid and Psyche, Balme and Morwood, Oxford University Press. Medieval Mosaic, A. W. Godfrey, Bolchazy-Carducci.

This course is intended to develop the student's ability to read Latin with facility and confidence. Students use genuine Latin texts as primary historical documents through which they gain access to significant events in Roman history. The majority of the work in this course will be translation from Latin to English, but the course includes a schedule of regular vocabulary assignments as well as written grammar exercises. Students study specialized vocabulary, peculiar grammar, and the historical context for each of the passages presented in the course. Readings include selections from Ovid, Vergil, Martial and Apuleius. Students also expand their translation skills by reading the longer prose work Cupid and Psyche and read selections from Medieval Latin, including the Vulgate. Additionally, all students will take the National Latin Exam.

AP LATIN (1 academic credit)

*AP Exam in May is required

Prerequisite: Latin III or permission of instructor

Weight: 1.10

Textbook: Vergil's Aeneid, Barbara Weiden Boyd, Bolchazy-Carducci Caesar: Selections from De Bello Gallico, Hans-Friedrich Mueller, Bolchazy-Carducci

This AP Latin course is designed to give students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's De bello Gallico and Vergil's Aeneid into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. This course should give students tools to read Latin prose and poetry aloud and with accurate comprehension and appreciation. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry at least once a week. All students are required to take the College Board AP Latin exam in May and the National Latin Exam.

6TH GRADE SPANISH ROTATION

Textbook: Spanish Apprentice-Teacher designed materials with online supplements

6th grade Rotation Spanish is a nine week basic introduction course that is designed to teach the student basic conversation skills which include greetings, introductions, good byes, phrases that deal with origin, age, daily activities, and communicating in a restaurant. The emphasis will be on daily vocabulary with simple sentences that include weather, telling time, clothes, school terms, and descriptive vocabulary. The students will also learn about select cultural traditions and history that differ throughout the Hispanic world. The students will memorize Bible verses and the salvation plan and practice sharing God with others. They will also divide into groups and practice their Spanish vocabulary in dialogues that reflect daily life.

SPANISH I (1 academic credit)

Weight: 1.02 weight for 7th and 8th graders

Textbook: Descubre, level 1, Vista Higher Learning, 2014- Virtual Textbook used with online site activities

The purpose of this course is to provide the student with a general introduction to the Spanish language: accent, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts necessary for college Spanish. The second objective is to give the students the ability to carry on a simple conversation. Through our Spanish virtual textbook and classroom activities, the students will have the opportunity to listen to audio, record their voices, watch virtual presentations in different countries, internet search, and interact with skits, games, music, speech presentations and team competitions that gives the students immediate feedback. Our objective is for Spanish students to go beyond the college prep classroom and become proficient in daily conversation.

SPANISH II (1 academic credit)

Prerequisite: Spanish I successfully completed

Weight: 1.02 weight for 8th and 9th graders

Textbook: Descubre, level 2, Vista Higher Learning, 2014- Virtual Textbook used with online site activities

Spanish II builds upon the foundational skills gained in Spanish 1. This course will also reinforce the skills learned in Spanish I: listening, speaking, reading and writing. Emphasis is on perfecting pronunciation, increased communicative proficiency, and mastery of the basic grammatical structures with the addition of the perfect tenses and subjunctive mood. The Spanish II students will have the opportunity to excel in conversational skills and experience the language by expanding their interaction in role playing activities, team competitions, plays, music, and partner dialogues. Online the students will learn from streaming videos, internet search, audio/voice recording, and tutorials.

SPANISH III (1 academic credit)

Prerequisite: Spanish II successfully completed

Weight: 1.05

Textbook: Descubre, level 3, part 1, Vista Higher Learning, 2014- Virtual Textbook used with online site activities

The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish II, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts. Students will view Spanish language films and read selected Spanish literature. The students will write daily journals with selected themes and engage in round table discussions. The students will have the opportunity to interact and teach special activities to the 6th grade rotation students. They will present themed speeches and practice interpretation with their peers' speeches. They will have the opportunity to take a placement exam at a local university.

SPANISH IV (1 academic credit)

Prerequisite: Spanish III successfully completed

Weight: 1.05 weight for all students on their overall average for each term and exams

Textbook: Descubre, Level 3, part 2, Vista Higher Learning, 2014-Virtual Textbook with online site activities

Spanish IV is a continuation and recycling of Spanish III grammar, reading, writing, speaking, and listening skills at an accelerated pace. Students will do research, presentations, speeches and plays on various cultural topics. This is achieved by groups, partners, and individual practice. Emphasis is placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. This requires a daily emphasis on listening and speaking. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic periodicals. The Spanish IV students will be able to mentor and design teaching videos for prerequisite Spanish levels. They will have the opportunity to take a placement exam at a local university.

BIBLE

* 1/2 credit of Bible I, II, or III is required for graduation

BIBLE 6 ROTATION

Textbook: God's Grand Design I

In this class, students will trace God's plan of redemption throughout Biblical history. Practical application of Biblical principles is showcased in the "Christian Living" and "Something to Think About" sections, and students are also introduced to masterworks of religious art in From the Gallery. Good bible study techniques including verse memorization, cross-referencing, and using a concordance are explained and encouraged throughout the text. Learning activities help students demonstrate and expand their study skills and knowledge of Scripture passages.

BIBLE 7 ROTATION

Textbook: God's Grand Design II

A continuation of helping students trace God's plan of redemption throughout Biblical history. Practical application of Biblical principles is showcased in the Christian Living and Something to Think About sections, and students are also introduced to masterworks of religious art in From the Gallery. Good bible study techniques including verse memorization, cross-referencing, and using a concordance are explained and encouraged throughout the text. Learning activities help students demonstrate and expand their study skills and knowledge of Scripture passages.

BIBLE 8 (Survey of the Old Testament)

Textbook: Bible Truths B (BJU)

The primary objective of this course is to familiarize students with a broad scope of information pertaining to the Old Testament. It will go through the history, trials, and triumphs of the Israelite people. We will also look and see how God was speaking to people then and how that applies to our lives today. Finally, the course will show how Jesus can be seen in the pages of scripture, even before he was alive on earth.

BIBLE I: LIFE OF CHRIST (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Textbooks: Gospels in Bible, supplemented by Bible Truths A (BJU)

The primary objective of this course is to familiarize students with a broad scope of information pertaining to the four gospels in the Bible; Matthew, Mark, Luke, and John. We will look at the Life of Christ, who He said He was, and how He proved that He was who He said He was. Also, as time allows, we will examine other books of the New Testament.

BIBLE II: BIBLICAL WORLDVIEW (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Textbooks: Understanding the Times

This curriculum will assist students in understanding that everyone has a "worldview," a way of interpreting everything that happens in the world. The Bible has an explanation for the universe, but so do Islam, Secular Humanism, Marxism, Postmodernism, and the New Age movement. Each of these worldviews is founded upon ideas. A worldview will dictate (consciously or unconsciously) how students should interpret and respond to the world around them. If students can understand the prominent worldviews in our world, they will better understand the underlying framework of many issues that Christians face. Students will learn how to anticipate the response of a Muslim, Secular Humanist, Marxist, Postmodernist, or New Ager. Where once people saw thousands of confusing issues, students will see a big picture. Moreover, as students journey through the complex yet enlightening information this curriculum contains, they will learn to see ideas from a biblical Christian perspective.

BIBLE III : APOLOGETICS (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Textbooks: Timeless Truth

For some, the concept of having faith in a higher power or a set of religious beliefs is nonsensical. Indeed, many view religion in general, and Christianity in particular, as unfounded and unreasonable. By studying this curriculum, our students will learn that Christianity is not only more reasonable than all other belief systems, but is indeed more rational than unbelief itself. With conviction and clear thinking, the students will be guided through some of the traditional, tested arguments for the existence of a creator God. They will move into an examination of the source of morality and the reliability of the New Testament accounts concerning Jesus. Students will thoroughly investigate in detail the claims of Christ. This course will be very helpful and assist the students with articulating a more sophisticated defense of their faith.

COMPUTER

* 1/2 credit of Computer Application is required for graduation

COMPUTER ROTATION - 6TH GRADE

This 9 week course teaches alphabetic and numeric keyboarding skills along with relevant technology topics such as online safety and cyberbullying.

COMPUTER ROTATION - 7TH GRADE

This 9 week course provides additional practice in alphabetic and numeric keyboarding skills. Timed writings and skill builders are used to increase speed and accuracy. Relevant technology topics such as effective Internet search strategies and identity theft schemes are discussed.

COMPUTER APPLICATIONS (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Textbook: Microsoft Office 2010 Introductory

This course teaches basic fundamental computer skills using Microsoft Office. It will include the use of Word, Excel, and PowerPoint. Students will learn how to use common features in these programs to apply to documents, spreadsheets, and presentations.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (1 academic credit)

*AP exam in May is required

Prerequisite: successful completion of Computer Application and Algebra I final grade of 85 or successful completion of Algebra II

Weight: 1.1

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. This class will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. The class focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives.

FINE ARTS

* 1 Fine Art credit is required for graduation

DRAWING I (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Student will study the elements (line, value, shape, texture, color, space and form) and principles (unity, balance, contrast, emphasis, rhythm, pattern, and movement) of design, using a variety of drawing, painting, sculpting, mixed-media, and 3-D materials. The study of specific artists and periods in art history will illustrate the basic concepts learned. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

DRAWING II (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Prerequisite: Drawing 1 or teacher approval

Students will continue studying drawing methods in both wet and dry media. Art history will focus on particular artists and movements illustrating drawing concepts and building visual vocabulary. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

3D DESIGN – CERAMICS I (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

This course explores design in three dimensions with emphasis on form, space and concept. Projects will focus on modeling/manipulation, additive, subtractive, and substitution sculpting techniques, as well as several types of print-making, and use of mixed-media. Students will study the history and contemporary creation of three dimensional art. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

3D DESIGN – CERAMICS II (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Prerequisite: 3D/Ceramics 1

While continuing to expand upon materials and techniques from 3D Design-Ceramics 1, students will learn advanced techniques used in creating vessels and sculpture on the potters' wheel. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

PAINTING I (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

While studying the elements and principles of design, students will explore techniques in watercolor, tempera, gouache, oil, and pastel. Art history styles and movements are introduced with each project. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

PAINTING II (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

Prerequisite: Painting 1

This course further explores the elements and principles of design, challenging students to think critically, while developing confidence in visual problem solving and originality. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork.

PRINTMAKING (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

A studio course designed to teach the basics of monotypes, relief, serigraphy, and intaglio techniques. Drawing and Design skills will be emphasized with this class. Common supplies include inks, linoleum and wood blocks, cutting tools (we currently have many), and print papers.

DIGITAL PHOTOGRAPHY I (1/2 academic credit)

Credit: 1/2 academic credit for 1 semester class

With the use of several types of cameras (point-and-shoot and single lens reflex), students will study various camera settings to assume creative and technical control. This course builds the foundation for visual literacy regarding both form and content of photographic images. The elements and principles of design are emphasized as they relate to photographic composition. Digital processing techniques are introduced, using several manipulating computer programs. Through oral critiques, students will learn to express their ideas and to evaluate their own artwork/photos. Each student is required to have a Point-and-Shoot OR Digital Single Lens Reflex (DSLR) camera. iPad and iPhone cameras are not acceptable.

GRAPHIC COMMUNICATION (1 academic credit)

Prerequisite: Computer Application

Graphic Communication is a comprehensive study of graphic and layout design. Students will learn how to produce professional quality designs that incorporate text, artwork, photos, and color. We will also discuss web and digital photography terms and incorporate that knowledge into our design projects. Adobe Photoshop, Illustrator, and InDesign are some of the programs students will use to create these designs. Even though we do not use the same tools as traditional art classes, we will review and utilize knowledge of color and composition. Students will be graded upon completion of each project through a critique, in which they will demonstrate the process used to create their design. Positive feedback as well as constructive criticism is expected from other students.

GRAPHIC COMMUNICATION II (1 academic credit)

Prerequisite: Graphic Communication I

Graphic Communication II is a continuation of Graphic Communication I. Students must have taken Graphic Communication I, and teacher approval is required. Spaces are very limited. Students will aid teacher by assisting Graphic Communication I students. They will also have opportunities to work independently and produce actual printed projects for MRA. Students will be graded upon completion of each project through a critique, in which they will demonstrate the process used to create their design. Positive feedback as well as constructive criticism is expected from other students.

DRAMA (1/2 academic credit)

Credit: 1/2 academic credit for Drama A (1 semester class) and 1/2 academic credit for Drama B/C (1 semester class.)

Drama is a semester-based course but students may enroll for a whole year. Students enrolled in the spring semester (regardless of enrollment in the fall semester) will be participating in the spring musical. Whether taken by semester or year-long, drama is an activity-oriented course designed to introduce students to the art of the actor and to prepare them for stage performance. Students will study the basic principles of acting, improvise, complete character analysis, explore the use of objectives, obstacles, and choices, learn and use basic stage and rehearsal terms, implement theatre etiquette during class projects and presentations, and participate in the audition process. This class is interactive. The more the individual student puts into the class, the more we ALL get out of it.

6TH GRADE MUSIC (no credit)

General Music is an introductory course for 6th grade students to prepare students for continued participation in the arts. The purpose of this course is as follows: to increase students' communicative capabilities through music, to gain an understanding of the components of music (rhythm, melody, harmony, and expressive markings) and be able to use them in solo and group performance, to collaborate with the teacher and other students to explore, evaluate, and create music, to increase students' confidence in stage performance and to improve stage presence through small and large group drama.

CHOIR (1/2 academic credit)

Credit: 1/2 academic credit is awarded for the year long class

The Patriot Choir is a mixed-voice ensemble for students in 7th-12th grade that focuses on the development of vocal technique, music knowledge, and a love of music through the choral experience. Students will be performing periodically throughout the year. The purpose of this course is as follows: to increase students' communicative capabilities through music, to gain an understanding of the components of music (rhythm, melody, harmony, and expressive markings) and be able to use them in solo and group performance, and to collaborate with the teacher and other students to explore, evaluate and create music.

ACADEMIC ELECTIVES

PSYCHOLOGY (1/2 academic credit)

Credits: 1/2 academic credit for a semester long class

Textbook: Plotik, Rod. Introduction to Psychology, 7th Ed. Belmont, CA. Thomson Learning, Inc. (2005).

Psychology encompasses the scientific study of human behavior, human development, and thought processes. During this course, we will learn about the processes of the human mind. Students will study the historic development of psychology and important figures within the field. Students will explore different approaches to understanding behavior. Students will learn about the biological, cognitive, behavioral, psychoanalytic, and humanistic approaches to psychology. Students will discuss research methods and experimentation. Students will study memory, learning, perception, personality, psychological disorders, and stages of human development. This survey course is intended to provide the students with a strong background in general psychology and to prepare them for future courses.

ADVANCED PLACEMENT PSYCHOLOGY (1 academic credit)

*AP exam in May is required

Credits: 1 academic credit for a year long class

Weight: 1.1

Textbook: Meyers, David. Myers' Psychology for AP. New York: Worth Publishers. (2011).

This course is designed to introduce students "to the systematic and scientific study of the behavior and mental processes of human beings and other animals." (The College Board, AP Psychology Workshop Handbook 2011-2012: Course Description Excerpt. New York: The College Board, 2010: 1). This course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behavior, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychology, Treatment of Psychological Disorders, and Social Psychology. The course also provides instruction on empirically supported psychological findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

SOCIOLOGY (1/2 academic credit)

Credits: 1/2 academic credit for a semester long class

Textbook: Thomas, W. LaVerne. Sociology: The Study of Human Relationships. Austin, TX: Holt McDougal. (2010).

This introductory course is designed to introduce students to the scientific and systematic study of society and social groups. Students will examine how people behave in groups, organizations, and societies. Students will analyze social change in a variety of contexts. Students will learn about various theories and schools of sociological thought. They will study culture, conformity, and deviance. Students will learn about racism, ethnicity, social institutions, and globalization. Students will receive instruction about social roles, socialization, and social stratification.

ACCOUNTING I (1/2 academic credit)

Credits: 1/2 academic credit for a semester long class

Prerequisites: reserved for 11th or 12th graders

Textbook: Century 21 Accounting Multi-column Journal 10th edition

This course provides students with basic Accounting skills. Students will learn basic terminology and complete the financial accounting cycle for a service business organized as a sole proprietorship using an automated website.

ACCOUNTING II (1/2 academic credit)

Credits: 1/2 academic credit for a semester long class

Prerequisites: Accounting I

Textbook: Century 21 Accounting Multi-column Journal 10th edition

This course is a continuation of the skills learned in Accounting I. Students will continue learning terminology and complete the financial accounting cycle for a merchandising business organized as a corporation using an automated website.

INTRO TO LEGAL STUDIES (1 academic credit)

Credits: 1 academic credit for a year long class

Textbook: Adamson, John E., Law for Business and Personal Use, 18e. Mason, OH: South-Western Cengage Learning ((2008).

This course explores the foundations of law. The students will learn about the American legal system. Students will learn about the structure of state and federal judicial systems. The students will receive instruction about constitutional rights. The students will learn about contracts, criminal law, consumer protection, estates, property law, and credit obligations.

CREATIVE WRITING (1/2 academic elective credit)

Credits: 1/2 academic elective credit is awarded for Creative Writing A (1 semester class) and 1/2 academic elective credit is awarded for Creative Writing B (1 semester class.)

Textbooks: The Bread Loaf Anthology of Contemporary American Poetry, The Bedford Reader, and The Best American Short Stories Anthologies, Writing Poetry, by Shelly Tucker Illinois: Good Year Books, 1992.

This course is a writing workshop. Students will write every day, and they will explore different writing techniques and styles. Writing skills will be developed through pre-writing, editing, re-writing, and critiquing. Students will also examine various styles of writing by reading well-known and not so well-known writers of poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, haiku, reviews, montages, stream-of-consciousness selections.

Goals will be met through a variety of reading, writing, and speaking activities. Additionally, students must be willing to share their work; that is, they must be willing to read aloud and share their ideas with the group. Students will be asked to critique their own work and the work of others in a positive and gentle manner. Students will research critically and/or commercially successful authors to find out their secrets to success. As a community, we will learn a great deal about each other by writing across various modes of art-in-language and describing how our writing works and what it does through various methods centering on close examination of language.

SPEECH COMMUNICATION (1/2 academic elective credit)

Credits: 1/2 academic elective credit is awarded for Communications I and 1/2 academic elective credit is awarded for Communications II.

This course is designed to help students develop the skills necessary to become an effective communicator. Students will learn to be more self-confident, organized, and articulate when publicly speaking through speech activities, lecture series, and by choosing speech topics that interest each individual student. Students will also learn a brief history of mass communication and the role it plays in modern society. The vast majority of high school students will be required to take Speech Communication in order to graduate from college- this course will aid in your future success in college.

HEALTH (1/2 academic elective credit)

Credits: 1/2 academic credit for 1 semester class

Textbook: Lifetime Health

A study of how to maintain physical, mental, emotional, and spiritual health and to influence others about a healthy lifestyle.

ACT PREP (1/2 academic elective credit)

Credit: 1/2 academic credit for a semester long class

Textbook: The Book of Knowledge, published by A-List Education

ACT Prep is a class designed to improve students' achievement on the national standardized ACT test. The semester long course takes an in-depth look at the four areas that are tested on the ACT: English, math, reading, and science. The class not only teaches strategies for taking the test but also extensively teaches content-knowledge for English and Math. Full-length practice tests and shortened practice tests are given throughout the duration of the class.

ADVANCED WRITING ELECTIVE

An online Canvas course. This will **not** meet in a classroom for a designated period each day, but will meet 4 individual times during the semester before school from 7:30-8:10. The class is designed to prepare writing center tutors, but it could also be taken by a student who wants to pursue a higher-level writing and editing/revision course. Multiple elements of the course will be geared towards the future peer-tutoring program.

NON-ACADEMIC ELECTIVES

** Only 2 non-academic elective credits will be counted towards graduation*

MEDIA PUBLICATIONS (1/2 non-academic credit)

Credit: 1/2 non-academic credit for a year long class

During this course, students will construct the MRA yearbook. Students will request specific yearbook pages to be in charge of and they will be responsible in the completion of those pages (with assistance from the teacher). The yearbook will be designed in the Mac lab through an online program. The Media Publication staff will also organize/host the Features Pageant.

DRIVERS EDUCATION (1/2 non-academic credit)

Credit: 1/2 non-academic credit for a semester class

Prerequisite: Must be entering freshmen year, and at least 14 years of age, so that the student can apply for a learner's permit.

Textbook: Responsible Driving

This course is designed to help young drivers become more familiar with driving, by learning and developing driving skills, as well as, the rules of the roads. This course is designed to have 30 hours of classroom and 6 hours of behind the wheel driving.

MRA PHYSICAL EDUCATION | SPORTS (1/2 non-academic credit for 9th-12th)

- PE 6, 7, 8, 9-12 Boys. *PE 6 is required for boys and girls. Alternate every other day with music.
- PE 6, 7, 8 Girls

Varsity Sports

Baseball
Basketball
Cheerleading
Cross Country
Dance
Fast-Pitch Softball
Football
Golf
Soccer
Swimming
Tennis
Track and Field
Volleyball

Junior High

Baseball- Freshman Team
Basketball- 7th/8th/9th Grade Teams
Cheerleading
Cross Country
Dance
Football- 7th/8th/9th Grade Teams
Track and Field