Wayne County High School Curriculum Guide
2014-2015

Administrators, counselors, teachers and all other personnel at Wayne County High School are dedicated to providing students with a well-rounded curriculum that is designed to produce successful learners, while supporting personal, social, and emotional development.

This handbook is a guide for students and parent to use in planning the coursework for the high school student to ensure that students are college and career ready.

Wayne County High School provides a wide variety of course options for students to gain the knowledge and skills to function effectively in today’s global society.

Planning is of the utmost importance. It is recommended that parents and students talk at length about anticipated career options and design a course of study that will support the goals set. Personnel are available at the local school to assist the family in making these important educational decisions.

Name: ____________________________________________________________

Grade: ____________________________________________________________

*Policies in this Curriculum Guide reflect state law/code, state school board policy, and Wayne County School Board Policy. The Wayne County School Board Policies may be viewed by going to the district web site at www.wayne.k12.ms.us and then to “Quick Links” on the left, and click on “District Policies.”

ATTENTION

It is acknowledged that not every situation which can arise will be covered in this policies and procedures manual. Anything which is not covered will be handled with fairness and firmness. Occasionally a situation will arise which includes special or extenuating circumstances. On these occasions, the principal can and will use his discretion to resolve the situation.
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Dr. Cathy Davis
Supervising Principal

Shronda Turner
11th-12th Grade Principal

Yolanda Stewart
12th Grade Counselor

Todd Mangum
10th Grade Principal

Anna Mills
11th, 10th M-Z Counselor

Robert Hathorn
9th Grade Principal

Melissa Clay
10th A-L, 9th Grade Counselor

Vol Newsome
Alternative School Principal

Kelli Jarrett
Administrator

Office Staff

LuAnne Stokley
Secretary

Karen Beard
Student Personnel

Carol Law
Financial Secretary

Kim Mangum
Attendance Clerk

DeWanda Nelson
Librarian

Behavioral Specialists

Sheri Bowen
12th Grade

Patricia Jordan
10th/11th Grade

Melissa Clay
10th/9th Grade

Wayne County
Career and Technical Education Center
100 Collins Street
Waynesboro, MS 39367
Phone 601-735-5036
Fax: 601-735-6326

Bobby Jones
Director
601-735-1320

Carol Taylor
CTE Counselor
601-735-1362

Beverly Baker
Student Services

Susan Hutto
Student Services

Student Handbook Page 4
Superintendent of Education
810 Chickasawhay Street
Waynesboro, MS 39367
Phone: 601-735-4871
Fax: 601-735-4872

Mr. Ben Graves
Superintendent

Mr. R. P. Staten
Deputy Superintendent

Sandra Waller
Assistant Superintendent

DeJuan Walley
Assistant Superintendent

VISION STATEMENT
Wayne County High School will provide a supportive, engaging and challenging education for every student. Standards-based instruction and materials will be used to promote high levels of student learning in academic areas that include the arts, technology, and career and technical education skills. These educational opportunities will promote supportive, engaging, and challenging avenues that lead to college entrance and career paths which will foster economic independence and social responsibility in the twenty-first century.

MISSION STATEMENT
The mission of Wayne County High School is to empower each student with the skills to become a problem solver, a lifelong learner, and a productive member of society.

We believe that...

- All people are responsible for the choices they make.
- Family is the most powerful influence on children and society.
- All people can learn at different rates and in different ways.
- Self-worth and self-respect are essential to self-fulfillment.
- High expectations yield high achievement.
- Education provides access to unlimited opportunities.
- Learning is a life-long process.
- Teamwork is essential to the continuous success of an organization.
- Respect, relevance, rigor, and responsibility are essential to become productive citizens.
- Students should be guided toward classes to meet their future goals.
GUIDANCE

The idea of guidance, the heart of counseling, is to help an individual to understand himself and to develop a plan of action that will allow him to realize his possibilities and to maximize his potential. At Wayne County High School, the guidance program is operated through the individual teacher and through three full time guidance counselors at the high school. If at any time a student has a problem, he/she should contact the counselor for aid. Parents should also feel free to contact their child’s counselor to discuss academic problems, career or academic planning or to set up a conference with one or more of their child’s teachers. Academic assistance is available for students in danger of failing. This assistance is provided through the Teachers Support Team at each school.

Students registering after the beginning of the school year will be required to complete schoolwork missed. This applies to students who have not been enrolled in another school.

Please check the counselor’s website on The Wayne County High School Homepage under Teacher Websites regularly for information and announcements.

I. GUIDANCE SERVICES

Students desiring a conference need to check with the appropriate counselor who will in turn review the conference request and set up a time for the conference. Students may also be referred to the counselor when the need arises.

Students planning to transfer to another school should report with their parents to the guidance counselor to fill out the proper withdrawal forms.

School guidance counselors shall provide the following comprehensive counseling services:

1. Academic and personal/social counseling;
2. Student assessment and assessment counseling;
3. Career and education counseling;
4. Individual and group counseling;
5. Crisis Intervention and preventive counseling;
6. Referrals to community agencies;
7. Educational consultations and collaboration with teachers, administrators, parents and community leaders;
8. Educational and career placement services;
9. Follow-up counseling services;
10. Conflict resolution.

II. CAREER AND TECHNICAL SUPPORT SERVICES

Students taking Career and Technical skills programs may receive support services from the Student Services Coordinators. The services provided may include the following:

- Identification of disadvantaged/disabled students
• Assessing the interests, aptitudes, and abilities of special populations students enrolled in Career and Technical programs;
• Ensuring the special populations students are provided with supplementary services required by law to be successful in Career and Technical programs;
• Providing guidance, counseling, and career development services or referral to assist special populations students to achieve realistic educational and career goals;

III. PARENT/GUARDIAN – TEACHER CONFERENCES

Parent/guardian-teacher conferences are encouraged. The purpose of parent-teacher conferences is to foster communication between the school and parents/guardians relative to the student’s development. In the event a parent/guardian desires to meet with his/her child’s teacher(s), the following procedure should be followed:

1. Parents/guardians should contact the Guidance Office at the school for an appointment that is convenient to the parent and teacher and does not disrupt the instructional day.

2. Parents/guardians should state the nature and purpose of the conference at the time the appointment is made. This will ensure that the teacher has appropriate information needed to answer parent/guardian concerns.

3. Parent/guardian-teacher conferences are confidential and should address the individual needs of the student. Conferences with groups of parents/guardians with individual teachers do not provide the proper forum for addressing individual needs of students.
Revised Standard 20 Graduation Requirements

The Wayne County School District requires each student, in order to receive a high school diploma, to have met the requirements established by the Wayne County School Board of Education and by the State Board of Education. (MS Code 37-16-7) (SB Policy 3800). Students receiving a standard diploma may select from three graduation pathways.

**MISSISSIPPI HIGH SCHOOL GRADUATION PATHWAYS**

**Career Pathway Option**

- **21 Credits**: Students who choose the Career Path 21 credit option must complete all of the required subjects as listed above.

**Traditional Pathway Option**

- **24 Credits Minimum**: Students who choose the Traditional Path 24 credits option must complete all of the required subjects as listed in addition to 2 Leadership Electives as defined in the Leadership course section totaling 26 credits.

**District Option**

- **21 Credits Minimum**: Students on the District Option Pathway must have principal approval, parent permission, and attend meetings with the counselor in order to choose this Pathway. Students who choose the District Path 21 credits option must complete all of the required subjects as listed totaling 21 credits.

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**Career Path Option 21 Credits:**
Students who choose the Career Path 21 credit option must complete all of the required subjects as listed above.

**Traditional Pathway Option 26 Credits:**
Students who choose the Traditional Path 24 credits option must complete all of the required subjects as listed in addition to 2 Leadership Electives as defined in the Leadership course section totaling 26 credits.

**District Option 21 Credits:**
Students on the District Option 21 Pathway must have principal approval, parent permission, and attend meetings with the counselor in order to choose this Pathway. Students who choose the District Path 21 credits option must complete all of the required subjects as listed totaling 21 credits.
STATE SUBJECT AREA TEST GRADUATION REQUIREMENTS

- All students must take and pass all required Subject Area Tests in U.S. History from 1877, English II, Biology I, and Algebra I. If, after failing a test twice, additional options are listed below to satisfy graduation requirements.

### Graduation Options Quick Reference Chart

for the

**Subject Area Testing Program Requirements**

<table>
<thead>
<tr>
<th>Assessment Options</th>
<th>Algebra I</th>
<th>Biology I</th>
<th>English II</th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>(ACT Math Sub Score)</td>
<td>(ACT Science Sub Score)</td>
<td>(ACT English Sub Score)</td>
<td>(ACT Reading Sub Score)</td>
<td></td>
</tr>
<tr>
<td>Dual Credit/ Dual Enrollment</td>
<td>C or higher in MAT credit-bearing course</td>
<td>C or higher in BIO credit-bearing course</td>
<td>C or higher in ENG credit-bearing course</td>
<td>C or higher in HIS credit-bearing course</td>
</tr>
</tbody>
</table>

The Graduation Options listed below are applicable to any Subject Area Testing Program assessment.

- **ASVAB + MS-CPAS or Industry Certification**
  - Must have an ASVAB AFQT score of 36 plus one of the following:
    1. CPAS score that meets the attainment level assigned by Federal Perkins requirements (60 combined year 1 and year 2 scores) OR
    2. Industry certification attainment based on industry standards

- **ACT WorkKeys + MS-CPAS2 or Industry certification**
  - WorkKeys Silver Level plus one of the following:
    1. CPAS score that meets the attainment level assigned by Federal Perkins requirements (60 combined year 1 and year 2 scores) OR
    2. Industry certification attainment based on industry standards
• Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a public school of another state as fulfilling the requirements for a Mississippi high school diploma.

• Students entering a Mississippi public school will not be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma, provided the private school is accredited regionally or by the state of Mississippi.

• Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student in a private school as fulfilling the requirements for a Mississippi high school diploma if the private school is not accredited regionally or by the state of Mississippi.

• Students entering a Mississippi public school will be required to pass any end-of-course Subject Area Test in a course for which the school accepts Carnegie units earned by the student through home schooling as fulfilling the requirements for a Mississippi High School Diploma.

• Any Mississippi public school student who fails to pass a required Subject Area Test will be offered a chance to retake the test three times each year until a passing score is achieved or meets one of the other graduation assessment options.

• Any Mississippi public school student shall not be awarded Carnegie unit credit unless the core objectives identified in the Mississippi Curriculum Framework have been mastered. Passage of the required Subject Area Test is a separate requirement towards graduation and shall not be criteria for awarding Carnegie unit credit.
DISTRICT POLICY: REQUIREMENTS FOR GRADUATION

Section: I Instructional Program
Policy Code: IHF Graduation Requirements

GRADUATION REQUIREMENTS

1. Each district school board shall establish standards for graduation from its schools which shall include as a minimum:
   a. Mastery of minimum academic skills as measured by assessments developed and administered by the State Board of Education.
   b. Completion of a minimum number of academic credits, and all other applicable requirements prescribed by the district school board.

A student who meets all requirements prescribed in subsection (1) of this section shall be awarded a standard diploma in a form prescribed by the state board.

The State Board of Education may establish student proficiency standards for promotion to grade levels leading to graduation. '37-16-7 (1999)

4. Students receiving a standard diploma in the Wayne County School District may select from the following graduation pathways:
   a. Career Pathway Option requiring 21 credits for graduation.
   b. Traditional Pathway Option requiring 24 credits plus 2 additional elective credits of Leadership credits for a total of 26 credits for graduation.
   c. District Option requiring 21 credits for graduation.
   (This option becomes effective December 2, 2013.)

SPECIAL EDUCATION

The State Department of Education shall establish goals for the performance of children with disabilities that will promote the purpose of IDEA and are consistent, to the maximum extent appropriate, with other goals and standards for children established by the State Department of Education. Performance indicators used to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates, and graduation rates shall be developed. Every two (2) years, the progress toward meeting the established performance goals shall be reported to the public. '37-23-133 and '37-23-1 (1999)

For information on the awarding of a special diploma or an occupational diploma, please refer to MS Code '37-16-11.

NOTES:

1. Please refer to Appendix A of the Mississippi Public School Accountability Standards for a complete listing of course requirements for graduating seniors.

2. According to a 1998 Attorney General Opinion, automatic fail provision of an absences policy may not apply against legal, excused absences. Such absences policies may not be applied against absences resulting from disciplinary suspensions if absences policies are applied to truant children who are otherwise passing, the district must afford the child procedural due process. (Attorney General Opinion, Carter, 1-9-98) (#183) (97-0817)
Leadership Courses

Students must meet the minimum requirements for total units earned in order to graduate depending on the diploma option that they choose.

All students on the Traditional 26 Credit Diploma will be required to earn two credits from the following electives considered leadership electives:

Band  
Physical Education  
Theatre  
Show Choir  
Journalism I, II  
General Music  
Jazz Improvisation  
JROTC  
 Debate  
Public Speaking  
Driver’s Education  
Oral Communication  
Sports Medicine  
Visual Arts  
Sports Medicine Practicum

Leadership Courses offered at the Career and Technical Center

The following courses are the vocational courses which count for a leadership credit:

Automotive Service Technician I & II  
Construction (1st year) & Carpentry (2nd year)  
Culinary Arts I & II  
Diesel Technician I & II  
Forestry I & II  
Health Science I & II  
Heavy Equipment Operations I & II  
Information Technology I & II  
Law and Public Safety I & II  
Science of Ag Animals  
Science of Ag Plants  
Science of Mechanization  
Teacher Academy I & II  
Welding (Introduction)  
Welding (Advanced)
## APPENDIX A-1
### GRADUATION REQUIREMENTS
#### STANDARD 20

### DISTRICT OPTION

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the *Mississippi Curriculum Frameworks*. Course titles and identification numbers must appear in the current edition of *Approved Courses for Secondary Schools of Mississippi*. (See SB Policies 2902 and 2903.) Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4¹</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4²</td>
<td>Algebra I or Integrated Math I</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3³</td>
<td>Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
<td>1 World History⁴</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History⁴</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies⁵</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½⁶ &amp; 7</td>
<td>Contemporary Health¹⁰</td>
</tr>
<tr>
<td>BUSINESS and TECHNOLOGY</td>
<td>1⁸</td>
<td>1 Information and Communication Technology (ICT) II or 1 Science, Technology,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering &amp; Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and ½ Computer Applications¹¹</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1</td>
<td>Any approved 500.000 course or completion of the 2-course sequence for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Graphics Technology I and II</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>4½⁹</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>21</td>
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Compensatory English, Compensatory Reading, and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. MYP-English I and MYP English II are accepted in lieu of the English I and English II requirements for students enrolled in the IB program.

Compensatory Mathematics and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 4½ general electives required for graduation. Beginning school year 2004-2005 for all entering eighth graders, at least one of the four required mathematics courses must be higher than Algebra I or Integrated Math I. The allowable mathematics courses that can be taken which are higher than Algebra I are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Pre-Algebra and Transition to Algebra are no longer available after the 2013-2014 school year. Carnegie units may be earned by seventh and eighth graders effective with school year 2014-2015 for the following courses: CCSS Compacted Math Grade 7, CCSS Compacted Math Grade 8/Integrated Math I, and CCSS Math Grade 8/Algebra I (Traditional). MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students.

One unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing 2 of the following 3 courses: Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the required course sequence ending with Agriscience II, Allied Health II, Aquaculture II, Forestry II, Plastics and Polymer Science II, Technology Applications II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turfgrass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences. Beginning school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry, AP Chemistry, Physics, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Polymer Science II, and Robotics/Engineering II. IB-DP Physics I, IB-DP Physics II, MYP Chemistry, and IB-DP Chemistry may be accepted as allowable lab-based physical science courses for students enrolled in the IB program. MYP Biology and IB-DP Biology I may be accepted in lieu of the Biology I requirement for students enrolled in an IB program. Effective with school year 2013-14, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. One (1) credit allowed shall be awarded for Biology II, and one-half (½) credit shall be awarded for Botany, and one-half (½) credit shall be awarded for Field Experiences in Science. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

Based on the 2004 Mississippi Social Studies framework, AP European History or AP World History can be accepted in lieu of World History. Advanced placement U.S. History is accepted in lieu of the required U.S. History from 1877 to present. AP Government and Politics: United States can be accepted in lieu of the required United States Government course. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. A.P. Human Geography can be accepted in lieu of the required Geography course. IB-DP History of the Americas I is accepted in lieu of the required United States History Course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

Based on the 2011 Mississippi Social Studies framework, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. A.P. Human Geography can be accepted in lieu of the required Geography course. IB-DP History of the Americas I is accepted in lieu of
the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program.

5 The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course.

6 Credit earned in Allied Health I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for ½ Carnegie unit in Health.

7 Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for ½ Carnegie unit in Health beginning in the 2010-2011 school year and thereafter, when instruction includes all health components in the JROTC curriculum.

8 Evidence of proficiency in Keyboarding and Computer Applications is accepted in lieu of the required courses if the student earns one unit in any of the courses listed in the Business and Technology Framework (academic and vocational). Information & Computer Technology (ICT) II may be accepted in lieu of Computer Discovery. A Carnegie unit earned for Science, Technology, Engineering & Mathematics (STEM) in the 8th or 9th grade meets this graduation requirement. Technology Foundations replaces Computer Discovery, Keyboarding and Computer Applications and meets this graduation requirement when taken in grades 8-12. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB program.

9 Elective units in physical education include participation in interscholastic athletic activities, band, performance choral, dance and JROTC that meet the instructional requirements specified in the Fitness through Physical Education Framework and that are sanctioned by the Mississippi High School Activities Association.

10 Comprehensive Health or Family and Individual Health meet this requirement if taken prior to the 2013-2014 school year.

11 Computer Discovery meets this requirement if taken prior to the 2012-2013 school year.
APPENDIX A-2
GRADUATION REQUIREMENTS
STANDARD 20

SENIORS OF SCHOOL YEAR 2011-2012 (and thereafter)
(Entering ninth graders in 2008-2009, and thereafter)

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following table. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Frameworks. Course titles and identification numbers must appear in the current edition of Approved Courses for Secondary Schools of Mississippi. (See SB Policies 2902 and 2903) Enrollment in online and correspondence courses listed in this book must have prior approval granted by the principal. No more than one (1) of the minimum required number of units may be earned through completion of an approved correspondence course.

Any student who completes the minimum graduation requirements as specified below and has achieved a passing score on each of the required high school exit examinations is eligible to receive a high school diploma. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

Beginning school year 2008-2009 and thereafter, all entering ninth graders (seniors of school year 2011-2012 and later) will be required to have a minimum of 24 Carnegie units as specified below, unless their parent/guardian requests to opt the student out of Appendix A-2 requirements in accordance with local school board policy. Any student who is taken out of these requirements of Appendix A-2 will be required to complete the graduation requirements as specified in Appendix A-1. The local school district may establish additional local requirements approved by the local school board as authorized under MS Code 37-16-7.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4¹</td>
<td>English I</td>
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<tr>
<td></td>
<td></td>
<td>English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4²</td>
<td>Algebra I or Integrated Math I</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>4³</td>
<td>Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>4</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Economics</td>
</tr>
<tr>
<td>HEALTH and PHYSICAL EDUCATION</td>
<td>1</td>
<td>½ Mississippi Studies</td>
</tr>
<tr>
<td>BUSINESS and TECHNOLOGY</td>
<td>1</td>
<td>1 Information and Communication Technology (ICT) II or 1 Science, Technology, Engineering &amp; Mathematics (STEM) or 1 Technology Foundations or ½ Keyboarding and ½ Computer Applications</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1</td>
<td>Any approved 500.000 course or completion of the 2-course sequence for Computer Graphics Technology I and II</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX A-2 (Continued)

GRADUATION REQUIREMENTS
STANDARD 20
SENIORES OF SCHOOL YEAR 2011-2012
(Entering ninth graders in 2008-2009, and thereafter)

1 Compensatory English, Compensatory Reading, and Compensatory Writing may not be included in the four English courses required for graduation; however, these courses may be included in the 5 general electives required for graduation. Accelerated English 9 can be accepted in lieu of English I. Accelerated English 10 and AP English Language Composition can be accepted in lieu of English II. Beginning school year 2010-2011 for all entering ninth graders, English I is a required prerequisite course for English II. English I may not be taken after a student completes English II.

2 Compensatory Mathematics, Introduction to Engineering, and any developmental mathematics course may not be included in the four mathematics courses required for graduation; however, these courses may be included in the 5 general electives required for graduation. Math 8 cannot be taken after Algebra I or Integrated Math I. Beginning school year 2007-2008 for all entering eighth graders, at least two of the four required mathematics courses must be higher than Algebra I or Integrated Math I. Effective with ninth graders of 2010-2011, Survey of Mathematical Topics may not be included in the two math courses higher than Algebra I. The allowable mathematics courses that can be taken which are higher than Algebra I or Integrated Math I are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics. Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. MYP Geometry, MYP Algebra II, IB-DP Mathematics I, IB-DP Mathematics II, IB-DP Mathematical Studies I, IB-DP Mathematical Studies II are allowable mathematics courses higher than Algebra I for IB students. One of the four required mathematics units may be in Drafting if the student completes the 2-course sequence for Drafting I & II. One of the four required mathematics units may be in Survey of Mathematical Topics; however this course does not meet the mathematics requirement for admission to institutions of higher learning. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I, may be taken in the eighth grade for Carnegie unit credit. Pre-Algebra and Transition to Algebra are no longer available after the 2013-2014 school year. Carnegie units may be earned by seventh and eighth graders effective with school year 2014-2015 for the following courses: CCSS Compacted Math Grade 7, CCSS Compacted Math Grade 8/Integrated Math I, and CCSS Math Grade 8/Algebra I (Traditional). Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit.

Effective with 7th graders of 2012-13, Pre-Algebra, Algebra I, Biology I, ICT II (Information & Communication Technology) and first year Foreign Language may be taken in the 7th grade for Carnegie unit credit provided the course content is the same as the high school course. Effective with 8th graders of 2012-2013, STEM (Science, Technology, Engineering & Mathematics) and second year Foreign Language may be taken in the 8th grade for Carnegie unit credit provided the course content is the same as the high school course. Effective with 8th graders of 2013-2014, Introduction to Agriscience may be taken for Carnegie unit credit provided the course content is the same as the high school course.

3 One unit may be in Concepts of Agriscience or Introduction to Agriscience, and a second unit may be earned by completing 2 of the following 3 courses: Science of Agriculture Plants, Science of Agriculture Animals, Science of Agricultural Environment. Two units may be in the following courses if the student completes the required course sequence ending with Agriscience II, Allied Health II, Aquaculture II, Forestry II, Plastics and Polymer Science II, Technology Applications II, Robotics/Engineering II, Polymer Science II or Careers in Polymer Science, Horticulture II or Horticulture Landscape and Turfgrass, Engineering II or Applied Engineering Concepts, Health Sciences II or Workplace and Employment Skills in Health Sciences. Beginning school year 2008-2009 for all entering eighth graders, one unit must be a lab-based physical science. The allowable lab-based physical science courses are Physical Science, Chemistry, AP Chemistry, Physics, AP Physics B, AP Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Polymer Science II, and Robotics/Engineering II. IB-DP Physics I, IB-DP Physics II, MYP Chemistry, and IB-DP Chemistry may be accepted as allowable lab-based physical science courses for students enrolled in the IB program. MYP Biology and IB-DP Biology I may be accepted in lieu of the Biology I requirement for students enrolled in an IB program. Effective with school year 2013-14, up to two (2) of the four (4) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. One (1) credit allowed shall be awarded for Biology II, and one-half (½) credit shall be awarded for Botany, and one-half (½) credit shall be awarded for Field Experiences in Science. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.
Based on the 2004 Mississippi Social Studies framework, Advanced Placement Human Geography is accepted in lieu of the required Geography course. A.P. United States History can be accepted in lieu of the required U.S. History from 1877 to Present course. A.P. World History can be accepted in lieu of the required World History from 1795 to Present course. A.P. Government and Politics: United States can be accepted in lieu of the required United States Government course. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. MYP World Geography is accepted in lieu of the required Geography course for students enrolled in the IB program. A.P. U.S. History is accepted in lieu of the required U.S. History from 1877 to Present. IB-DP History of the Americas I is accepted in lieu of the required U.S. History Course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U. S. Government is accepted in lieu of the required Government course for students enrolled in the IB program. AP European History or AP World History can be accepted in lieu of World History. 

Based on the 2011 Mississippi Social Studies framework, A.P. World History can be accepted in lieu of the required World History from the Age of Enlightenment to Present course. A.P. United States History can be accepted in lieu of the required U.S. History from Post-reconstruction to Present course. A.P Government and Politics: United States can be accepted in lieu of the required United States Government course. A.P. Macroeconomics or A.P. Microeconomics can be taken in lieu of the required Economics course. A.P. Human Geography can be accepted in lieu of the required Geography course. MYP World Geography is accepted in lieu of the required Geography course for students enrolled in the IB program. IB-DP History of the Americas I is accepted in lieu of the required U.S. History course for students enrolled in the IB program. IB-DP History of the Americas II is accepted in lieu of the required Mississippi Studies, Economics, and/or U.S. Government courses for students enrolled in the IB program. MYP U.S. Government is accepted in lieu of the required Government course for students enrolled in the IB program. Effective with eighth graders of school year 2013-14, Mississippi Studies and Geography may be taken in the eighth grade for Carnegie unit credit.

Credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of $\frac{1}{2}$ unit in Economics.

6 The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other $\frac{1}{2}$ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other $\frac{1}{2}$ unit social studies course.

Credit earned in Allied Health I, Health Sciences I, or Theory and Application of Health Sciences I, may be accepted in lieu of Mississippi Studies or Local Government to meet the graduation requirement for $\frac{1}{2}$ Carnegie unit in Health.

Successful completion of JROTC I and JROTC II may be accepted in lieu of Contemporary Health to meet the graduation requirement for $\frac{1}{2}$ Carnegie unit in Health beginning in the 2010-2011 school year and thereafter.

Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2013-2014 school year. The graduation requirement for $\frac{1}{2}$ unit in physical education may include participation in interscholastic athletic activities, band, dance and JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association.

Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one unit in a technology-rich academic or career technical course related to their program of study. Effective with school year 2012-2013, a Carnegie unit credit for ICT II (Information & Communication Technology) may be awarded to 7th grade students. Effective with school year 2012-2013, a Carnegie unit credit for STEM (Science, Technology, Engineering & Mathematics) may be awarded to 8th grade students. ICT II may be accepted in lieu of Computer Discovery. A Carnegie unit earned for STEM in the 8th or 9th grade meets this graduation requirement. Technology Foundations replaces Computer Discovery, Keyboarding and Computer Applications and meets this graduation requirement when taken in grades 8-12. MYP Computer Discovery may be accepted in lieu of Computer Discovery for students enrolled in an IB program. Computer Discovery meets this requirement if taken prior to the 2012-2013 school year.

Only one elective unit in physical education including participation in interscholastic athletic activities, band, performance choral, dance or JROTC that meet the instructional requirements specified in the *Fitness through Physical Education Framework* and that are sanctioned by the Mississippi High School Activities Association may be applied each year to the minimum 24 required state units. If a local district has graduation requirements above the state requirements they may award additional credits as outlined in the local Board policy.
APPENDIX A-3

GRADUATION REQUIREMENTS
STANDARD 20

CAREER PATHWAY OPTION
SENIORS OF SCHOOL YEAR 2011-2012
(Entering eleventh graders in 2010-2011)

In 2010, Mississippi state policymakers passed legislation to create multiple pathways to a standard diploma. The 2010 legislative actions created a career pathway to a standard diploma, with the goal of improving Mississippi graduation rates and providing students with career and technical training that prepares students for postsecondary credential or certification programs and employable workplace skills. This legislative change created Section 37-16-17, Mississippi Code of 1972, as amended to provide for high school career option programs and career track curricula for students not wishing to pursue a baccalaureate degree.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>CARNEGIE UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4¹</td>
<td>English I&lt;br&gt;English II</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3²</td>
<td>Algebra I or Integrated Math I</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3³</td>
<td>Biology I</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3⁴⁺⁻⁵</td>
<td>1 U.S. History&lt;br&gt;½ U.S. Government&lt;br&gt;½ Mississippi Studies</td>
</tr>
<tr>
<td>HEALTH or PHYSICAL EDUCATION</td>
<td>½⁶</td>
<td>1/2 Contemporary Health or ½ Physical Education¹⁰</td>
</tr>
<tr>
<td>CAREER and TECHNICAL</td>
<td>4⁷</td>
<td>(Selected from Student’s Program of Study)</td>
</tr>
<tr>
<td>BUSINESS and TECHNOLOGY</td>
<td>1⁸</td>
<td>Technology Foundations, Information and Communication Technology (ICT) II, Science, Technology, Engineering, and Mathematics (STEM), or Computer Applications and Keyboarding</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>2 ½⁹</td>
<td>Courses selected from the student’s approved program of study</td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: Mississippi’s Institution of Higher Learning requirements differ from minimum graduation requirements for this diploma pathway.
GRADUATION REQUIREMENTS

Standard 20
Career Pathway Option

1 Compensatory English, Compensatory Reading, and Compensatory Writing shall not be included in the four English courses required for graduation. The two additional English credits must be from the student’s program of study which includes Technical Writing, Creative Writing, English III, English IV, or any college-level dual credit courses.

2 Compensatory Mathematics may not be included in the three mathematics courses required for graduation. Math 8 cannot be taken after Algebra I or Integrated Math I. For students pursuing the Career Pathway Graduation Option, at least one of the required mathematics courses must be above Algebra I or Integrated Math I and selected from the student’s program of study. The allowable mathematics courses that can be taken which are higher than Algebra I or Integrated Math I are: Geometry, Integrated Math II, Algebra II, Integrated Math III, CCSS Advanced Math Plus, Algebra III, SREB Math Ready, Calculus, AP Calculus AB, AP Calculus BC, and AP Statistics, or any college-level dual credit courses. Survey of Mathematical Topics, Advanced Algebra, Trigonometry, Pre-Calculus, Discrete Mathematics, and Statistics meet this requirement if taken prior to the 2015-2016 school year. Effective with the eighth graders of 2004-2005, Pre-Algebra, Transition to Algebra, and Algebra I may be taken in the eighth grade for Carnegie unit credit. Effective with the eighth graders of 2008-2009, Geometry may be taken in the eighth grade for Carnegie unit credit. Pre-Algebra and Transition to Algebra are no longer available after the 2013-2014 school year. Carnegie units may be earned by seventh and eighth graders effective with school year 2014-2015 for the following courses: CCSS Compacted Math Grade 7, CCSS Compacted Math Grade 8/Integrated Math I, and CCSS Math Grade 8/Algebra I (Traditional).

3 For students pursuing the Career Pathway Graduation Option, at least one of the required science courses must be above Biology I and selected from the student’s program of study. If a student’s program of study allows, one unit may be in Concepts of Agriscience (AEST). A second science unit may be earned by completing a two course sequence selected from the following options: Science of Agricultural Animals, Science of Agricultural Plants, or Science of Agricultural Environment. Two units may be in the following courses if the student completes the 2-course sequence: Agriscience I & II; Allied Health I & II; Health Science I & II, Aquaculture I & II; Forestry I & II; Horticulture I & II; Polymer Science I & II; Technology Applications I & II and Engineering I & II. Effective with school year 2013-14, up to two (2) of the three (3) required science units (excluding Biology I) may be earned by completing Agriculture and Natural Resources I & II. One (1) credit allowed shall be awarded for Biology II, and one-half (½) credit shall be awarded for Botany, and one-half (½) credit shall be awarded for Field Experiences in Science. Effective with eighth graders of school year 2013-14, Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

4 Advanced placement U.S. History is accepted in lieu of the required U.S. History Post-reconstruction to Present. The third social studies credit should be selected based on the student’s program of study.

5 The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government. If the transfer student took a State/Local Government course in a grade level that did not award Carnegie unit credit, then any other ½ unit social studies course may be accepted. An out-of-state student who transfers after the junior year may substitute any other ½ unit social studies course. Credit earned for Business Fundamentals or Business Fundamentals II may be accepted in lieu of ½ unit in Economics. Effective with eighth graders of school year 2013-14, Mississippi Studies, Geography and Introduction to Agriscience may be taken in the eighth grade for Carnegie unit credit.

6 Credit earned in Allied Health I/Health Science I may be accepted in lieu of Contemporary Health to meet the graduation requirement for ½ Carnegie unit in Health. Interscholastic athletic activities, band, and ROTC if they meet the instructional requirements specified in the Fitness through Physical Education Framework may also be accepted.

7 Career and Technical (CTE) courses must be based on the student’s program of study and should include dual credit/dual enrollment options as found in Section 37-15-38 of the Mississippi Code of 1972.

8 Evidence of proficiency in technology is accepted in lieu of the required courses if the student earns one unit in a technology-rich academic or career technical course related to their program of study.
Electives must be selected from courses related to the student’s program of study. Credits earned not approved for that student’s program of study will not be counted toward graduation requirements.

Comprehensive Health or Family and Individual Health meet the health requirement if taken prior to the 2013-2014 school year.
### Appendix B

**REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL**

**STANDARD 32**

Effective Beginning School Year 2014-2015

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>COURSES</th>
<th>UNITS</th>
<th>TOTAL UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English IV</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Algebra I or Integrated Math I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry or Integrated Math II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra II or Integrated Math III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Mathematics Courses</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>5</strong></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Biology I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics¹</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective Science Courses²</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>U.S. History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Government</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mississippi Studies</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro to Geography</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td><strong>BUSINESS &amp; TECHNOLOGY</strong></td>
<td>Technology Foundations or Information and Communication Technology (ICT) II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science, Technology, Engineering, and Mathematics (STEM)</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>½ Keyboarding and ½ Computer Applications</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Finance¹</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>1½</strong></td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>Contemporary Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td>Any approved 500.00 course</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>FAMILY &amp; CONSUMER SCIENCE</strong></td>
<td>Family Dynamics</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>½</strong></td>
</tr>
<tr>
<td><strong>CAREER &amp; TECHNICAL</strong></td>
<td>Any combination of courses³</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>**ADVANCED PLACEMENT⁵,⁶</td>
<td>At least one (1) advanced placement course in each of the four (4) core areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP course in Mathematics</td>
<td>1⁵, ⁶</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP course in Science</td>
<td>1⁴, ⁶</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP course in Language Arts</td>
<td>1⁵, ⁶</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AP course in Social Studies</td>
<td>1⁵, ⁶</td>
<td></td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>Foreign Language (IHL) or Advanced World Geography (IHL)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any other Elective</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>1½</strong></td>
</tr>
<tr>
<td><strong>TOTAL UNITS REQUIRED</strong></td>
<td></td>
<td></td>
<td><strong>32 ½</strong></td>
</tr>
</tbody>
</table>
APPENDIX B (Continued)

REQUIRED COURSES IN THE CURRICULUM OF EACH SECONDARY SCHOOL

STANDARD 32

Effective Beginning School Year 2007-2008

1 Includes Physics, AP Physics B, AP Physics C—Electricity and Magnetism, and AP Physics C—Mechanics.

2 Two of the three elective science units may be offered through the following courses: Introduction to Agriscience, Concepts of Agriscience, Science of Agricultural Plants, Science of Agricultural Animals, or Science of Agricultural Environment, Agriscience I & II, Allied Health I & II, Aquaculture I & II, Forestry I & II, Horticulture I & II, Plastics and Polymer Science I & II, Agriculture and Natural Resources I & II, and Robotics/Engineering I & II.

3 ½ unit in Financial Technology, ½ unit in Resource Management, or ½ unit in National Endowment for Personal Finance may be offered in lieu of ½ unit in Personal Finance.

4 Includes Agriculture; Business Technology; Cooperative and Marketing Education; Family and Consumer Sciences; Health Education; Home Economics, Lodging and Hospitality; Technology Education; and Trade and Industrial.

5 A school offering the International Baccalaureate program is exempted.

6 Distance learning or approved MS Virtual Public School courses may be used as an appropriate alternative for the delivery of these required Advanced Placement (AP) courses.
APPENDIX C-1
REQUIREMENTS FOR ADMISSION TO
INSTITUTIONS OF HIGHER LEARNING (IHL) PUBLIC UNIVERSITIES IN MISSISSIPPI
STANDARD 32

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td></td>
<td>4¹</td>
</tr>
<tr>
<td>MATHEMATICS²</td>
<td>Algebra I &amp; Geometry, Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>SELECT 3 UNITS FROM THE FOLLOWING LIST:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Science, Biology, Advanced Biology,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry, Advanced Chemistry, Physics,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Physics or any other science course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with comparable content and rigor as approved</td>
<td></td>
</tr>
<tr>
<td></td>
<td>by MDE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(½), Economics (½) or Geography (½)</td>
<td></td>
</tr>
<tr>
<td>COMPUTER EDUCATION</td>
<td>Technology Foundations or Information and</td>
<td>½</td>
</tr>
<tr>
<td></td>
<td>Communication Technology (ICT) II, Science,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology, Engineering, and Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(STEM), Computer Applications⁵</td>
<td></td>
</tr>
<tr>
<td>ADVANCED ELECTIVES</td>
<td>SELECT 2 UNITS⁶ FROM THE FOLLOWING LIST:</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Foreign Language, World Geography, 4th year</td>
<td></td>
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<tr>
<td></td>
<td>lab-based Science, 4th year Mathematics</td>
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<tr>
<td>TOTAL UNITS REQUIRED</td>
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<td>15½⁷</td>
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</table>

¹ Courses must require substantial communication skills.
² A fourth class in higher-level mathematics is highly recommended.
³ Pre-high school units: Algebra I or first-year Foreign Language taken prior to high school will be accepted for admission, provided course content is the same as the high school course. ⁴ One Carnegie unit from a Physical Science course with content at a level that may serve as an introduction to Physics and Chemistry may be used.
⁵ This course should include use of application packages such as word processing and spread sheets. The course should also include basic computer terminology and hardware operation.
⁶ One of the two units must be in Foreign Language or World Geography.
⁷ Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of the Mississippi Institutions of Higher Learning.
⁸ A secondary math equivalency chart is provided below.
### CURRICULUM AREA

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English I(^2&amp;(^3), Geometry, Algebra II, and any one Carnegie</td>
<td>4(^1)</td>
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<td></td>
<td>Unit of comparable rigor and content (e.g., Advanced Algebra, Trigonometry, Pre-Calculus, Calculus, AP Calculus AB, AP Calculus BC, Discrete Mathematics, Probability and Statistics, or AP Statistics)</td>
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<td>MATHEMATICS</td>
<td>Biology I, Chemistry I, and any two Carnegie Units of comparable</td>
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<td>content and rigor as approved by MDE (e.g., Physics, Physical Science,</td>
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<td></td>
<td>Biology II, Chemistry II, AP Chemistry, Physics II, AP Physics B, AP</td>
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<td></td>
<td>Physics C – Electricity and Magnetism, AP Physics C – Mechanics, Botany,</td>
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<td></td>
<td>Microbiology, or Human Anatomy and Physiology)</td>
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<td></td>
<td>Government, Economics, and/or Mississippi Studies(^2) (Credit earned</td>
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<td>for a state/local government course in any other state may stand in</td>
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<td>lieu of Mississippi Studies.)</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>Any visual and/or performing arts course(s), meeting the requirements</td>
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<td>for high school graduation.</td>
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<td>ARTS</td>
<td>Foreign Language I(^2) and II, Advanced World Geography and a Foreign</td>
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<td>Language I or any combination of English, mathematics, or lab-based</td>
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<td></td>
<td>science courses of comparable rigor and content to those required</td>
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<td></td>
<td>above.</td>
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<tr>
<td>ADVANCED ELECTIVES</td>
<td>Technology Foundations or Information and Communication Technology (ICT) II</td>
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<td></td>
<td>Science, Technology, Engineering, and Mathematics (STEM) Computer</td>
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<td></td>
<td>Applications(^3)</td>
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<tr>
<td>COMPUTER APPLICATIONS</td>
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<tr>
<td>TOTAL UNITS REQUIRED</td>
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<td>19 1/2</td>
</tr>
</tbody>
</table>

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\(^1\) Courses must require substantial communication skills. Compensatory English, Compensatory Reading, and Compensatory Writing may not be included.

\(^2\) Pre-high school units: Algebra I, first year Foreign Language, or Mississippi Studies taken prior to high school will be accepted for admission provided the course content is the same as the high school course.

\(^3\) Course should emphasize the computer as a productivity tool. Instruction should include the use of application packages, such as word processing and spreadsheets. The course should also include basic computer terminology and hardware operation.

\(^4\) Limited exceptions to high school unit requirements may be available. For more information contact the Office of Admissions. Admission requirements are subject to change without notice at the direction of the Board of Trustees of IHL.
ACADEMIC GRADES

All academic grades will be recorded and reported numerically. The system of grading is as follows:

A  -  Superior
B  -  Above Average
C  -  Average
D  -  Below Average
F  -  Unsatisfactory – Fail

The numerical grade for each letter is:

A  -  (91—100)
B  -  (81—90)
C  -  (71—80)
D  -  (61—70)
F  -  60 and below

Grades for Transfer Students with Alphabetic Grades

A+  =  100  A  =  95  A-  =  91
B+  =  90  B  =  85  B-  =  81
C+  =  80  C  =  75  C-  =  71
D+  =  70  D  =  65  D-  =  61

TEST, EXAMINATIONS, AND GRADE AVERAGING

Nine Weeks Averaging:
Major Assignments (examples: weekly tests, unit tests, topic tests, major projects) 50%
Minor Assignments (examples: homework, classwork, quizzes, labs) 35%
Nine Weeks Test 15%
Total 100%

Testing on Mondays or days following holidays is discouraged. Also, to help in the work load for students in studying for major tests, the following test schedule will be observed:

Tuesday  Science
Wednesday History
Thursday  Language Arts
Friday    Math

Students will take term exams in all courses. These exams are to be administered at the end of each term. Principals will review all term exams before the exams are administered. All term exams are to be comprehensive, covering all material taught during the term. No tests will be taken early or late unless a parent or guardian contacts the supervising principal to justify such a request and should be presented at least five (5) school days before the scheduled test.
Average in 1 Credit Courses (Example: Algebra I)
The total of the two nine weeks’ averages divided by two.

Average in 1/2 Credit Courses (Example: Health Ed)
The nine weeks average

Average in 2 Credit Courses (Example: Health Sciences I)
The average of the two semester averages

TERM EXAMS

No exams or tests will be taken early or late unless a parent or guardian contacts the supervising principal to justify such a request. No request will be considered unless the request is presented at least five (5) school days before the scheduled test or exam.

EARLY GRADUATION POLICY

Students who desire to graduate prior to the end of their fourth year of high school must complete an application for early graduation. This application must be approved by the principal. The deadline for completion of the early graduation form is April 15. Students who do not meet this deadline must have approval of both counselor and principal.

1. To graduate, all graduation requirements must be met.
   a. All graduation assessments must be passed.
   b. Required courses must be complete.

2. To participate in the graduation ceremony in the spring, students must attend the practice activities for graduation and pay all graduation fees and any other fees or fines owed.

HOMEWORK

The pupil cannot do his/her schoolwork successfully without outside preparation of assignments. Homework should be a review of work done in the classroom. Poor study habits are detrimental to successful schoolwork. Parents and guardians requesting homework assignments for days students are absent are encouraged to cooperate with the school to ensure the assignments are completed on time.

Students who do not do their homework may be assigned by the principal to break or lunch detention or removed from extracurricular activities until the work has been completed.

Daily Homework time should be as follows: Grades 9-12—1 to 2 hours (All Subjects)

PARENTAL REVIEW OF PROGRESS

The report card should not be regarded as the only method of being informed of a child’s progress. Parents are encouraged to keep up with their child’s accomplishments and to schedule conferences to meet with their child’s teacher in order to follow his/her academic progress. Progress reports are sent home every 4 1/2 weeks.
Parents are also urged to access Parent Portal where they can view the attendance, grades, and discipline of their child.

**CHEATING**

Any student cheating on any test or exam for the first time will be given a zero (0) for that test or exam. On the next occurrence, the student will be suspended and receive a zero (0). The student’s parents/guardians will be notified each time by the teacher.

**QUALITY POINTS**

A quality point system will be utilized to compute and determine the rank-in-class of graduating seniors. Rank-in-class is defined as the comparison of a student’s academic performance with those of the members of his/her graduating class.

Class rank computed on the basis of quality points, rather than on grade-point average, projects a more accurate profile of academic performance. It is also designed to encourage students to enroll in more challenging courses.

Students in advanced courses earn additional quality points directly proportionate to regular courses. In this way, those students in courses of standard academic difficulty set the 4.0 norm. Additional quality points assigned to advanced academic courses merely serve to achieve a more accurate class ranking.

The semester grade for each academic subject carrying one-half unit or more is converted on the quality-point scale and the quality points are added together and then divided by the total number of semester grades. The rank is computed at the end of the first semester of the senior year. The computation of Quality Point Average (QPA) and rank in class will be posted on all school records. In computing class rank the quality point average will be carried out to four decimal places.

**E-2 Courses**

Advanced Placement courses, Physics, Foreign Language III, and Dual Credit English Composition 1 and Dual Credit English Composition II, and College Algebra.

**E-1 Courses**

Accelerated English, Anatomy and Physiology, Algebra II, Chemistry, Advanced Algebra/Trigonometry, Foreign Language II, Advanced World Geography, Algebra III, Pre-College Algebra, Dual Credit Courses other than those listed above.

All courses offered by Wayne County High School will be grouped for weighting purposes into one of four categories:

1 – General Education (Reg.)
2—College Preparatory (E-1)
3—Advanced Placement (E-2)
4—Not computed (*)
VALEDICTORIAN, SALUTATORIAN, & HISTORIAN SELECTION

A valedictorian, salutatorian, and historian will be named for each graduating senior class. In order to qualify for any one of these three honors, a student must have attended Wayne County High School during his junior and senior year, must have been classified as a senior at the beginning of the school year, must meet college entrance requirements for the state of Mississippi, and must not have been suspended in grades 11-12.

Selection Process
1. The rank in class will be computed at the end of the first semester of the senior year.
2. Rank in class will be determined by using a weighted grade point average system.
3. The student must be enrolled their junior and senior years at Wayne County High School.
4. All courses except those listed below will be included in the computation of Quality Point Average (QPA) and rank in class.
   Drug Education
   Physical Education
   Driver’s Education
   All Compensatory/Companion Classes
   All Fine Arts
   Learning Strategies
   Courses taken in home school will be deleted from the computation.
5. In the event a tie exists in the first averaging process, a numeric average of eligible courses will then be computed (to at least the fifth decimal place). If a tie exists following the numeric computation, the student with the highest ACT score at the time of computation will be awarded the higher honor.

Credit Recovery

Students who fail a Carnegie unit course (grades 9-12) may be approved to recover that credit by the high school principal. The local school determines the time frame and assignments for credit recovery work, with some opportunities offered during the school year and others during the summer.

Course Load

Students must select courses to fill the entire school day. Students eligible for work release must select courses to fill all but the last period of the school day. Schools can rescind work release if a student is in danger of not meeting minimum state and district requirements for graduation. Schools may establish course requirements specific to an attendance zone.

Class Rankings/Grade Point Average

Students in high school should pay attention to class rankings and grade point averages as determining factors for college scholarship awards and local school honors. Keep in mind that final grades in Carnegie unit courses
are averaged through the end of the second semester of the senior year. Rank is computed to the hundredth of a percent, except to break a tie when thousandths of a percent will be used.

CLASSIFICATION FOR GRADES 9-12 (JEE)

9th Grade Classification = 0 – 5.5 units
10th Grade Classification = 6 – 11.5 units
11th Grade Classification = 12 – 17.5 units
12th Grade Classification = 18 and above

Level of classification is based on obtaining the Carnegie units listed below:

- A student will be classified as a **freshman** upon promotion from the 8th grade.
- A student will be classified as a **sophomore** after successfully completing English I*, one unit of math, and 4 additional units for a minimum of 6 units.
- A student will be classified as a **junior** after successfully completing English I, English II*, two units of math and 8 additional units for a minimum of 12 units.
- A student will be classified as a **senior** after successfully completing English I, English II, English III, AP English III, or Dual Credit English, two units of math and 13 additional units for a minimum of 18 units.
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<th>NUMERICAL GRADE</th>
<th>GENERAL EDUCATION</th>
<th>E-1</th>
<th>E-2</th>
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</table>
STAR STUDENT SELECTION

The student in the graduating class with the highest ACT score will be designated as the school’s STAR Student. The test for this score must be taken on or before the ACT National testing date during the month of December.

In addition, all guidelines of the STAR Student selection process will be followed.

OTHER HONORS AND AWARDS

Special Academic Honor Graduate
To qualify as a special academic honor graduate, a student must have an overall GPA of 3.5 or above with no semester grade below 85 in any course.

Honor Graduate
To qualify as an honor graduate, a student must have an overall GPA of 2.5 or above with no semester average below 75 in any course.

Nine Weeks All A’s Honor Roll
To qualify for all A’s honor roll, a student must have a final grade of 91 or above in courses taken. All courses will be considered.

Nine Weeks Honor Roll
To qualify for honor roll, a student must have 81 or above in courses taken. All courses will be considered.

Overall Highest Subject Average Award
The student with the highest average in each academic subject will receive an award. Teachers will give the Awards Committee the name of the student who has the highest average in each academic subject taught. If a teacher has two or more students with the same average, the teacher will administer a comprehensive exam in order to break the tie.

From the names submitted to the Awards Committee, the committee shall determine the student with the highest average in each subject. If the Awards Committee discovers a tie between students who have had different teachers, all students involved in the tie will receive an award in that subject.

All Year Honor Roll
Students who are on honor roll each nine weeks will receive an All Year Honor Roll Award. The list of students who made All A Honor Roll or A-B Honor Roll for the first three nine weeks will be displayed around the campus for students to check the spelling of their names and to see if their name is on the list. Students who believe they have earned this honor but do not find their name on the list or find their name is spelled incorrectly should sign a list in student personnel and ninth graders will sign the list in the ninth grade principal’s office. It is the student’s responsibility to verify this information before the awards program. No corrections will be made after the program.
Perfect Attendance
Perfect Attendance awards will be presented to students who have been present in every class all day for the entire year. Students may not check out or check in. School activities are counted as being present, but activities must have been marked in the computer. Students who believe they qualify for this honor should sign the list in student personnel and the ninth graders will sign in the ninth grade principal’s office. Attendance records will be verified and checked up to the day of the award ceremony. (Students must not have had tardies to class.)

Subject Area Awards
Each teacher will identify the student in their class with the highest average. If a teacher has two or more students with the same average, the teacher must break the tie. Each teacher will then give the name of the student with the highest average in each academic subject taught to the awards committee.

From the names submitted to the awards committee, the committee shall determine the student with the highest average in each subject. If the awards committee discovers a tie between the students who have different teachers, all students involved in the tie will receive the overall subject area award.

PUPILS ELIGIBLE TO PARTICIPATE IN THE DRIVER EDUCATION PROGRAM

Each school or school district providing driver education and training shall prescribe regulations determining who can best profit by and who shall receive instruction under this program. It is provided, however, that any student receiving instruction under this Act shall be:

1. Fifteen years of age and above must be verified by proof of birth.
2. A regularly enrolled student in the tenth, eleventh, or twelfth grades.
3. A full-time student in the respective secondary school.
4. Must have a learner's permit from the Mississippi Highway Safety Patrol or have a valid driver's license.
5. Must be prepared to pay $25 Driver’s Ed fee.

FOREIGN EXCHANGE STUDENTS

The Wayne County School District accepts foreign exchange students, attending school for the cultural experience, from approved agencies. It will be the responsibility of the exchange agency to complete all Immigration and Naturalization Service Documents.

Exchange students will be placed in grade eleven or below and will not be eligible for individual academic awards. Exchange students may receive special recognition at the discretion of the supervising principal.

Any student attending Wayne County High School, who enters the foreign exchange program, will not receive any academic credit for the experience. Enrollment in the foreign exchange program is for the cultural experience only.

MS SCHOLARS

Wayne County School District has partnered with local businesses and the Public Education Forum of Mississippi to motivate students to complete a rigorous course of study in high school. Business leaders may visit classes of 8th grade students prior to pre-registration to emphasize the need for selecting high school courses wisely. Seniors who complete the course requirements and additional expectations will receive recognition.
Course of Study for Seniors of School Year 2015 and Later

(Entering ninth graders in 2011-2012 and thereafter; to meet new requirements for IHL Admissions Policy)

ONE CREDIT = [1] ONE-HALF CREDIT = [½]

English Language Arts
Four credits must consist of:
- English I [1]
- English II [1]
- English III [1]
- English IV [1]

Mathematics
Four credits must consist of:
- Algebra I [1]
- Geometry [1]
- Algebra II [1]
- Any one Carnegie Unit of comparable rigor and content may come from Mathematics courses on the reverse of this sheet or from Vocational Courses approved by the Mississippi Department of Education for academic credit.

Science
Four credits must consist of:
- Biology I [1]
- Chemistry I [1]
- Any two Carnegie Units of comparable rigor and content (Physics [1] preferred). Additionally, one Carnegie Unit may come from a CTE

Social Studies
Four credits must consist of:
- World Geography [½]
- Mississippi Studies [½]
- World History Studies [1]
- U.S. History [1]
- U.S. Government [½]
- Economics [½]

Arts
One credit
- One Carnegie Unit of visual and performing arts meeting the requirements for high school graduation or
- 2 units for the completion of the 2 course sequence Computer Graphics Technology I & II

Advanced Electives

Student Handbook  Page 34
Two credits must consist of:
- Foreign Language I [1]
- Foreign Language II [1]

Additional Requirements
- 40 Hours of Community or Volunteer Service during 4 years of high school
- 16 ACT Composite score (Overall Score)
- 2.5 cumulative high school GPA
- 95% School Attendance during 4 years of high school (excused/unexcused absences)
- 3 letters of recommendation (one from each of the following - principal, guidance counselor and business/community leader for students with more than 4 in-school suspension(s))
- No out-of-school suspension

Mississippi Scholars must also complete any remaining state-mandated high school graduation requirements. Advanced Placement courses may be substituted in Mississippi Scholars subject areas

Dual credit and online courses are acceptable.

Courses Approved For Mississippi Scholars Credit

[Courses in Bold are required courses.]

Career Technical Courses approved for academic credit by MDE Board may be accepted in the Mississippi Scholars program. (*Denotes Career Technical Courses)

Science Courses
- Biology I [1]
- Biology II [1]
- Botany [½]
- Chemistry I [1]
- Chemistry II [1]
- Chemistry, General, Advanced Placement [1]
- Human Anatomy and Physiology [1]
- Marine and Aquatic Science [½]
- Physics I [1]
- Physical Science [1]
- Zoology [½]
- *1 unit for Introduction of Agriscience
- *1 unit for Concepts of Agriscience
- *1 unit for Science of Agricultural Animals
- *1 unit for Science of Agricultural Plants
- *1 unit for Science of Agricultural Environment
- *2 units for the completion of the 2 course sequence Agriscience I & II
- *2 units for the completion of the 2 course sequence Health Sciences 1 & II
• *2 units for the completion of the 2 course sequence Forestry I & II

Math Courses
• Advanced Algebra [½]
• Algebra I [1]
• Algebra II [1]
• Calculus [1]
• Calculus AB, Advanced Placement [1]
• Calculus BC, Advanced Placement [1]
• Geometry [1]
• Algebra III
• Trigonometry [1]

Mississippi Scholars Tech Master

Mississippi Tech Master Students are preparing for their future careers. Employers are concerned with ensuring that both potential and incumbent employees have the skills necessary to thrive in today's workplace.

Current MDE Career Pathway Track - Academic Course of Study:
(4 Credits) English
*(3 Credits) Math - Algebra I - Math above Algebra I (Course has to be related to program of study)
*Geometry Mandatory
(3 Credits) Science – Biology I and 2 courses above Biology I
(3 Credits) Social Studies - American History, Government and MS Studies
(1 Credit) Computer
(½ Credit) Health or PE
*(2.5) Electives of your program of study
*4 CTE Credits in the same area of study – Must take 4 CTE credits Non-negotiable

Must have 21 minimum credits - Students can go the 21 or 24 credit route allowing time for internship. Additional Requirements for Recognition of Mississippi Scholars Tech Master Listed Below:
• 20 hours of community or volunteer service during high school pilot year – 40 hours of community or volunteer service thereafter
• Minimum of 18 ACT composite score (overall score) or
• Minimum 36 ASVAB (Armed Services Vocational Aptitude Battery Test)
• 2.5 high school GPA
• 95% school attendance during high school years
• No out-of-school suspension

Must attain a passing score, as established by the Mississippi Department of Education (MDE), on the Mississippi Career Planning and Assessment System (CPAS2), or a passing score on an MDE approved industry certification assessment.

Mississippi Scholars Tech Master must complete any remaining State-Mandated high school graduation requirements. Dual credit courses are acceptable.
ON-LINE COURSES AND SUMMER SCHOOL

ON-LINE COURSES
Students may enroll in On-Line courses through the Mississippi Virtual School. Students must have the permission of the Wayne County High School administration before registration. Courses are available during the regular school year and summer. The on-line course must be taken through an approved agency and be listed in the current Approved Courses for the Secondary Schools of Mississippi published by the Mississippi Department of Education. The Mississippi Virtual Public School is offered free of charge to students and is currently the sole approved agency for course delivery. (MVPS Website: http://www.connectionsacademy.com/mississippi-school/home.aspx)

DUAL ENROLLMENT AND DUAL CREDIT COURSES

Dual enrollment and dual credit courses are available through Wayne County High School and Jones County Junior College. Students must have met the dual credit requirements for the college they plan to enroll in. A limited number of courses are available. Students must have the permission of Wayne County High School administration before registration.

A dual enrolled student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school.

A dual credit student is a student who is enrolled in a community or junior college or state institution of higher learning while enrolled in high school and who is receiving high school and college credit for postsecondary coursework. With approval from the principal, English Composition I, English Composition II, and College Algebra may receive E-2 credit. (Note: Students must meet the college requirements for the college in order to enroll in these courses.)

Currently, a limited number of dual enrollment and dual credit courses are available through Wayne County High School and Jones County Junior College. Additional dual credit agreements between Wayne County High School and other colleges/universities may be developed. Students must have the permission of Wayne County High School administration before registration.

- Students must have completed a minimum of fourteen (14) core high school units;
- Students must have a 3.0 grade point average on a 4.0 scale, or better, on all high school courses, as documented by an official high school transcript and
- Students must have an unconditional written recommendation from their high school principal and/or guidance counselor.
- Students must have an ACT score of 14. To enroll in specific courses, students may be required to have higher ACT score.

Note: Students may be considered for the dual enrollment program who have not completed the minimum of fourteen (14) core high school units if they have a minimum ACT composite score of thirty (30) or the equivalent SAT score, and have the required grade point average and recommendations outlined above.
MISSISSIPPI OCCUPATIONAL DIPLOMA
STANDARD 20.5

SENIORS OF SCHOOL YEAR 2008-2009 AND LATER
(Entering ninth graders in 2005-2006 and thereafter)

In accordance with MS Code 37-16-11(2), the State Board of Education has approved criteria for an occupational diploma for students with disabilities. The Mississippi Occupational Diploma provides an option for students with disabilities that emphasizes high expectations in both academics and work experiences that will assist students in acquiring and maintaining the necessary competencies and skills needed to secure and retain competitive employment. The primary postgraduate goal for these students is competitive employment.

- The decision regarding participation in the Mississippi Occupational Diploma program will be made by the student’s Individualized Education Program (IEP) committee, which must include a school counselor. Instructional program and diploma options are to be reviewed annually by the IEP committee and revisions made as necessary.

- The Mississippi Occupational Diploma program may be implemented in any Least Restrictive Environment deemed appropriate by the IEP committee. Students in the occupational diploma program may earn credits by successfully completing course work selected from the general education curriculum and/or special education courses as agreed upon by the student’s IEP committee.

- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must earn a minimum of 21 course credits and complete an occupational diploma portfolio containing a collection of evidence of the student’s knowledge, skills, and abilities.

- Students with disabilities choosing to participate in the Mississippi Occupational Diploma program must successfully complete a two-year Career/Technical (Vocational) Program. In lieu of completing a two-year Career/Technical (Vocational) Program, students with disabilities may document a minimum of five hundred forty (540) hours of successful, paid employment.

- Prior to graduation, an exit IEP committee meeting must be held to evaluate accomplishment of the goals and objectives on the IEP and the completion of all requirements for the Mississippi Occupational Diploma. At this meeting, the student will present the completed Mississippi Occupational Diploma Portfolio for review by the IEP committee.

- The final Mississippi Occupational Diploma Portfolio will be reviewed and approved prior to graduation by the principal or a designee.

For additional details, see the State Board of Education approved guidelines for the Mississippi Occupational Diploma at http://www.mde.k12.ms.us/special_education/pdfs/occupat_diploma.pdf.
STUDENTS WITH DISABILITIES

Graduation Policy for Students with Disabilities Under the Individuals with Disabilities Education Act (JQ)

Wayne County School District’s students with disabilities and their parents/guardians shall be given the option for the student to work toward a high school diploma, an occupational diploma or a certificate of life skills completion. This decision will be determined at the student’s Individual Education Plan (IEP) meeting prior to his/her entering the ninth grade. When considering the occupational diploma as an option, the IEP Committee must include a school counselor. The IEP shall thereafter reflect the option selected by the IEP Committee and shall specify whether the student is seeking a high school diploma, an occupational diploma or a certificate of like skills completion.

Students with disabilities will be issued a regular education high school diploma, an occupational diploma or a certificate of life skills completion as follows:
1. Students pursuing a regular education high school diploma must meet the requirements set forth by the State Board of Education and the Wayne County School District. Special education and related services will be provided to assist a student in reaching this goal based on the student’s IEP.
2. Students who choose the occupational diploma will be required to complete the criteria as designated in the occupational diploma curriculum requirements.
3. For those students pursuing a certificate of life skills completion, a curriculum of basic life skills will be utilized for instructional purposes. Transition services will be provided based on each student’s preferences and interests, his or her IEP and the planned outcomes for post-secondary activities specific to the student. As determined appropriate by the IEP Committee, transition services may include:
   - Instruction in functional academics;
   - Community experiences;
   - Adult living;
   - Employment skills;
   - Related services; and
   - If appropriate, daily living skills and a functional vocational evaluation.
4. An IEP Committee will review the previous exiting option decision for each student at least annually. The committee, along with the parent(s) and, if appropriate, the student, may change the original or previous decision regarding the student’s exiting option.
5. Every student who complete an approved course of study by or before age 21 will receive a regular education high school diploma, an occupational diploma or a certificate of life skills completion and will be permitted to participate in graduation activities.

Special Education Promotion Procedures (JQ)
For students with disabilities, the Individual Education Plan (IEP) Committee will determine whether or not a special education student shall be promoted or retained based upon the following:
   - The student’s mastery/progress on IEP objectives; and/or
   - The student's meeting requirements through regular education courses as outlined on the student’s IEP.
THREE-TIERED INTERVENTION PROCESS

In order to provide every student in the Wayne County School District with equitable opportunities, a Three-Tiered Intervention Process has been established at each school in the district. This process will provide an avenue to assist students who demonstrate difficulties within the school environment and is designed to intervene early before problems escalate. The final step is the Teacher Support Team (TST) where a student’s needs are thoroughly analyzed and prescriptive steps are established. Administrators, counselors, teachers, parents, and students are all involved in the process. A detailed description is available in each school’s principal’s office.

INDIVIDUAL AND CAREER ACADEMIC PLAN (iCAP)

What is an iCAP?

The Individual Career and Academic Plan is a student’s guide that helps students establish and achieve their career and academic goals for success after high school. The iCAP is created with input from counselors, mentor teachers, and parents.

An iCAP will assist students in the following areas:

- Provide mentoring and guidance to assist students in career pathway planning
- Help identify correct graduation pathway options
- Support changes to meet student needs and ambitions
- Transition into a profession or postsecondary educational major

What are career clusters?

- Groups of similar occupations and industries
- Mississippi uses the 16 national clusters

A career cluster is broad groups of careers that share similar characteristics within a career cluster. Choosing a career pathway will:

- Prepare today’s students for tomorrow’s jobs
- Connect students with knowledge and skills for success in college and career
- Motivate students to enroll in more rigorous and relevant courses
- Guide students from high school into career
Wayne County School District Career Clusters

Agriculture, Food & Natural Resources
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Architecture & Construction
Careers in designing, planning, managing, building and maintaining the built environment.

Arts, A/V Technology & Communications
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Business Management & Administration
Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training
Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Finance
Planning and related services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration
Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism
Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services
Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Information Technology
Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems

Law, Public Safety, Corrections & Security
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Manufacturing
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing
Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Science, Technology, Engineering & Mathematics
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics
The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility.

Course Descriptions

Arts

Band
2 semesters; 2 unit credits
This course offers an opportunity for students to develop fundamental skills on musical instruments.

Small Group Jazz Improvisation
1 semester: 1 unit credit
This course is offered to choral and instrumental students, including strings and keyboard performers, who wish to develop jazz improvisation skills. Students may perform in individual or ensemble settings as they develop competencies at proficient and advanced levels. Teachers will audition or interview individual students to determine enrollment.

Show Choir
Show choir provides students experiences in listening to, analyzing, describing, creating, and evaluating music within the constraints of the choral rehearsal situation.

Theatre I
1 semester: 1 unit credit
This course will explore the relationships of theatre history, structure, literature, acting, producing, and critiquing.

Theatre II
1 semester; 1 unit credit
Prerequisite: Theatre I
This course continues to explore the theatrical process as an art form. Students will concentrate on designing, creating, and performing from original and published works.

**Theatre III**  
1 semester; 1 unit credit  
Prerequisite: Theatre I, Theatre II, Teacher Permission  
Theatre III is designed to enable students who are interested in theatre to continue exploring and perfecting their abilities at a higher level of proficiency than the two prerequisite courses - Theatre I and II. An introduction to the importance of ensemble and the notion of research to inform artistic decisions creates opportunities for exciting collaboration as well as individual creativity.

**General Music**  
1 semester; 1 unit credit  
This course includes study of music appreciation, music literature, and music in relation to other arts disciplines. Students may pursue music learning through a variety of means -- cooperative learning group activities, thematic studies, lecture, choral or instrumental performances and use of technology applications.

**Visual Arts I**  
1 semester; 1 unit credit  
Visual Arts I involves a broad range of media, techniques, and processes. Students will continue to develop prior knowledge and skills in the creation and study of works of art and design, building on concepts and skills acquired in the middle level course.

**Visual Arts II**  
1 semester; 1 unit credit  
Prerequisite: Visual Arts I  
Visual Arts II increases the student’s knowledge of production, critical analysis, history and culture, aesthetics, and connections among the visual arts, other content areas, and everyday life. Work will encompass two- and three-dimensional art forms.

**Foreign Language**

**Spanish I**  
1 semester; 1 unit credit  
This course introduces student to the language and culture of Spanish-speaking countries. Emphasis is placed on vocabulary, simple conversational skills, and basic grammar structures.

**Spanish II**  
1 semester; 1 unit credit  
This course continues study of the fundamentals of Spanish grammar and composition. Students will engage in advanced conversations using more advanced vocabulary than in Spanish I. Translation of Spanish literature will be assigned. Language behavior moves from imitative to reflective.

**Spanish III**  
1 semester; 1 unit credit  
Spanish III stresses conversational and cultural skills. Major areas of study are Spanish literature, history and customs. Emphasis is placed on speaking and writing in Spanish.
Health, Safety, and Physical Education

Health Education
½ semester; ½ unit credit
Contemporary Health (9-12) is a course that develops skills related to personal, social, and mental health in today’s society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course is designed to satisfy the graduation requirement for health in grades 9-12.

Physical Education
½ or 1 semester; ½ or 1 unit credit
Physical Education provides instruction in basic movement techniques, team and individual sports, rhythms, and low impact exercise activities.

Mathematics

Companion Algebra I
1 semester; 1 unit credit
At Wayne County High School, Companion Algebra I will be required of all students who take Algebra I during the 2014-2015 School Year. In Companion Algebra I, the students will learn Algebra skills that support the standards taught in Common Core Algebra I. This course will provide a transition from 8th grade Common Core Math to the new Common Core Algebra I class which will be taught 2nd semester. Companion Algebra I will not be a credit that will help satisfy the 4 Mathematics Carnegie units required for graduation, but will count as an elective credit.

Algebra I
1 semester; 1 unit credit
Prerequisite: Companion Algebra I
For the 2014-2015 school year at Wayne County High School, Algebra I will follow Companion Algebra I. The standards taught in Algebra I will be determined by the 2014 Mississippi College and Career Readiness Standards for Mathematics. Students enrolled in Algebra I will be required to take and pass the SATP Algebra I state-mandated assessments. Algebra I is a required math credit for graduation.

Accelerated Algebra I
1 semester; 1 unit credit
Prerequisite: Companion Algebra I
For the 2014-2015 school year at Wayne County High School, Accelerated Algebra I will follow Companion Algebra I. The standards taught in Algebra I will be determined by the 2014 Mississippi College and Career Readiness Standards for Mathematics. Students enrolled in Accelerated Algebra I will be required to take and pass the SATP Algebra I state-mandated assessments. Algebra I is a required math credit for graduation. Students must meet the following requirements to enroll in this course:
- Grade in 8th Grade Math was 93 or above
- Advanced or High Proficient score on Math section on both 7th & 8th grade MCT2
- Advanced or High score on Math section of 8th grade Spring Benchmark Assessment
**Geometry**
1 semester; 1 unit credit
Prerequisite: Algebra I
Geometry provides a graphical and visual representation of the mathematical world. Topics include special relationships (points, lines and planes), angles relationships, congruence, geometric constructions, similarity and solid geometry. Students should develop spatial sense and an understanding of variety of means of providing reasoning, mathematical arguments, and proofs using a variety of techniques.

**Algebra II**
1 semester; 1 unit credit
Prerequisite: Algebra I
Algebra II is a one-semester, one credit course that will further develop the standards and skills taught in Algebra I. The standards taught will be determined by the 2014 Mississippi College and Career Readiness Standards for Mathematics. Algebra II will count as a math credit.

**Algebra III**
1 semester; 1 unit credit
Prerequisite: Algebra II and Geometry
Algebra I is a one semester, one credit course that will include content standards from the 2007 Mississippi Mathematics Framework Revised Pre-Calculus course and the Common Core State Standards for Mathematics and covers those skills and objectives necessary for success in courses higher than Algebra II. Algebra III will count as a math credit for graduation and may be taken during a student’s junior or senior year depending on his or her course pathway option.

**Advanced Placement Calculus**
1 semester; 1 unit credit
Prerequisite: Algebra I, Algebra II, Geometry, and Advanced Math/Trigonometry or Algebra III
AP Calculus is a preparatory course for those students wishing to take the National Advanced Placement examination. It is possible to earn a college credit through this examination. This course provides the student with an in-depth study of the following topics: Elementary function (algebraic, trigonometric, exponential, and logarithmic), differential calculus, and integral calculus.

**Pre-College Algebra**
1 semester; 1 unit credit
Prerequisite: Algebra I, Algebra II, Geometry
Pre-College Algebra, the (SREB) Math Ready Course, is designed to assist students who are in need of a preparatory mathematics course prior to attending college. This course is best suited for students who have not mastered skills needed for Advanced Placement Calculus, Algebra III (dominated by Pre-Calculus standards), or dual credit courses. This course at Wayne County High School will incorporate strategies and standards for financial planning as well as provide additional instruction on the following concepts: Algebraic Expressions, Equations, Measurement and Proportional Reasoning, Linear Functions, Linear Systems of Equations, Quadratic Functions, Exponential Functions, and Statistical Data. The students will be assessed on the mathematical, as well as the financial standards. This course will help satisfy the 4 Mathematics Carnegie units required for graduation.
Military Science

**JROTC I**
1 semester; 1 unit credit
The Army Junior ROTC program introduces students to the basics involved in assuming leadership roles. Cadets are challenged mentally on topics, which include marksmanship and safety, map reading, first aid, and communication techniques. Physical challenges are also involved to build self-awareness.

**JROTC II**
1 semester; 1 unit credit
This course is a continuation of JROTC I and involves intermediate leadership training. Cadets will learn basic management skills, become physically conditioned, and practice problem solving in practical situations. The course will discuss career opportunities and the role of the army and technology.

**JROTC III**
1 semester; 1 unit credit
This course is a continuation of JROTC II. Cadets progress into an applied leadership situation with responsibilities of command and administrative duties including planning and execution of JROTC activities.

**JROTC IV**
1 semester; 1 unit credit
JROTC IV is a continuation of JROTC III and involves advanced leadership training. Completion of this level may lead to advanced rank at the college level and/or a JROTC college scholarship. Topics include drug awareness/prevention, military history, command and staff procedures, marksmanship, and career opportunities. Cadets will work toward completion of the President’s Physical Fitness Test.

**JROTC V**
1 semester; 1 unit credit
JROTC V is a continuation of JROTC IV and involves advanced leadership training. Completion of this level may lead to advanced rank at the college level and/or a JROTC college scholarship.

**JROTC VI**
1 semester; 1 unit credit
JROTC VI is a continuation of JROTC V and involves advanced leadership training. Completion of this level may lead to advanced rank at the college level and/or a JROTC college scholarship.

**JROTC VII**
1 semester; 1 unit credit
JROTC VII is a continuation of JROTC VI and involves advanced leadership training. Completion of this level may lead to advanced rank at the college level and/or a JROTC college scholarship.

Science

**Introduction to Biology**
1 semester; 1 unit credit
This course should not be taken after successful completion of Biology I. Some of the concepts covered in this course are scientific problem solving, research, laboratory safety, graphing, characteristics of life, cell structure and function, and energy transfer in biological systems.
Biology I
1 semester; 1 unit credit
Biology I is a laboratory-based course designed to relate basic information of living organisms, and their chemical and energy requirements, with their physical environment. The structure and function of cells, cell organization and reproduction, energy, and ecology are the focus of the content. Students will be encouraged to relate modern biological techniques to real life situations and career opportunities.

Biology I Advanced
1 semester; 1 unit credit
Prerequisite: 90 or higher in previous science course
Biology I Advanced is taught on a rigorous level for advanced science students.

Biology II
1 semester; 1 unit credit
Prerequisite Biology I
Biology I is a laboratory-based course that continues the study of life. The units studied will include biochemical life processes, molecular basis of heredity, natural selection, behavior patterns, along with advanced classification and organism studies. Critical thinking skills, projects, research, and group laboratory activities will be emphasized in each unit.

Advanced Placement Biology
1 semester; 1 unit credit
Prerequisite: Biology I and Chemistry
This is a preparatory course for students wishing to take the National Advanced Placement Examination in order to earn college credit. AP Biology includes the facts, principles, and processes of biology. Topics covered include biochemistry, molecular and cellular biology, genetics, plant and animal tissues, and taxonomy. Students can earn college credit through examination after taking this course.

Physical Science
1 semester; 1 unit credit
Physical Science provides students an opportunity to develop and communicate an understanding of physics and chemistry through laboratory-based activities. This course will investigate structure of matter, energy, chemical and physical properties and changes, kinematics, electricity and magnetism.

Botany
½ semester; ½ unit credit
This course is a laboratory-based course applying basic biological principles to the study of plants. Topics covered include morphological characteristics of each division and variation in their reproduction, taxonomy, and physiology.

Zoology
½ semester; ½ unit credit
This is a laboratory-based course that will survey the nine major phyla of the Kingdom Animalia. Included topics are morphology, taxonomy, anatomy, and physiology. Comparative studies may be addressed during laboratory observations and dissections.
Human Anatomy and Physiology
1 semester; 1 unit credit
This course is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body and biochemical composition. Relationships between major body systems will be emphasized along with effects of drugs, nutrition, diseases, and biotechnological advances on certain systems.

Chemistry
1 semester; 1 unit credit
Chemistry is a laboratory-based course that investigates structure, physical and chemical properties, and chemical change.

Advanced Placement Chemistry
1 semester; 1 unit credit
AP Chemistry is a preparatory course for those students wishing to take the National Advanced Placement Examination. It is possible to earn college credit through this examination. This course deals with advanced concepts in chemistry. Laboratory work and chemical problem solving are an integral part of the course.

Physics
1 semester; 1 unit credit
Physics is a laboratory-based course that will investigate matter and energy. Topics emphasized in this class will include mechanical waves, electromagnetic waves, electricity, and energy.

Marine and Aquatic Science
½ semester; ½ unit credit
Marine and Aquatic Science is a laboratory-based and field-based course that investigates the biodiversity of salt water and fresh water organisms, including their interactions with the physical and chemical environment.

Environmental Science
½ semester; ½ unit credit
Environmental Science is a lab-based or field-based course that will explore ways in which the environment shapes living communities. Interactions of organisms with their environment will be emphasized along with the impact of human activities on the physical and biological systems of the Earth.

Social Studies

Mississippi Studies
½ semester; ½ unit credit
The student will understand and develop an appreciation for the geography, history, government, literature, art, and music that contributed to the development of Mississippi as a state.

World Geography
½ semester; ½ unit credit
The Introduction to World Geography course requires students to focus on understanding the systems and processes that produce the features and patterns that lie on Earth’s surface and appear on maps and globes.
World History
1 semester; 1 unit credit
This World History course focuses on the development, connections, and global influences of the “Western World.” Students will acquire an understanding of change over time, analyze primary and secondary sources, make written and oral arguments based on evidence in support of a defined thesis, and develop a command of major geographic features.

US History
1 semester; 1 unit credit
U. S. History- Post-Reconstruction to Present requires students to examine the major turning points in American history.

Advanced World Geography
½ semester; ½ unit credit
Advanced World Geography focuses on understanding the systems and processes that produce the features and patterns that lie on the Earth’s surface and appear on maps and globes. Themes include relationships and interdependencies among countries that are produced by global, political, socio/cultural, economic systems, the dynamic interaction between human activity and the physical environment; human use of resources, and the importance of culture in shaping the unique ways of life in places and regions around the world.

Economics
½ semester; ½ unit credit
Economics provides an awareness of the relationship of world economic systems. The student will study the American economic system and the impact of that system in a global setting. Students will develop an understanding of microeconomics and macroeconomics from individual finances to world economic organizations.

United States Government
½ semester; ½ unit credit
U.S. Government provides an understanding of the foundations of the United States government, an understanding of the inalienable rights, civil rights, civil liberties of an American, the duties and responsibilities of citizens of the United States, the American political process, the three branches of United States government, and relates the study of United States government to current issues.

AP US Government and Politics
1 semester; 1 unit credit
The Advanced Placement course in United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and an examination of the various institutions, groups, beliefs, and ideas that make up American politics. The course is taught with college-level texts. Preparation for the A.P. test will be an integral part of the course. Students should have taken the English 10 SATP3 and scored Proficient, or Above and have an A in the eleventh grade United States history and companion courses.

AP US History
1 semester; 1 unit credit
The AP U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh
the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students should have taken the English 10 SATP3 and scored Proficient or Above and an A in the tenth grade history course.

Electives

Safety Education
½ semester; ½ unit credit
The safety education course is designed to increase understanding and give reasons for good health decision by providing insight which leads to constructive actions and choices pertaining to health. Students will describe how safety relates to healthy living, factors that contribute to accidents, and explain the importance of first aid and emergency care.

Drug Education
½ semester; ½ unit credit
The drug education course is designed to increase understanding and give reasons for good health decision by providing insight which leads to constructive actions and choices pertaining to health. Students will analyze the ways that drug use, misuse, and abuse are encouraged by society, cause problems to society, and how different types of drugs affect the individually physiologically.

Driver Education
1 semester; 1/2 unit credit Prerequisite: Must be 15 years old by last day of current semester
Driver Education includes classwork, simulator training, and behind-the-wheel training. A student must be fifteen (15) years of age by the last day of the current semester in order to qualify.

Law Related Education
½ semester; ½ unit credit
Law Related Education gives students an understanding of the legal process and the legal system as it relates to youth and adults. A greater awareness of local, state, and federal law will be gained by students. Topics include change in law over time, tort law, family law, and criminal law.

Psychology
½ semester; ½ unit credit
Psychology focuses on the history, advances in technology, and both internal and external influences that affect human mental development. The students will learn the various elements of human behavioral development that emphasize concepts such as “self-esteem” and “self-responsibility.”

Sociology
½ semester; ½ unit credit
Sociology engages in the study of people and their life in groups. This will be done by examining how people behave in groups and how interaction shapes both individual and group behaviors. The analysis of the rules, organizations, and value systems that enable people to live together will also be an area of emphasis.

Sports Medicine
1 semester; 1 unit credit
The Sports Medicine course is a semester, lecture-laboratory science elective designed to provide a well-rounded and challenging academic experience for students interested in medicine, physical therapy, exercise science, athletic training, sports medicine, or any other related medical or paramedical field. Students will be exposed to the following units of study: 1) historical and organizational perspectives of sports medicine; 2) detailed anatomical and biomechanical study of each major body region; 3) physiological response of tissue to various types of stress 4) specific medical conditions and injuries in sports; 5) scientific principles and techniques of injury prevention, evaluation, treatment, and rehabilitation; and 6) exercise physiology and human performance.

**Sports Medicine Practicum**
1 semester; 1 unit credit
Students who are currently enrolled in or have completed the Sports Medicine course may enroll in this laboratory-based course.

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**English/Language Arts**

**English I**
1 semester; 1 unit credit
English I is for 9th grade students. This course emphasizes a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. This course is required for graduation.

**Accelerated English I**
1 semester, 1 unit credit
English I is for 9th grade students and will require much more literature to be read with an emphasis on breadth and depth, and writing to be produced with more complexity and sophistication. Students will be expected to perform at an even more demanding level because of the accelerated nature of the course. Thoughtful discussion and critical analysis should accompany the reading and writing. Students should develop a sharpened sensitivity to vocabulary, syntax, and prose style – all of which complement their knowledge of literature and the power of expression. This course will count as one of the 4 English credits required for graduation. Students must meet the following requirements to enroll in this course:

- Grade in 8th grade English is passing grade 93 or above
- Advanced or High Proficient score on Language Arts section of 8th grade MCT 2
- Advanced of High Proficient score on Reading and Language sections of 8th grade Spring Benchmark Assessment

**Accelerated English II**
1 semester, 1 unit credit
Accelerated English is considered a pre-AP course as it is designed to prepare students to take Advanced Placement English courses and receive college credit. These courses are designed for students who can master general curriculum skills earlier and need additional challenge and rigor. In-depth study focuses on literary works, authors, language concepts, the classics, and varied literary genres. Writings in the form of character analysis, literary critiques, essays, and research papers will be assigned. This course will be taught second semester. Students will take the SATP3 in the spring semester.
Grade in 9th grade English is passing grade 93 or above•
Advanced or High Proficient score on Language Arts section on English I PARCC Practice Assessment
Advanced or High Proficient score on Reading and Language sections of 9th grade End of Year Assessment

**English II, III, English IV**
1 semester, 1 unit credit
English courses emphasize development of communication skills, including grammar, composition, and vocabulary. Students develop writing skills through various types of composing: paragraphs, outlines, essays, business letter writing, book reports, research papers, etc. Literature studies include a variety of genres (short stories, poetry, drama, novels, plays, etc.) and develop understanding of how the craft of writing has changed over many periods throughout history. After completion of English II, students must take the SATP3 English II test, a requirement for graduation.

**Accelerated English III**
2 semesters; 1 unit credit (per course)
Prerequisite: Advanced on English 10 Subject area test
Accelerated English is considered a pre-AP course as it is designed to prepare students to take Advanced Placement English courses and receive college credit. These courses are designed for students who can master general curriculum skills earlier and need additional challenge and rigor. In-depth study focuses on literary works, authors, language concepts, the classics, and varied literary genres. Writings in the form of character analysis, literary critiques, essays, and research papers will be assigned.

**Creative Writing**
1 semester; 1 unit credit
The Creative Writing course will provide the student practices in the processes of composing poems, personal descriptive and narrative essays, and short fiction. If time allows, the writing of drama may be pursued. The course affords an opportunity for self-expression, promotes critical thinking, expands the imagination, and develops the use of figurative and literal language. The student will pursue an independent project in creative writing. The student will become a critical reader and editor of his/her own work and of the work of his/her classmates. The student will be encouraged to submit works for publication.

**Debate**
1/2 semester; .5 unit credit
This course provides instruction in how to acquire, analyze, and evaluate information in order to organize effective arguments, and it provides practice in making those arguments. Skill in debate helps the individual to think logically, clearly, and quickly, and it helps a student to identify flawed reasoning and argue persuasively.

**Technical and Workplace Writing**
1 Semester; .5 English Credit
The Technical and Workplace Writing course focuses on the various kinds of written communication currently occurring in a variety of workplaces and careers. In this course, students examine actual examples of written materials produced to communicate within the workplace as well as outside the workplace for the customer and general public. Through reviewing examples and through instruction, students will gain a sense of general principles of communication, learn how audience and purpose shape the form and content of the written piece, and discern how organization, wording, accuracy and specificity of details, typography, visuals, design, grammar, usage, and mechanics contribute to effective communication. Students will apply what they have learned by creating a variety of kinds of written communication. Since conveying information is at the heart of much of workplace and technical
writing, students will practice gathering information through research as well as communicate information through various kinds of writing. This course is designed for students whose post-secondary plans include community college or employment, and not for those who will be attending Institutions of Higher Learning immediately. This course will count as one-half credit of the 4 English credits required for graduation. (Students must take either Debate or Oral Communication if they choose this one-half credit course.)

**Advanced Placement English Language and Literature**
1 Semester; 1 Credit
This is a preparatory course for students planning to take the National Advanced Placement Examination in an effort to earn college credit. The course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Emphasis will be placed on the interaction among writer’s purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

**Advanced Placement English Literature and Composition**
1 Semester; 1 Credit
This is a preparatory course for students wishing to take the National Advanced Placement Examination in an effort to earn college credit. Students read world and British literary classics, paying attention to the author’s style, purpose for writing, themes within the text, and the relationship of the work to contemporary times. Writing assignments focus on critical analysis of the literary works read.

**Oral Communication**
1 Semester; 1 Credit
This course includes instruction in how to acquire, analyze, and evaluate information in order to make decisions and establish satisfying relationships. Skill in oral communication helps the student to think logically, clearly, and creatively.

**Foundations of Journalism (Newspaper/Newsletter)**
1 Semester; 1 Credit
Foundations of Journalism is an English course for one Carnegie unit credit. The course is intended as a general course to enhance students’ communication and media literacy skills and to help students produce a factual, journalistically-sound piece of writing from interviews they conducted. Students should also be able to create at least one accompanying visual element (photo/video) and publish their work (story + visual) to the web.

**Foundations of Journalism (Newspaper)**
1 Semester; 1 Credit
Foundations of Journalism is an English course for one Carnegie unit credit. The course is intended as a general course to enhance students’ communication and media literacy skills and to help students produce the WCHS Yearbook.

**Career and Technical Course Descriptions**

**STEM**
1 semester; 1 unit credit
Grade 9 Science, Technology, Engineering, and Mathematics (STEM)
Applications prepare students to engage in future academic and vocational courses of study. It includes academic skills, career and technical topics, and 21st century skills.
Family Dynamics
½ semester; ½ unit credit
Family Dynamics teaches students to utilize skills in critical thinking, decision-making, communication, conflict management, and resource management as they relate to personal development and responsible family and parenting decisions. The focus of this course is to provide knowledge and skills to grow as individuals and assume responsibility for the direction of life and to consider the demands and challenges involved in creating and maintaining a healthy family in today’s society.

Resource Management Course
½ semester; ½ unit credit
Resource Management is a course that addresses the identification and management of personal resources and family finances to meet the needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors.

Nutrition and Wellness
½ semester; ½ unit credit
This course develops skills related to the importance of proper nutrition and the concept of overall wellness in modern life. Included is instruction in basic principles of nutrition, exercise and diet, the impact of diet on well-being, and food and behavior management for a healthy lifestyle.

Child Development
½ semester; ½ unit credit
Child Development is a study of the child from prenatal stage to adolescence, including the relationship with its family.

Contemporary Health
½ semester; ½ unit credit
Contemporary Health (9-12) is a course that develops skills related to personal, social, and mental health in today’s society. It includes instruction on human growth and development, disease prevention and control, substance abuse and prevention, community and environmental health, and safety and first aid. This course is designed to satisfy the graduation requirement for health in grades 9-12.

Concepts of Ag Science
1 semester; 1 unit credit
This course is designed to teach sciences related to modern Agricultural and natural resources technology. (This course is considered a lab-based science course for graduation in the state of Mississippi, but does not count as a science for entrance into an Institution of Higher Learning.)

Science of Ag Animals
1 semester; 1 unit credit, 1 Leadership Credit
Science of Agricultural Animals is an advanced level course for the Agricultural and Environmental Science and Technology Program. The course focuses on the development of skills and knowledge related to the anatomy and physiology, growth and nutrition, breeding and reproduction, evaluation, health, and management of agricultural and other domesticated animals.

Science of Ag Plants
1 semester; 1 unit credit, 1 Leadership Credit

*Science of Agricultural Plants* is an advanced level course for the Agricultural and Environmental Science and Technology Program. The course focuses on the development of skills and knowledge related to the production of plants for food, fiber, ornamental, and other purposes. Instruction is provided in the basic principles of plant science as well as cultural practices and the use of technology to efficiently and effectively meet consumer needs.

**Science of Ag Mechanization**
1 semester; 1 unit credit, 1 Leadership Credit

*Science of Agricultural Mechanization* is an advanced level course for the Agricultural and Environmental Science and Technology Program. The course focuses on the development of skills and knowledge related to the management, maintenance, and operation of agricultural machinery.

**Introduction to Welding I (year 1)**
**Advanced Welding II (year 2)**
2 units credit per year.
(Program requires two years)
Credits: 4 Electives/Leadership Credit

This course focuses on the NCCER Learning Series Core and SMAW. Students will leave the class with a firm foundation of knowledge in the areas of employability skills, safety, and basic tool knowledge. Students will learn Oxyfuel cutting fundamentals, and will cover proper equipment setup, safety measures, and correct welding techniques. Advanced Welding focuses on specialized welding symbols used in blueprints and drawings, and welding techniques for each type of welding.

**Construction (year 1)**
**Carpentry (year 2)**
2 units credit per year.
(Program requires two years)
Credits: 4 Electives/Leadership Credit

In the *Construction* program, students will learn basic frame carpentry, electrical wiring, plumbing, masonry (bricklaying and concrete), woodworking power tools, and machinery operation. The *Carpentry* course consists of an in-depth study of foundations; wall and ceiling framing; room framing; windows and doors; and stair layout. Upon the completion of this course, students will have the knowledge to complete the Contren Level I Certification.

**Diesel Service Technician I**
**Diesel Service Technician II**
2 units credit per year.
(Program requires two years)
Credits: Electives/Leadership Credit

*Diesel Service Technician I Fundamentals of Diesel Systems and Components* contains information on safety, tool identification and use, employee information, estimating, service specification and service information, measurement, and personal and business finance. *Diesel Service Technician II The Diesel Engine Performance course contains information on safety, employability skills, advanced diesel service, diesel engine components and theory of operation, concepts of computerized engine control systems, and ignition systems.*
Culinary Arts I  
Culinary Arts II  
2 units credit per year.  
(Program requires two years)  
Credits: 4 Electives/Leadership Credit  
This instructional program includes classroom and hands on lab experiences in a commercial kitchen that will prepare students for employment and continuing education in the food service industry. The Culinary Arts program incorporates National Restaurant Association’s Pro-Start learning objectives. Students will learn about many of the aspects of the culinary, restaurant, and hospitality industry.

Teacher Academy I  
Teacher Academy II  
2 units credit per year.  
(Program requires two years)  
Credits: 4 Electives/Leadership Credit  
This program is designed to provide training in the area of childcare and development. The first year begins with an introduction to the childcare profession focusing on child development, guidance and behavior, and age appropriate activities. Second year students continue classroom instruction on program planning and childcare management while participating in an internship at selected childcare facilities.

Health Sciences I  
Health Sciences II  
2 units credit per year.  
(Program requires two years)  
Credits: 4 Electives/Leadership Credit  
The Allied Health program introduces students to health careers, the basic health sciences, and basic health career skills. Students learn medical terminology, body systems, legal and ethical issues, and health care skills. Second year students gain advanced knowledge while participating in job shadowing experiences in health care facilities. This course, upon completion, counts as one (1) science credit toward graduation.

Information Technology I  
Information Technology II  
2 units credit per year  
(Program requires two years)  
Credits: 4 Elective/Leadership Credit  
*Information Technology I* provides the foundation skills necessary for IT professionals including an introduction to computer hardware and operation systems; data communications; and computer assembly, configuration, and diagnostics. The program also provides an introduction to computer programming. *Information Technology II* provides opportunities for students to develop advanced networking skills, Web design skills, and employability skills. This course should be taken only upon successful completion of *Information Technology I*.

Forestry I  
Forestry II  
2 units credit per year  
(Program requires two years)  
Credits:  4 Electives/Leadership Credit
Forestry I is designed to introduce the student to the forest industry and forestry careers in Mississippi. The course provides instruction on forest careers and leadership, forest safety, tree growth and development, dendrology, surveying and mapping, and tree and log measurements. Emphasis is placed on the scientific and technical principles of modern forest management. Forestry II is a continuation of Forestry I with additional emphasis on forest management, timber cruising, marketing and harvesting methods, reforestation, fire management, and forest pests. Emphasis is placed on scientific and technical principles.

Law & Public Safety I
Law & Public Safety II
2 units credit per year
(Program requires two years)
Credits: 4 Electives/Leadership Credit
The Law and Public Safety career pathway focuses on the history of law and legal systems in the United States. Students will leave the program with a firm foundation of knowledge in these areas.

Career & Technology Exploration
(Heavy Equipment Operations)
2 units credit per year
(Program requires two years)
Credits: 4 Electives/Leadership Credit
This program provides instruction in the skills required by heavy equipment operators and provides instruction connected with heavy equipment operations as well as grades, soils, blueprint reading, safety, and supervision. The Heavy Equipment Operations certificate program is designed to produce operators trained on earthmoving equipment such as bulldozers, backhoes, excavators, and graders.

Other Elective Courses

ACT/SAT/ASVAB Prep I
½ semester; 1/2 unit credit
Within this course, students will develop effective test taking skills. Preparation materials for the ACT, SAT, and ASVAB and National Merit Qualifying Test will be used.

Compensatory Reading
1 semester; 1 unit credit
This course is designed to give intensive, specialized reading instruction adjusted to the needs of a student who does not perform satisfactorily with regular reading instruction within the language arts framework.

Learning Strategies
1 semester; 1 unit credit
The goal of this course is to enhance proficiency in reading, language and mathematics so that students perform better in classes and on standardized tests. Instruction is hands-on and interactive, with opportunities to work collaboratively in groups to solve problems. Students will develop effective study tactics and test taking skills in addition to improving academic abilities. **THIS CLASS MAY BE REQUIRED IF STUDENT NEEDS TO BUILD ACADEMIC SKILLS.
College Planning

A diploma from Wayne County School District meets the entrance requirements for community colleges. A General Educational Development (GED) from Wayne County School District also meets the entrance requirements for community colleges within the state of Mississippi.

College/University Admissions Criteria

All Mississippi Universities have the following admission requirements:

1. Complete the College Prep Curriculum (CPC) with a minimum 3.20 high school grade point average (GPA) on the College Prep Curriculum; or

2. Complete the College Prep Curriculum (CPC) with:
   a) a minimum 2.50 high school GPA on the CPC or a class rank in the top 50%, and
   b) a score of 16 or higher on the ACT* (Composite); or

3. Complete the College Prep Curriculum (CPC) with:
   a) a minimum 2.00 high school GPA on the College Prep Curriculum and
   b) a score of 18 or higher on the ACT* (Composite); or

4. Satisfy the NCAA standards for student athletes who are “full qualifiers” under Division I guidelines. or

5. Students who do not meet the above criteria are nonetheless eligible for admission. Such student must participate, however, in an on-campus placement process at the university of their choice. The process will determine whether the student may be enrolled in regular freshman-level courses or be required to enroll in the summer semester with mandatory participation in the Summer Developmental Program. Successful completion of the summer semester entitles the student to continued enrollment in the fall semester at the university of his or her choice.

For more information on academic programs and admissions standards call 601-432-6501 or 1-800-327-2980. For financial aid information call 601-432-6663. The Institution of Higher Learning website can be visited at http://www.ihl.state.ms.us/.

*In lieu of ACT scores, students may submit equivalent SAT scores. Students entering Community Colleges with ACT scores below 18 in English, 22 in math, 21 in reading, and 24 in science may be required to take remedial non-credit courses. These benchmark scores indicate a 50% chance of making a high B or a 75% chance of making a high C grade in college coursework.
Scholarships vary in amount and are awarded on the basis of achievement, talent, and personal qualities. Scholarships are gifts and do not have to be repaid. The strength of the curriculum, a student’s grade point average, SAT/ACT scores, extracurricular activities, community service, and individual financial need determine the majority of scholarship winners.

The top four categories for scholarship opportunities include:

1. **Academic Scholarships**
   Based on student’s cumulative grade-point average for grades 9-12 and college entrance exam scores

2. **Talent**
   An audition, performance competition, or portfolio may be required. Talent is based on student’s participation in art, music, and drama.

3. **Athletic**
   Based on student’s athletic ability and coaches’ recommendation

4. **Miscellaneous**
   Includes memorial scholarships, trust funds, community organizations, professional organizations, employers, and union scholarships

**Tips for Applying for Scholarships**
- Research individual college scholarship programs by checking websites for scholarship offers and financial aid opportunities.
- Speak to your high school counselor about the availability of scholarships.
- Explore a variety of scholarship possibilities via church, work, community, and various school activities.

**Internet Resources**

www.esfweb.com - advice and strategies for financial aid for college (800-986-4322, located on Lakeland Drive in Jackson, MS)
www.collegeboard.org - information about colleges and college placement entrance exams
www.fastweb.com - find scholarship money for college; get expert tips on careers and financial aid
www.mississippi.edu/risupms - comprehensive information about post-secondary education in Mississippi
www.campustours.com – tour campus of your choice online
www.mappingyourfuture.org – for assistance in making decisions about careers and post-secondary educational opportunities
www.gearupms.org - provides educational support for students, parents, and teachers
Division I Initial-Eligibility Requirements

NCAA ELIGIBILITY CENTER
QUICK REFERENCE GUIDE

DIVISION I
16 Core Courses

Core Courses

- **NCAA Division I requires 16 core courses.** See the charts below for the breakdown of this 16 core-course requirement.
- **NCAA Division I will require 10 core courses** to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
  - **Beginning August 1, 2016,** it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

4 years of English.
3 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
1 year of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
  - The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
  - The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT,** use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- **Be sure** to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** core GPA required to receive athletics aid and practice on or after **August 1, 2016,** is between 2.000 and 2.299 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- **Division I** core GPA required to be eligible for competition on or after **August 1, 2016,** is 2.300 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
  - Remember, the core GPA is calculated using the best 16 NCAA core courses only.
NCAA ELIGIBILITY CENTER
QUICK REFERENCE GUIDE
Division II Initial-Eligibility Requirements

Core Courses
- Division II currently requires 16 core courses. See the chart below.
- Beginning August 1, 2018, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores
- Division II currently requires a minimum SAT score of 820 or an ACT sum score of 68. Beginning August 1, 2018, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average
- Be sure to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s website (www.eligibilitycenter.org). Only courses that appear on your school’s approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current Division II core GPA requirement is a minimum of 2.000. Division II core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum Division II core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II
16 Core Courses
3 years of English.
2 years of mathematics (Algebra I or higher).
2 years of natural/physical science (1 year of lab if offered by high school).
3 years of additional English, mathematics or natural/physical science.
2 years of social science.
4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).
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