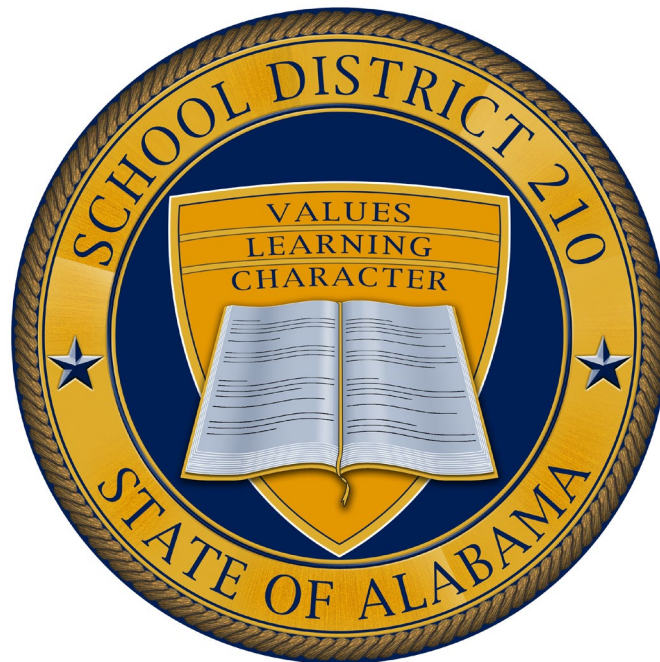


**Department of Youth Services Curriculum Guide  
School District 210**





## **Department of Youth Services Curriculum Guide School District 210**

In alignment with our vision, predicated on a seamless and successful transition into society, diversion programs minimize student disconnect from their home community. Instruction is tailored based on the student's current level of performance relative to course standards and objectives. An Educational Service Plan is written that outlines learning goals and documents the progress made toward these goals. The models below are the pathways students assigned to the facility can matriculate through to become College and Career Ready.

The course goals and objectives are published in the subject area syllabi. Teachers are expected to emphasize mastery of the objectives in their classes. Education is a shared responsibility among students, teachers, guardians, community members, and other stakeholders. All students deserve a safe, secure, and orderly environment that is conducive to learn. All students should develop problem-solving and critical thinking skills that foster authentic and lifelong learning. The ultimate goal is to develop a process that provides students with structure and support to become College and Career Ready.

This curriculum guide includes all the syllabi for each course provided within the district, such a guide is vital for creating a well-structured and integrated learning environment. It provides a clear road map for both instructors and students, identifying important objectives, subject areas, and learning outcomes. By providing consistency and direction, it assists instructors in aligning their instruction with educational standards, promoting fair learning opportunities, and ensuring that essential ideas are addressed systematically. Furthermore, a well-designed guide promotes effective evaluation and continual development, creating a conducive climate for both teaching and learning.

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Included in this curriculum guide are the syllabi for each subject taught at DYS SD210.

## **6th Grade English Language Arts Syllabus - Sansom**

**Instructor:** Mrs. Sansom

**Contact Information:** eryqueka.sansom@k12.dys.alabama.gov

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### **Course Overview**

This course focuses on developing students' reading, writing, speaking, and listening skills through a variety of literary and informational texts. Students will engage with diverse genres, analyze texts, and produce their own written work while honing their language skills.

### **Course Goals**

By the end of this course, students will:

- Analyze and interpret texts across various genres.
- Develop effective writing skills for different purposes and audiences.
- Engage in collaborative discussions and present information clearly.
- Enhance vocabulary and understanding of language mechanics.

### **Standards Alignment**

This syllabus is aligned with the Alabama Course of Study (ACOS) for 6th grade ELA, focusing on the following areas:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

### **Units of Study**

1. **Unit 1: Reading and Analyzing Literature**
  - Focus: Understanding character development, plot structure, and themes.
  - Activities: Close reading, character mapping, and group discussions.
2. **Unit 2: Exploring Informational Texts**
  - Focus: Identifying main ideas, supporting details, and text features.
  - Activities: Summarizing articles, creating graphic organizers, and presentations.
3. **Unit 3: Vocabulary Development**
  - Focus: Context clues, synonyms, antonyms, and word roots.
  - Activities: Weekly vocabulary quizzes, games, and writing prompts.
4. **Unit 4: Speaking and Listening**
  - Focus: Collaborative discussions, presentations, and active listening.
  - Activities: Group projects, oral presentations, and debates.

### **Assessment Methods**

- **Formative Assessments:** Class participation, quizzes, and writing drafts.
- **Summative Assessments:** Unit tests, selection tests, and written assignments.
- **Performance Tasks:** discussions.

### **Classroom Policies**

- **Participation:** Active participation in discussions and activities is expected.
  - **Respect:** All students are expected to show respect for each other and their ideas.
-

# **7th Grade English Language Arts Syllabus - Sansom**

**Instructor:** Mrs. Sansom

**Contact Information:** erylqueka.sansom@k12.dys.alabama.gov

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## **Course Overview**

This course is designed to enhance students' reading, writing, speaking, and listening skills through the exploration of a variety of literary and informational texts. Students will engage in critical thinking, discussion, and writing activities that promote effective communication and analytical skills.

## **Course Goals**

By the end of this course, students will:

- Analyze and interpret texts from diverse genres.
- Develop cohesive writing skills for various purposes and audiences.
- Engage in collaborative discussions and articulate ideas clearly.
- Expand vocabulary and understanding of language conventions.

## **Standards Alignment**

This syllabus aligns with the Alabama Course of Study (ACOS) for 7th grade ELA, focusing on:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

## **Units of Study**

1. **Unit 1: Analyzing Literature**
  - Focus: Character analysis, theme development, and literary elements.
  - Activities: Literary circles, character journals, and thematic essays.
2. **Unit 2: Understanding Informational Texts**
  - Focus: Analyzing arguments and identifying bias,
  - Activities: Annotating texts and presentations.
3. **Unit 3: Writing Workshops**
  - Focus: Narrative, persuasive, and expository writing.
  - Activities: Writing prompts, peer editing, and final drafts.
4. **Unit 4: Vocabulary and Grammar**
  - Focus: Contextual vocabulary development and grammar conventions.
  - Activities: Vocabulary quizzes, grammar exercises, and writing applications.
5. **Unit 5: Speaking and Listening Skills**
  - Focus: Engaging in discussions, delivering presentations, and active listening.
  - Activities: Group debates and oral presentations

## **Assessment Methods**

- **Formative Assessments:** Classwork, homework, quizzes, and writing drafts.
- **Summative Assessments:** Unit tests and projects.
- **Performance Tasks:** Group discussions and presentations.

## **Classroom Policies**

- **Participation:** Active engagement in discussions and activities is expected from all students.
  - **Respect:** All students must show respect for one another and for diverse viewpoints.
-

## **7th Grade English Language Arts - Bell**

**Teacher:** Mr. Bell

**Email:** Jerome.bell@k12.dys.alabama.gov

### **COURSE DESCRIPTION**

Seventh Grade English Language Arts focuses on the development of competency in reading, writing, and critical thinking. Students refine their skills through daily practice in authentic situations that include analysis of fictional and informational texts, interdisciplinary learning, and the application of knowledge through written expression. Seventh grade Language Arts builds on skills learned in previous grades and introduces new skills that will be honed in future grades.

### **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:** Glencoe Writer's Choice

**Supplemental Texts:** Assigned Novel Readings

1. Just Mercy---Bryan Stevenson

**Note: If other novels are assigned, titles and authors will be given to students one (1) week prior to the date in which the novel reading is to begin.**

### **Suggested Outside Reading List:**

*"The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990). Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993)."*  
(Cullinan, 2000)

[http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR\\_IndependentReading\\_V3.pdf](http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR_IndependentReading_V3.pdf)

1. The Hobbit by J. R.R. Tolkien
2. The Outsiders by S. E. Hinton
3. The Boy Who Harnessed the Wind by William Kamkwamba
4. Booked by Kwame Alexander
5. The Bridge Home by Padma Venkatraman
6. Narrative of the Life of Frederick Douglass by Frederick Douglass
7. The Girl Who Drew Butterflies by Joyce Sidman
8. The Hunger Games by Suzanne Collins
9. The Miracle Worker by William Gibson

**\*Students are suggested to seek out these titles and read them on their own time to supplement their reading in class. Presentations, writings, or projects that demonstrate a thorough understanding of any book listed here can be grounds for extra credit upon the teacher's approval.**

### **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING**

#### **Essays:**

All 7<sup>th</sup> grade students are required to complete formal essays for this class. At the end of the year, students will create a reflective portfolio which will include their formal essays completed for this class as well as

writings on their improvements, what they have learned about writing, and how they will improve in their future writing. Students will also prepare for this portfolio through writing conferences with teachers and peers; therefore, it is important that students remain current in all writing assignments. Not participating in writing conferences because a student has not completed the writing assignment will result in a “0” for the writing conference grade.

There are four required essays: Narrative, Expository, Persuasive, and Descriptive. These essays are not optional and students who choose not to do any essay will fail the course!!! **All final drafts must be TYPED in Times New Roman, size 12 font, Double Spaced.** Any student who is found guilty of plagiarism will receive a grade of zero. Additional formatting requirements will be discussed in class.

### **Evaluation Tools:**

Writing Portfolio, Tests, Projects, Quizzes, In-Class Work, Homework, Presentations, and Exams are tools used for assessment of knowledge in Ninth Grade English Language Arts. Ninth Grade English Language Arts is aligned with the Alabama Course of Study (ACOS) standards. Students are assessed based on the state standards and benchmarks.

### **Criteria for Grading:**

Rubrics will be used to grade projects, essays, homework, and other assignments. These rubrics include information on how the assignments are graded. Rubrics will be dispersed before the assignment is due to make sure students know what to expect.

### **Students will be evaluated on the following:**

1. Reading & Literature
2. Composition Skills
3. Speaking & Listening Skills
4. Grammar & Mechanics
5. Vocabulary/Spelling Mechanics
6. Design of course-related projects (i.e. literary reports, quote and poem recitation)
7. Daily Activities
8. Oral Response
9. Test/Quizzes
10. Presentations
11. Teacher Observation
12. Class Participation
13. Class Projects/Demonstrations

## 7th Grade English Syllabus – Summers

*"Without struggle there is NO progress!" Frederick Douglass*

**Teacher:** M. Summers

**Email:** michelle.summers@k12.dys.alabama.gov

### **General Information**

#### **Description**

English 7 is a general education course based on the Alabama Department of Education Course of Study. CCRS standards **will** be taught for the entire school term. Additionally, all policies and procedures implemented by the Alabama Department of Youth Services will be followed.

#### **Objectives and Goals**

- To improve grammar, punctuation, and usage skills
- To increase knowledge of literature and literary works
- To develop writing skills through the multi-step process
- To prepare for state mandated assessments
- To enhance vocabulary through spelling, writing, speaking, and listening
- To model correct grammar and punctuation functions through writing
- To develop critical and higher order thinking skills

### **Course Materials**

#### **Textbooks and Supplemental Materials**

- ▶ *ALL paper, pencils, necessary materials, and the following books will be supplied by the teacher.*
- ▶ *AGS Exploring Literature*
- ▶ *Glencoe Writer's Choice*
- ▶ *AGS Practical Guide to Better English*
- ▶ *A Lesson Before Dying* by Ernest J. Gaines

#### **Optional Materials**

***\*\*\*Students will be required to choose two novels to read independently. They must be approved.***

*Examples: Percy Jackson series, Harry Potter series or any novel in the Bluford Books series.*

Students are expected to participate and contribute to the learning process in a positive fashion. Students will not be allowed to hinder or stifle the learning progress of themselves or others. Students will feel free and safe to learn and explore the content of the lesson without ridicule, judgement, bullying, or contempt. Course delivery and assessment will be adjusted to meet the needs of students on an individual basis.

## **8th Grade English Language Arts Syllabus - Sansom**

**Instructor:** Mrs. Sansom

**Contact Information:** eryqueka.sansom@k12.dys.alabama.gov

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### **Course Overview**

This course aims to develop students' critical reading, effective writing, and strong communication skills through the study of a variety of literary and informational texts. Students will engage in discussions, analytical writing, and creative projects to enhance their understanding of language and literature.

### **Course Goals**

By the end of this course, students will:

- Analyze and interpret complex texts from diverse genres.
- Write for various purposes and audiences using clear and coherent language.
- Engage in discussions, debates, and presentations to articulate ideas effectively.
- Expand vocabulary and apply language conventions accurately.

### **Standards Alignment**

This syllabus aligns with the Alabama Course of Study (ACOS) for 8th grade ELA, focusing on:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

### **Units of Study**

1. **Unit 1: Analyzing Literature**
  - Focus: Themes, character development, and literary devices.
  - Activities: Literary analysis essays, group discussions, and creative projects.
2. **Unit 2: Exploring Informational Texts**
  - Focus: Analyzing arguments, identifying bias, and synthesizing information.
  - Activities: Research projects, annotated readings, and presentations.
3. **Unit 3: Writing for Various Purposes**
  - Focus: Argumentative, informative, and narrative writing.
  - Activities: Writing workshops, peer review sessions, and final proof
4. **Unit 4: Vocabulary and Language Mechanics**
  - Focus: Vocabulary acquisition and grammar usage.
  - Activities: Weekly quizzes, language games, and application in writing.
5. **Unit 5: Speaking and Listening**
  - Focus: Collaborative discussions, formal presentations, and active listening skills.
  - Activities: Group debates and presentations.

### **Assessment Methods**

- **Formative Assessments:** Classwork, homework assignments, quizzes
- **Summative Assessments:** Unit tests and major writing assignments
- **Performance Tasks:** Group presentations and collaborative projects.

### **Classroom Policies**

- **Participation:** Active participation in discussions and activities is expected.
- **Respect:** A respectful classroom environment is essential for effective learning.

## **8th Grade English Language Arts - Bell**

**Teacher:** Mr. Bell

**Email:** Jerome.bell@k12.dys.alabama.gov

### **COURSE DESCRIPTION**

Eighth Grade English Language Arts encompasses instruction in vocabulary, literature, grammar and writing. Literature studies include the short story, the novel, poetry, and drama. Reading is emphasized throughout the year because of its pronounced effect on written language skills. Formal and informal writing, consisting of personal narratives and original fiction, along with formal essays and compositions, will be required to further refine students' communication skills.

### **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Course work will also be supplied through Edgenuity and Flocabulary.**

**Required Text:** Glencoe Writer's Choice

**Supplemental Texts:** Assigned Novel Readings

2. Just Mercy---Bryan Stevenson

**Note: If other novels are assigned, titles and authors will be given to students one (1) week prior to the date in which the novel reading is to begin.**

### **Suggested Outside Reading List:**

*“The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990). Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993).”*  
(Cullinan, 2000)

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR\\_IndependentReading\\_V3.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR_IndependentReading_V3.pdf)

10. The Giver by Lois Lowry
11. The Outsiders by S. E. Hinton
12. The House on Mango Street – Sandra Cisneros\*
13. A Wrinkle in Time by Madeleine L'Engle
14. The Red Pony – John Steinbeck
15. The Hate U Give by Angie Thomas
16. To Kill A Mockingbird—Harper Lee
17. The Hunger Games by Suzanne Collins
18. Fahrenheit 451—Ray Bradbury

**\*Students are suggested to seek out these titles and read them on their own time to supplement their reading in class. Presentations, writings, or projects that demonstrate a thorough understanding of any book listed here can be grounds for extra credit upon the teacher's approval.**

### **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING**

**Essays:**

All 8<sup>th</sup> grade students are required to complete formal essays for this class. At the end of the year, students will create a reflective portfolio which will include their formal essays completed for this class as well as writings on their improvements, what they have learned about writing, and how they will improve in their future writing. Students will also prepare for this portfolio through writing conferences with teachers and peers; therefore, it is important that students remain current in all writing assignments. Not participating in writing conferences because a student has not completed the writing assignment will result in a “0” for the writing conference grade.

There are four required essays: Narrative, Expository, Persuasive, and Descriptive. These essays are not optional and students who choose not to do any essay will fail the course!!! **All final drafts must be TYPED in Times New Roman, size 12 font, Double Spaced.** Any student who is found guilty of plagiarism will receive a grade of zero. Additional formatting requirements will be discussed in class.

**Evaluation Tools:**

Writing Portfolio, Tests, Projects, Quizzes, In-Class Work, Homework, Presentations, and Exams are tools used for assessment of knowledge in Ninth Grade English Language Arts. Ninth Grade English Language Arts is aligned with the Alabama Course of Study (ACOS) standards. Students are assessed based on the state standards and benchmarks.

**Criteria for Grading**

Rubrics will be used to grade projects, essays, homework, and other assignments. These rubrics include information on how the assignments are graded. Rubrics will be dispersed before the assignment is due to make sure students know what to expect.

**Students will be evaluated on the following**

1. Reading & Literature
2. Composition Skills
3. Speaking & Listening Skills
4. Grammar & Mechanics
5. Vocabulary/Spelling Mechanics
6. Design of course-related projects (i.e. literary reports, quote and poem recitation)
7. Daily Activities
8. Oral Response
9. Test/Quizzes
10. Presentations
11. Teacher Observation
12. Class Participation
13. Class Projects/Demonstrations

**Evaluation Procedures are school-wide.**

<b>Grading</b>	
<b>Category</b>	<b>Percentage</b>
Classwork	60%
<u>Assessments</u>	40%

**Grading Policy:**

A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60 – 69% F: 59% and below

**CLASS POLICIES**

- Students must attend class REGULARLY and PROMPTLY to complete this course SUCCESSFULLY.
- Maintain a notebook and writing journal for each class.
- Maintain all daily assignments/objectives neatly in notebook (will be checked periodically).
- Read ALL assigned literary works.
- Complete ALL assignments NEATLY (ILLEGIBLE WORK WILL NOT BE GRADED!) •  
All Essay Submissions Must be TYPED, unless otherwise noted.

**\*\*\*\*IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE-UP CLASS WORK WHEN THEY'RE ABSENT!!!**

**Course Expectations**

1. Copy objectives from the board daily and begin journal writing immediately upon entering the room.
2. Remain on task. Sleeping or the placement of the head on the desk WILL NOT be allowed.
3. Work quickly and quietly from one task to another.
4. Help keep this room orderly and neat.
5. Respect yourself and peers at ALL times.
6. Sit in TEACHER ASSIGNED seat at ALL times.
7. Remain in seat AT ALL TIMES unless granted permission to leave seat.

## **8<sup>th</sup> Grade English Language Arts – Holmes**

**Instructor:** Ms. Holmes

**Contact Information:** denise.holmes@k12.dys.alabama.gov

**Location:** Autauga Campus

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### **Course Overview**

This course focuses on developing students' reading, writing, speaking, and listening skills through a variety of literary and informational texts. Students will engage with diverse genres, analyze texts, and produce their own written work while improving their language skills.

### **Course Goals**

By the end of this course, students will:

- Analyze and interpret texts across various genres.
- Develop effective writing skills for different purposes and audiences.
- Engage in collaborative discussions and present information clearly.
- Enhance vocabulary and understanding of language mechanics.

### **Standards Alignment**

This syllabus is aligned with the Alabama Course of Study (ACOS) for 8th grade ELA, focusing on the following areas:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

### **Units of Study**

#### **Reading and Analyzing Literature**

- Focus: Understanding character development, plot structure, and themes.
- Activities: Close reading, metacognitive strategies, character mapping, and group discussions.

#### **Exploring Informational Texts**

- Focus: Identifying main ideas, supporting details, and text features.
- Activities: Summarizing articles, creating graphic organizers, and presentations.

#### **Vocabulary Development**

- Focus: Context clues, synonyms, antonyms, and word roots, and affixes.
- Activities: Vocabulary quizzes, varied activities, and constructed response opportunities

#### **Speaking and Listening**

- Focus: Collaborative discussions, presentations, and active listening.
- Activities: Oral presentations and group activities

### **Assessment Methods**

- **Formative Assessments:** Class participation, quizzes, and teacher observations
- **Summative Assessments:** Selection tests and written responses
- **Performance Tasks:** Active participation and contributions during discussions

### **Classroom Policies**

- **All students are expected to be patient, productive, and polite.**

## 8<sup>th</sup> Grade English Syllabus – Summers

*"Without struggle there is NO progress!" Frederick Douglass*

**Teacher:** M. Summers

**Email:** michelle.summers@k12.dys.alabama.gov

### **General Information**

#### **Description**

English 8 is a general education course based on the Alabama Department of Education Course of Study. CCRS standards will be taught for the entire school term. Additionally, all policies and procedures implemented by the Alabama Department of Youth Services will be followed.

#### **Objectives and Goals**

- To improve grammar, punctuation, and usage skills
- To increase knowledge of literature and literary works
- To develop writing skills through the multi-step process
- To prepare for state mandated assessments
- To enhance vocabulary through spelling, writing, speaking, and listening
- To model correct grammar and punctuation functions through writing
- To develop critical and higher order thinking skills

### **Course Materials**

#### **Textbooks and Supplemental Materials**

- *ALL paper, pencils, necessary materials, and the following books will be supplied by the teacher.*
- *AGS Exploring Literature*
- *Glencoe Writer's Choice*
- *AGS Practical Guide to Better English*
- *A Lesson Before Dying* by Ernest J. Gaines

#### **Optional Materials**

***\*\*\*Students will be required to choose two novel to read independently. They must be approved.***

*Examples: Percy Jackson series, Harry Potter series! or any novel in the Bluford Books series.*

Students are expected to participate and contribute to the learning process in a positive fashion. Students will not be allowed to hinder or stifle the learning progress of themselves or others. Students will feel free and safe to learn and explore the content of the lesson without ridicule, judgement, bullying, or contempt. Course delivery and assessment will be adjusted to meet the needs of students on an individual basis.

# 9th Grade English Language Arts Syllabus - Sansom

**Instructor:** Mrs. Sansom

**Contact Information:** eryqueka.sansom@k12.dys.alabama.gov

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## **Course Overview**

This course is designed to enhance students' reading, writing, speaking, and listening skills through a comprehensive study of literature and informational texts. Students will analyze diverse texts, engage in critical discussions, and develop effective writing techniques that prepare them for high school and beyond.

## **Course Goals**

By the end of this course, students will:

- Analyze and interpret a range of texts, including fiction, poetry, and nonfiction.
- Develop clear and coherent writing for various purposes and audiences.
- Engage in meaningful discussions and presentations to express ideas confidently.
- Expand vocabulary and improve understanding of language conventions.

## **Standards Alignment**

This syllabus aligns with the Alabama Course of Study (ACOS) for 9th grade ELA, focusing on:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

## **Text and Materials**

- **Literature Texts:** Novels, short stories, poetry anthologies, and plays (titles may vary).
- **Informational Texts:** Articles, essays, and digital resources.
- **Writing Materials:** Notebooks, writing utensils, and access to digital platforms (e.g., Edgenuity, Flocabulary, etc.).
- **Vocabulary Resources:** Word lists, flashcards, and interactive exercises.

## **Units of Study**

1. **Unit 1: Literary Analysis**
  - Focus: Themes, character development, and literary elements.
  - Activities: Analytical essays, group discussions, and presentations.
2. **Unit 2: Nonfiction and Argumentative Writing**
  - Focus: Analyzing arguments, identifying biases, and crafting persuasive pieces.
  - Activities: Research projects and debates.
3. **Unit 3: Creative Writing and Poetry**
  - Focus: Narrative techniques and poetic forms.
  - Activities: Poetry writing workshops and portfolio development.
4. **Unit 4: Vocabulary Development and Grammar**
  - Focus: Expanding vocabulary and mastering grammar concepts.
  - Activities: Vocabulary quizzes, grammar exercises, and application in writing.
5. **Unit 5: Speaking and Listening Skills**
  - Focus: Collaborative discussions, formal presentations, and active listening.
  - Activities: Group projects, oral presentations, and peer reviews.

## **Assessment Methods**

- **Formative Assessments:** Classwork, homework, quizzes, and draft submissions.

- **Summative Assessments:** Unit tests, major writing assignments, and projects.

#### **Classroom Policies**

- **Participation:** Active participation in discussions and activities is expected.
- **Respect:** A respectful and inclusive classroom environment is crucial for effective learning.

## **9th Grade English Language Arts - Bell**

**Teacher:** Mr. Bell

**Email:** Jerome.bell@k12.dys.alabama.gov

### **COURSE DESCRIPTION**

Ninth Grade English Language Arts is a course study which engages students in a varied exploration of humanities through the modes of reading, writing, grammar and usage, and speaking and listening. While studying long and short works of fiction and nonfiction, poetry, drama, and the epic, students will think and discuss critically and constructively while becoming familiar with literary elements and techniques. Students will write creative pieces of fiction and poetry in addition to expository papers using a process of writing. These writings will establish knowledge of standard grammar and usage as well as a sense of audience. Students will engage in speaking and exercise listening skills through active discussion and oral presentations.

### **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:** Glencoe Writer's Choice

**Course work will also be supplied through Edgenuity and Flocabulary.**

**Supplemental Texts:** Assigned Novel Readings

Just Mercy---Bryan Stevenson

**Note: If other novels are assigned, titles and authors will be given to students one (1) week prior to the date in which the novel reading is to begin.**

### **Suggested Outside Reading List:**

*“The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990). Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993).”*

(Cullinan, 2000)

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR\\_IndependentReading\\_V3.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR_IndependentReading_V3.pdf)

1. The Devil and Daniel Webster – Stephen Vincent Benét
2. Of Mice and Men—John Steinbeck
3. The House on Mango Street – Sandra Cisneros\*
4. The Last of the Mohicans – James Fenimore Cooper
5. The Autobiography of Miss Jane Pittman – Ernest Gaines
6. Black Like Me – John Howard Griffin
7. The Tragedy of Romeo and Juliet – William Shakespeare
8. The Red Pony – John Steinbeck
9. To Kill A Mockingbird—Harper Lee
10. Fahrenheit 451—Ray Bradbury

**\*Students are suggested to seek out these titles and read them on their own time to supplement their reading in class. Presentations, writings, or projects that demonstrate a thorough understanding of any book listed here can be grounds for extra credit upon the teacher's approval.**

## ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

### Essays:

All 9<sup>th</sup> grade students are required to complete formal essays for this class. At the end of the year, students will create a reflective portfolio which will include their formal essays completed for this class as well as writings on their improvements, what they have learned about writing, and how they will improve in their future writing. Students will also prepare for this portfolio through writing conferences with teachers and peers; therefore, it is important that students remain current in all writing assignments. Not participating in writing conferences because a student has not completed the writing assignment will result in a “0” for the writing conference grade.

There are four required essays: Narrative, Expository, Persuasive, and Descriptive. These essays are not optional and students who choose not to do any essay will fail the course!!! **All final drafts must be TYPED in Times New Roman, size 12 font, Double Spaced.** Any student who is found guilty of plagiarism will receive a grade of zero. Additional formatting requirements will be discussed in class.

### Evaluation Tools:

Writing Portfolio, Tests, Projects, Quizzes, In-Class Work, Homework, Presentations, and Exams are tools used for assessment of knowledge in Ninth Grade English Language Arts. Ninth Grade English Language Arts is aligned with the Alabama Course of Study (ACOS) standards. Students are assessed based on the state standards and benchmarks.

### Criteria for Grading:

Rubrics will be used to grade projects, essays, homework, and other assignments. These rubrics include information on how the assignments are graded. Rubrics will be dispersed before the assignment is due to make sure students know what to expect.

### Students will be evaluated on the following:

- Reading & Literature
- Composition Skills
- Speaking & Listening Skills
- Grammar & Mechanics
- Vocabulary/Spelling Mechanics
- Design of course-related projects (i.e. literary reports, quote and poem recitation)
- Daily Activities
- Oral Response
- Test/Quizzes
- Presentations
- Teacher Observation
- Class Participation
- Class Projects/Demonstrations

### Evaluation Procedures are school-wide.

Grading	
Category	Percentage

Classwork	60%
Assessments	40%

**Grading Policy:**

A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60 – 69% F: 59% and below

**CLASS POLICIES**

- Students must attend class REGULARLY and PROMPTLY to complete this course SUCCESSFULLY.
- Maintain a notebook and writing journal for each class.
- Maintain all daily assignments/objectives neatly in notebook (will be checked periodically).
- Read ALL assigned literary works.
- Complete ALL assignments NEATLY (ILLEGIBLE WORK WILL NOT BE GRADED!) •  
All Essay Submissions Must be TYPED, unless otherwise noted.

**\*\*\*\*IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE-UP CLASS WORK WHEN THEY'RE ABSENT!!!**

**Course Expectations**

- Copy objectives from the board daily and begin journal writing immediately upon entering the room.
- Remain on task. Sleeping or the placement of the head on the desk WILL NOT be allowed.
- Work quickly and quietly from one task to another.
- Help keep this room orderly and neat.
- Respect yourself and peers at ALL times.
- Sit in TEACHER ASSIGNED seat at ALL times.
- Remain in seat AT ALL TIMES unless granted permission to leave seat.

## 9<sup>th</sup> Grade English Language Arts - Holmes

**Instructor:** Ms. Holmes

**Contact Information:** denise.holmes@k12.dys.alabama.gov

**Location:** Autauga Campus

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### **Course Overview**

This course focuses on developing students' reading, writing, speaking, and listening skills through a variety of literary and informational texts. Students will engage with diverse genres, analyze texts, and produce their own written work while improving their language skills.

### **Course Goals**

By the end of this course, students will:

- Analyze and interpret texts across various genres.
- Develop effective writing skills for different purposes and audiences.
- Engage in collaborative discussions and present information clearly.
- Enhance vocabulary and understanding of language mechanics.

### **Standards Alignment**

This syllabus is aligned with the Alabama Course of Study (ACOS) for 9th grade ELA, focusing on the following areas:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

### **Units of Study**

#### **Reading and Analyzing Literature**

- Focus: Understanding character development, plot structure, and themes.
- Activities: Close reading, metacognitive strategies, character mapping, and group discussions.

#### **Exploring Informational Texts**

- Focus: Identifying main ideas, supporting details, and text features.
- Activities: Summarizing articles, creating graphic organizers, and presentations.

#### **Vocabulary Development**

- Focus: Context clues, synonyms, antonyms, and word roots, and affixes.
- Activities: Vocabulary quizzes, varied activities, and constructed response opportunities

#### **Speaking and Listening**

- Focus: Collaborative discussions, presentations, and active listening.
- Activities: Oral presentations and group activities

### **Assessment Methods**

- **Formative Assessments:** Class participation, quizzes, and teacher observations
- **Summative Assessments:** Selection tests and written responses
- **Performance Tasks:** Active participation and contributions during discussions

### **Classroom Policies**

- **All students are expected to be patient, productive, and polite.**
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## 9<sup>th</sup> Grade English – Summers

**Teacher:** M. Summers

**Email:** michelle.summers@k12.dys.alabama.gov

### **Description**

English 9 is a general education course based on the Alabama Department of Education Course of Study. CCRS standards **will** be taught for the entire school term! Additionally, all policies and procedures implemented by the Alabama Department of Youth Services **will** be followed.

### **Objectives and Goals**

- ▶ To improve grammar, punctuation, and usage skills
- ▶ To increase knowledge of literature and literary works
- ▶ To develop writing skills through the multi-step process
- ▶ To prepare for state mandated assessments
- ▶ To enhance vocabulary through spelling, writing, speaking, and listening
- ▶ To model correct grammar and punctuation functions through writing
- ▶ To develop critical and higher order thinking skills

### **Course Materials**

#### **Textbooks and Supplemental Materials**

- *ALL paper, pencils, necessary materials, and the following books will be supplied by the teacher.*
- *AGS Exploring Literature*
- *Glencoe Writer's Choice*
- *AGS Practical Guide to Better English*
- *A Lesson Before Dying* by Ernest J. Gaines

#### **Optional Materials**

**\*\*\*Students will be required to choose two of the following novels .to read independently.**

- *Harry Potter and the Chamber of Secrets* by J.K. Rowling
- *Gulliver's Travels* by Jonathan Swift
- *Animal Farm* by George Orwell

Students are expected to participate and contribute to the learning process in a positive fashion. Students **will** not be allowed to hinder or stifle the learning progress of themselves or others. Students will feel free and safe to learn and explore the content! of the lesson without ridicule, judgement, bullying, or contempt. Course delivery and assessment will be adjusted to meet the needs of students on an individual basis.

# **10th Grade English Language Arts Syllabus - Sansom**

**Instructor:** Mrs. Sansom

**Contact Information:** erylqueka.sansom@dys.k12.alabama.gov

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## **Course Overview**

This course aims to deepen students' understanding of literature and informational texts while enhancing their reading, writing, speaking, and listening skills. Students will engage with diverse texts, conduct critical analyses, and develop effective communication skills that prepare them for academic and real-world challenges.

## **Course Goals**

By the end of this course, students will:

- Analyze and interpret various literary and informational texts, recognizing themes and rhetorical strategies.
- Write effectively for multiple purposes, employing clear organization and coherent arguments.
- Participate in discussions and presentations, articulating thoughts and responding to others with respect.
- Expand vocabulary and apply grammatical conventions accurately.

## **Standards Alignment**

This syllabus aligns with the Alabama Course of Study (ACOS) for 10th grade ELA, focusing on:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

## **Units of Study**

1. **Unit 1: Literary Analysis**
  - Focus: In-depth analysis of themes, characterization, and literary devices.
  - Activities: Analytical essays, Socratic seminars, and creative projects.
2. **Unit 2: Nonfiction and Rhetorical Analysis**
  - Focus: Analyzing rhetorical strategies and understanding author's purpose.
  - Activities: Research projects, rhetorical analysis essays, and presentations.
3. **Unit 3: Vocabulary Development and Language Mechanics**
  - Focus: Advanced vocabulary acquisition and grammar mastery.
  - Activities: Vocabulary quizzes, grammar exercises, and application in writing.
4. **Unit 4: Speaking and Listening Skills**
  - Focus: Effective communication in discussions and presentations.
  - Activities: Group discussions and multimedia projects.

## **Assessment Methods**

- **Formative Assessments:** Classwork and draft submissions.
- **Summative Assessments:** Unit tests, major writing assignments, and projects.
- **Performance Tasks:** Group discussions and presentations.

## **Classroom Policies**

- **Participation:** Active participation in discussions and activities is expected.
- **Respect:** A respectful classroom environment is essential for effective learning.

## 10th Grade English Language Arts - Bell

**Teacher:** Mr. Bell

**Email:** Jerome.bell@k12.dys.alabama.gov

### **COURSE DESCRIPTION**

Tenth Grade English Language Arts is a course study which engages students in a varied exploration of humanities through the modes of reading, writing, grammar and usage, and speaking and listening. Students will attain a mastery of American literary movements up to 1900, improve reading and writing skills, develop an understanding of various grammar concepts, attain a mastery of skills related to the Alabama end of course exam, and improve vocabulary. Critical thinking, organization, and communication skills will be emphasized.

### **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Text:** Glencoe Writer's Choice

**Course work will also be supplied through Edgenuity and Flocabulary.**

**Supplemental Texts:** Assigned Novel Readings

Just Mercy by Bryan Stevenson

**Note: If other novels are assigned, titles and authors will be given to students one (1) week prior to the date in which the novel reading is to begin.**

### **Suggested Outside Reading List:**

*“The amount of free reading done outside of school has consistently been found to relate to growth in vocabulary, reading comprehension, verbal fluency, and general information (Anderson, Wilson, and Fielding 1988; Greaney 1980; Guthrie and Greaney 1991; Taylor, Frye, and Maruyama 1990). Students who read independently become better readers, score higher on achievement tests in all subject areas, and have greater content knowledge than those who do not (Krashen 1993; Cunningham and Stanovich 1991; Stanovich and Cunningham 1993).”*  
(Cullinan, 2000)

[http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR\\_IndependentReading\\_V3.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol13/SLMR_IndependentReading_V3.pdf)

- *Tuesday's with Morrie* – Mitch Albom *Of Mice and Men*—John Steinbeck
- *Copper Sun* – Sharon Draper
- *Autobiography of Malcom X* – Malcom X with Alex Haley
- *The Autobiography of Miss Jane Pittman* – Ernest Gaines
- *Flowers for Algernon* – Daniel Keys *Sorry, Right Number* – Stephen King
- *The Red Badge of Courage* – Stephan Crane
- *My Antonia* – Willa Cather
- *Macbeth* – William Shakespeare *Narrative of Life Frederick Douglass* – Frederick Douglass
- *The Pearl* – John Steinbeck

**\*Students are suggested to seek out these titles and read them on their own time to supplement their reading in class. Presentations, writings, or projects that demonstrate a thorough understanding of any book listed here can be grounds for extra credit upon the teacher's approval.**

### **ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING**

**Essays:**

All 10<sup>th</sup> grade students are required to complete formal essays for this class. At the end of the year, students will create a reflective portfolio which will include their formal essays completed for this class as well as writings on their improvements, what they have learned about writing, and how they will improve in their future writing. Students will also prepare for this portfolio through writing conferences with teachers and peers; therefore, it is important that students remain current in all writing assignments. Not participating in writing conferences because a student has not completed the writing assignment will result in a “0” for the writing conference grade.

There are four required essays: Narrative, Expository, Persuasive, and Descriptive. These essays are not optional and students who choose not to do any essay will fail the course!!! **All final drafts must be TYPED in Times New Roman, size 12 font, Double Spaced.** Any student who is found guilty of plagiarism will receive a grade of zero. Additional formatting requirements will be discussed in class.

**Evaluation Tools:**

Writing Portfolio, Tests, Projects, Quizzes, In-Class Work, Homework, Presentations, and Exams are tools used for assessment of knowledge in Ninth Grade English Language Arts. Ninth Grade English Language Arts is aligned with the Alabama Course of Study (ACOS) standards. Students are assessed based on the state standards and benchmarks.

**Criteria for Grading:**

Rubrics will be used to grade projects, essays, homework, and other assignments. These rubrics include information on how the assignments are graded. Rubrics will be dispersed before the assignment is due to make sure students know what to expect.

**Students will be evaluated on the following:**

- Reading & Literature
- Composition Skills
- Speaking & Listening Skills
- Grammar & Mechanics
- Vocabulary/Spelling Mechanics
- Design of course-related projects (i.e. literary reports, quote and poem recitation)
- Daily Activities
- Oral Response
- 9. Test/Quizzes
- Presentations
- Teacher Observation
- Class Participation
- Class Projects/Demonstrations

**Evaluation Procedures are school-wide.**

<b>Grading</b>	
<b>Category</b>	<b>Percentage</b>
Classwork	60%
<u>Assessments</u>	40%

**Grading Policy:**

A: 90 – 100% B: 80 – 89% C: 70 – 79% D: 60 – 69% F: 59% and below

**CLASS POLICIES**

- Students must attend class REGULARLY and PROMPTLY to complete this course SUCCESSFULLY.
- Maintain a notebook and writing journal for each class.
- Maintain all daily assignments/objectives neatly in notebook (will be checked periodically).
- Read ALL assigned literary works.
- Complete ALL assignments NEATLY (ILLEGIBLE WORK WILL NOT BE GRADED!) •  
All Essay Submissions Must be TYPED, unless otherwise noted.

**\*\*\*\*IT IS THE RESPONSIBILITY OF THE STUDENT TO MAKE-UP CLASS WORK WHEN THEY'RE ABSENT!!!**

**Course Expectations**

- Copy objectives from the board daily and begin journal writing immediately upon entering the room.
- Remain on task. Sleeping or the placement of the head on the desk WILL NOT be allowed.
- Work quickly and quietly from one task to another.
- Help keep this room orderly and neat.
- Respect yourself and peers at ALL times.
- Sit in TEACHER ASSIGNED seat at ALL times.
- Remain in seat AT ALL TIMES unless granted permission to leave seat.

# 10<sup>th</sup> Grade English Syllabus – Summers

*"Without struggle there is NO progress!" Frederick Douglass*

**Teacher:** M. Summers

**Email:** michelle.summers@k12.dys.alabama.gov

## **General Information**

### **Description**

English 10 is a general education course based on the standards will be taught for the entire school term. Alabama Department of Education Course of Study. CCRS Additionally, all policies and procedures implemented by the Alabama Department of Youth Services will be followed.

### **Objectives and Goals**

- ▶ To improve grammar, punctuation, and usage skills
- ▶ To increase knowledge of literature and literary works
- ▶ To develop writing skills through the multi-step process
- ▶ To prepare for state mandated assessments
- ▶ To enhance vocabulary through spelling, writing, speaking, and listening
- ▶ To model correct grammar and punctuation functions through writing
- ▶ To develop critical and higher order thinking skills

## **Course Materials**

### **Textbooks and Supplemental Materials**

- ▶ *ALL paper, pencils, necessary materials, and the*
- ▶ *AGS Exploring Literature*
- ▶ *Glencoe Writer's Choice*
- ▶ *AGS Practical Guide to Better English*
- ▶ *A Lesson Before Dying* by Ernest J. Gaines

### **Optional Materials**

*following books will be supplied by the teacher.*

**\*\*"Students will be required to choose two of the following novels to read independently.**

- ▶ *Lord of the Flies* by William Golding
- ▶ *Gulliver's Travels* by Jonathan Swift
- ▶ *My Brother* by Jamaica Kincaid

Students are expected to participate and contribute to the learning process in a positive fashion. Students will not be allowed to hinder or stifle the learning progress of themselves or others. Students will feel free and safe to learn and explore the content of the lesson without ridicule, judgement, bullying, or contempt. Course delivery and assessment will be adjusted to meet the needs of students on an individual basis.

# 11<sup>th</sup> Grade English Language Arts Syllabus - Sansom

**Instructor:** Mrs. Sansom

**Contact Information:** erylqueka.sansom@k12.dys.alabama.gov

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## **Course Overview**

This course focuses on the exploration of American literature and informational texts while enhancing critical reading, writing, speaking, and listening skills. Students will engage with a range of texts, develop analytical skills, and create various written works that prepare them for college and career readiness.

## **Course Goals**

By the end of this course, students will:

- Analyze and interpret significant American literary works and historical documents.
- Develop clear and persuasive writing for different purposes and audiences.
- Engage in thoughtful discussions and articulate ideas confidently.
- Expand vocabulary and demonstrate mastery of language conventions.

## **Standards Alignment**

This syllabus aligns with the Alabama Course of Study (ACOS) for 11th grade ELA, focusing on:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

## **Units of Study**

1. **Unit 1: American Literature Through History**
  - Focus: Analyzing themes, historical context, and literary movements.
  - Activities: Analytical essays, research projects, and group discussions.
2. **Unit 2: Rhetoric and Persuasive Writing**
  - Focus: Analyzing rhetorical strategies in speeches and essays.
  - Activities: Rhetorical analysis essays, debates, and persuasive writing assignments.
3. **Unit 3: Vocabulary and Language Mechanics**
  - Focus: Advanced vocabulary and grammar application.
  - Activities: Vocabulary quizzes, grammar exercises, and application in writing.
4. **Unit 4: Speaking and Listening Skills**
  - Focus: Effective communication and active listening in discussions.
  - Activities: Group discussions, presentations, and multimedia projects.

## **Assessment Methods**

- **Formative Assessments:** Classwork, quizzes, and draft submissions.
- **Summative Assessments:** Unit tests, major writing assignments, and projects.
- **Performance Tasks:** Group discussions and presentations.

## **Classroom Policies**

- **Participation:** Active participation in discussions and activities is expected.
- **Respect:** A respectful classroom environment is essential for effective learning.

# **11<sup>th</sup> Grade English Syllabus – Summers**

*"Without struggle there is NO progress!" Frederick Douglass*

**Teacher:** M. Summers

**Email:** michelle.summers@k12.dys.alabama.gov

## **General Information**

### **Description**

English 11 is a general education course based on the Alabama Department of Education Course of Study. CCRS standards will be taught for the entire school term. Additionally, all policies and procedures implemented by the Alabama Department of Youth Services will be followed.

### **Objectives and Goals**

- ▶ To improve grammar, punctuation, and usage skills
- ▶ To increase knowledge of literature and literary works
- ▶ To develop writing skills through the multi-step process
- ▶ To prepare for state mandated assessments
- ▶ To enhance vocabulary through spelling, writing, speaking, and listening
- ▶ To model correct grammar and punctuation functions through writing
- ▶ To develop critical and higher order thinking skills

## **Course Materials**

### **Textbooks and Supplemental Materials**

- *ALL paper, pencils, necessary materials, and the following books will be supplied by the teacher.*
- *AGS Exploring Literature*
- *Glencoe Writer's Choice*
- *AGS Practical Guide to Better English*
- *A Lesson Before Dying* by Ernest J. Gaines

### **Optional Materials**

*\*\*\*Students will be required to choose two of the following novels to read independently.*

- *The Great Gatsby* by F. Scott Fitzgerald
- *Go Tell it on the Mountain* by James Baldwin
- *In Cold Blood* by Truman Capote

Students are expected to participate and contribute to the learning process in a positive fashion. Students will not be allowed to hinder or stifle the learning progress of themselves or others. Students will feel free and safe to learn and explore the content of the lesson without ridicule, judgement, bullying, or contempt. Course delivery and assessment will be adjusted to meet the needs of students on a1 individual basis.

# 12<sup>th</sup> Grade English Language Arts Syllabus - Sansom

**Instructor:** Mrs. Sansom

**Contact Information:** eryqueka.sansom@k12.dys.alabama.gov

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## **Course Overview**

This course is designed to prepare students for college and career readiness through the study of a variety of literary and informational texts. Students will develop advanced critical reading, writing, speaking, and listening skills while exploring themes, ideas, and issues relevant to contemporary society.

## **Course Goals**

By the end of this course, students will:

- Analyze and interpret complex texts, including literature, essays, and media.
- Write effectively for various purposes and audiences, employing clear and coherent arguments.
- Engage in meaningful discussions, articulating their ideas and responding thoughtfully to others.
- Expand vocabulary and demonstrate mastery of language conventions.

## **Standards Alignment**

This syllabus aligns with the Alabama Course of Study (ACOS) for 12th grade ELA, focusing on:

- **Reading Literature**
- **Reading Informational Text**
- **Writing**
- **Speaking and Listening**
- **Language**

## **Units of Study**

1. **Unit 1: Contemporary Literature**
  - Focus: Analyzing themes, character development, and literary techniques.
  - Activities: Analytical essays, group discussions, and creative projects.
2. **Unit 2: Argumentative Writing and Rhetorical Analysis**
  - Focus: Crafting persuasive arguments and analyzing rhetorical strategies.
  - Activities: Research projects, argumentative essays, and debates.
3. **Unit 3: Creative Expression and Personal Reflection**
  - Focus: Exploring voice, style, and the writing process in creative writing.
  - Activities: Writing workshops, peer reviews, and portfolio development.
4. **Unit 4: Vocabulary Development and Language Skills**
  - Focus: Advanced vocabulary and grammar mastery.
  - Activities: Vocabulary quizzes, grammar exercises, and application in writing.
5. **Unit 5: Speaking and Listening Skills**
  - Focus: Engaging in discussions, delivering presentations, and active listening.
  - Activities: Group discussions, formal presentations, and multimedia projects.

## **Assessment Methods**

- **Formative Assessments:** Classwork, homework, quizzes, and draft submissions.
- **Summative Assessments:** Unit tests, major writing assignments, and projects.
- **Performance Tasks:** Group discussions and presentations.

## **Classroom Policies**

- **Participation:** Active participation in discussions and activities is expected.
- **Respect:** A respectful classroom environment is crucial for effective learning.

## 12<sup>th</sup> Grade English Syllabus – Summers

*"Without struggle there is NO progress!" Frederick Douglass*

**Teacher:** M. Summers

**Email:** michelle.summers@k12.dys.alabama.gov

### **Description**

English 12 is a general education course based on the Alabama Department of Education Course of Study. CCRS standards will be taught for the entire school term. Additionally, all policies and procedures implemented by the Alabama Department of Youth Services will be followed.

### **Objectives and Goals**

- To improve grammar, punctuation, and usage skills
- To increase knowledge of literature and literary works
- To develop writing skills through the multistep process
- To prepare for state mandated assessment
- To enhance vocabulary through spelling, writing, speaking, and listening
- To model correct grammar and punctuation functions through writing
- To develop critical and higher order thinking skills

### **Course Materials**

#### **Textbooks and Supplemental Materials**

- *ALL paper, pencils, necessary materials, and the following books will be supplied by the teacher.*
- *AGS Exploring Literature*
- *Glencoe Writer's Choice*
- *AGS Practical Guide to Better English*
- *A Lesson Before Dying* by Ernest J. Gaines

#### **Optional Materials**

**\*\*\*Students will be required to choose two of the following novels to read independently.**

- *A Streetcar Named Desire* by Tennessee Williams
- *Joe Turner's Come and Gone* by August Wilson
- *Hamlet* by William Shakespeare \*Modern Adaptation

Students are expected to participate and contribute to the learning process in a positive fashion. Students will not be allowed to hinder or stifle the learning progress of themselves or others. Students will feel free and safe to learn and explore the content of the lesson without ridicule, judgement, bullying, or contempt. Course delivery and assessment will be adjusted to meet the needs of students on an individual basis.

## 6<sup>th</sup> Grade Math & 7<sup>th</sup> Grade Math – Whitman

**Teacher:** Mrs. Whitman

Wallace Annex IV Autauga Campus

**Email:** [Lesley.Whitman@k12.dys.alabama.gov](mailto:Lesley.Whitman@k12.dys.alabama.gov)

6<sup>th</sup> and 7<sup>th</sup> grade math skills are foundational skills necessary for success in high school Algebra, Geometry, and Algebra II.

### **Expectations**

- Students will be prepared to work when entering class.
- Students will be respectful to all peers, staff and other students.
- Students will be actively engaged in learning every day that means listening and pay attention to instructions and asking questions appropriately.

### **Units of Study**

- Review of basic skills for success
- Ratios and Proportions
- Muti-Digit Computation
- Area, Surface Area, and Volume
- Percents
- Extending Number System
- Relationships on the Coordinate Plane
- Proportional Relationships
- Proportional Reasoning with Percents
- Operations with Rational Numbers
- Operations with Integers
- Probability
- Sampling and Comparing Populations
- Expressions
- Equations and Inequalities
- Scale Drawings
- Two-Dimensional Geometry

### **Grades**

60%-Major Grades- These grades will come from tests, class projects, and online assignments such as Edgenuity, Prodigy, ACT Prep, and Khan Academy.

40%-Minor Grades- These grades consist of homework, class assignments, and quizzes.

## **Pre-Algebra Syllabus - Whitman**

**Teacher:** Mrs. Whitman

**Location:** Wallace Annex IV Autauga Campus

**Email:** Lesley.Whitman@k12.dys.alabama.gov

Pre-Algebra Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1.

### **Expectations**

- Students will be prepared to work when entering class.
- Students will be respectful to all peers, staff and other students.
- Students will be actively engaged in learning every day that means listening and pay attention to instructions and asking questions appropriately.

### **Units of Study**

- Input-Output Relationships
- Writing Equations for Linear Relationships
- Patterns in Bivariate Data
- Linear Equations
- Linear Systems
- Transformations
- Congruence and Similarity
- Working with Exponents
- Pythagorean Theorem and Irrational Numbers
- Volume

### **Grades**

- 60%-Major Grades- These grades will come from tests, class projects, and online assignments such as Edgenuity, Prodigy, ACT Prep, and Khan Academy.
- 40%-Minor Grades- These grades consist of homework, class assignments, and quizzes.

## Math 6, Math 7, Prealgebra, & Algebra Course Syllabus - C. Jones

**Teacher:** Mr. Jones,

**Email:** carey.jones.k12.dys.alabama.gov

### **Course Information**

- Math 6
- Math 7
- Pre-Algebra
- Algebra 1
- Algebra 2
- Financial Algebra

### **Materials**

- Pencils
- Binders
- Scientific Calculators

### **Goal/Rationale of the Course**

These various courses build on foundational mathematics content learned by students in grades K-12 by expanding mathematics understanding to provide students with a strong mathematics education. Content is designed to engage students in a variety of mathematical experiences that include the use of reasoning and problem-solving skills, which may be applied to life situations beyond the classroom setting. This course serves as the cornerstone for all high school mathematics courses. Therefore, all subsequent mathematics courses require student mastery of these content standards.

### **Learning Objectives**

The concepts that will be covered for this course are as follows:

#### ***The Tools of Algebra***

- a. Numbers and expressions
- b. Variables and expressions
- c. Properties
- d. Ordered pairs and relations
- e. Scatter plots

#### ***Integers***

- a. Integers and absolute value
- b. Adding integers
- c. Subtracting integers
- d. Multiplying integers
- e. Dividing integers
- f. The coordinate system

#### ***Equations***

- a. The distributive property
- b. Simplifying algebraic expressions
- c. Solving equations by adding or subtracting
- d. Solving equations by multiplying or dividing
- e. Solving two step equations
- f. Solving multi-step equations
- g. Solving equations with variables on each side
- h. Using measures of central tendency

#### ***Factors***

- a. Powers and exponents
- b. Prime factorization
- c. Greatest common factor
- d. Multiplying and dividing monomials
- e. Negative exponents
- f. Scientific notation

### ***Rational Numbers***

- a. Writing fractions as decimals
- b. Rational numbers
- c. Multiplying rational numbers
- d. Dividing rational numbers
- e. Least common multiple
- f. Adding and subtracting unlike fractions
- g. Multiplying and dividing mixed numbers
- h. Measures of central tendency

### ***Ratio, Proportion, and Percentages***

- a. Ratios and rates
- b. Using proportions
- c. Fractions, decimals, and percentages
- d. Using the percent proportion
- e. Percent of change

### ***Functions and Graphing***

- a. Functions
- b. Representing linear functions
- c. Slope
- d. Slope-intercept form

### ***Equations and Inequalities***

- a. Solving equations with grouping symbols
- b. Inequalities
- c. Solving inequalities by adding or subtracting
- d. Solving inequalities by multiplying or dividing
- e. Solving multi-step inequalities
- f. Solving equations with variables on each side

### ***Right Numbers and Right Triangles***

- a. Squares and square roots
- b. The real number system
- c. Triangles
- d. The Pythagorean theorem
- e. The distance formula

### ***Two-Dimensional Figures***

- a. Line and angle relationship
- b. Congruent triangles
- c. Quadrilaterals
- d. Area: Parallelograms, triangles, and trapezoids
- e. Circles, circumference, and area

### ***Three-Dimensional Figures***

- a. Volume: Prisms and cylinders
- b. Volume: Pyramids, cones, and spheres
- c. Surface area: Prisms and cylinders
- d. Surface area: Pyramids and cones

### ***Exponents***

- a. Zero and negative exponents
- b. Multiplication properties of exponents
- c. More multiplication properties of exponents
- d. Division properties of exponents

### ***Polynomials and Factoring***

- a. Adding and subtracting polynomials
- b. Multiplying polynomials
- c. Multiplying binomials
- d. Multiplying special cases
- e. Factoring trinomials
- f. Factoring special cases

### ***Quadratic Equations and Functions***

- a. Solving quadratic equations
- b. Completing the square
- c. Using the quadratic formula
- d. Using the discriminant

### ***Radical Expressions and Equations***

- a. Simplifying radicals
- b. The Pythagorean Theorem
- c. Distance and Midpoint Formulas
- d. Trigonometric Functions

### ***Matrices***

- a. Operations with matrices
- b. Multiplying matrices

In addition to these concepts, the basic operations of mathematics, (adding, subtracting, multiplication, and division of whole numbers, decimals, fractions, and integers), will be taught because a lot of our boys have difficulty grasping these concepts.

### **Teaching Philosophy**

Greetings! Welcome to Mr. Jones's math class. Mathematics is the study of measurement, properties, and relationships of quantities of sets, using numbers and symbols. I look forward to working with each of you this term as we learn and explore various mathematical concepts together. Regardless of your past school background, you will succeed as long as you give 100% and have a positive attitude towards learning.

### **Evaluation (Grading) Standards and Method**

- You are expected to work *EVERY DAY!*
  - a. If you choose not to work, you are choosing to receive a ZERO in the grade book as well as a ZERO on your point sheet.
- **If you choose not to work, and other behavior issues will result in additional points lost.**
- Students who have to be constantly reminded of the following, WILL NOT receive full points for the class:

- a. Get busy
  - b. Stop talking
  - c. Stop beating on the desk
  - d. Stay in your seat
- **Each student will work on his lesson plan individually.**
    - a. The student will receive notes, examples, and instruction.
    - b. The student will complete a few problems individually.
    - c. The student will complete an assignment and be graded accordingly.

#### **GRADING SCALE**

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>0-59</b>

#### **Pacing**

There should be at least 1 to 2 chapters taught during the 9-week grading period for each prep. However, pending certain unforeseeable circumstances, that can change.

#### **Resources**

- Textbook
- Workbook
- Study Hall
- Math videos

#### **Essential Policy Information**

There will be no homework for my class. All work is expected to be completed during class time. Most assignment can be completed in one or two class periods. **If the assignment is unnecessarily delayed, it will be graded as incomplete. Points will be taken from your point sheet as well.**

**I wish each of you the best of luck this school term! I cannot wait to see how much you learn!**

## Algebra with Finance Syllabus – A Jones

**Grade Level:** 10-12

**Instructor:** Angel Jones

**Contact Information:** [angel.jones@k12.dys.alabama.gov](mailto:angel.jones@k12.dys.alabama.gov)

### **Course Description**

This course integrates algebraic concepts with practical financial applications. Students will learn to solve real-world financial problems using algebra, covering topics such as budgeting, interest rates, loans, investments, and more.

### **Course Objectives**

By the end of the course, students will be able to:

1. Apply algebraic techniques to solve financial problems.
2. Understand and calculate simple and compound interest.
3. Analyze and create budgets.
4. Interpret financial graphs and models.
5. Make informed decisions regarding loans and investments.

### **Units of Study**

1. **Introduction to Algebra**
  - Variables, Expressions, and Equations
  - Order of Operations
  - Solving Linear Equations
2. **Functions and Graphs**
  - Understanding Functions
  - Graphing Linear Functions
  - Slope and Intercept
3. **Financial Literacy Basics**
  - Introduction to Personal Finance
  - Understanding Income and Expenses
  - Creating a Personal Budget
4. **Interest and Loans**
  - Simple Interest Calculation
  - Compound Interest and Its Applications
  - Loan Types and Amortization
5. **Investments**
  - Understanding Stocks, Bonds, and Mutual Funds
  - Risk vs. Return
  - Investment Strategies
6. **Using Algebra in Financial Scenarios**
  - Setting Up and Solving Financial Equations
  - Analyzing Break-even Points
  - Profit and Loss Calculations
7. **Data Analysis and Interpretation**
  - Introduction to Statistics in Finance
  - Understanding Financial Graphs and Charts
  - Making Decisions Based on Data
8. **Final Project: Financial Plan**

- Creating a comprehensive financial plan using algebraic methods
- Presenting findings and recommendations

#### **Assessment Methods**

- **Quizzes and Tests:** Regular assessments to evaluate understanding.
- **Homework:** Assignments reinforcing concepts learned in class.
- **Projects:** Individual and group projects focusing on financial applications.
- **Class Participation:** Engagement in discussions and activities.

#### **Materials Needed**

- Textbook
- Graphing calculator
- Notebook and writing materials
- Access to financial news and resources

#### **Classroom Policies**

- **Attendance:** Regular attendance is essential. Please notify the instructor of any absences.
- **Homework:** Assignments must be submitted on time; late work may incur penalties.
- **Respect:** Maintain a respectful and positive classroom environment.

## **Algebra with Probability – Whitman**

**Teacher:** Mrs. Whitman

**Location:** Wallace Annex IV Autauga Campus

**Email:** Lesley.Whitman@k12.dys.alabama.gov

Learning algebra enhances our ability to solve complex problems and figure out solutions in daily life. Algebra teaches students important skills that are not only relevant in academic settings but also in practical situations. The students will actively participate everyday to enhance these very necessary skills.

### **Expectations**

- Students will be prepared to work when entering class.
- Students will be respectful to all peers, staff and other students.
- Students will be actively engaged in learning every day that means listening and pay attention to instructions and asking questions appropriately.

### **Units of Study**

- Representing Relationships
- Introduction to Linear Functions
- Linear Equations and Inequalities
- Systems of Equations and Inequalities
- Exponential Functions
- Polynomial Expressions
- Quadratic Functions
- Nonlinear Functions
- Quadratic Equations
- Data and Probability

### **Grades**

- 60%-Major Grades- These grades will come from tests, class projects, and online assignments such as Edgenuity, Prodigy, ACT Prep, and Khan Academy.
- 40%-Minor Grades- These grades consist of homework, class assignments, and quizzes.

# Algebra I with Probability Syllabus - Wright

Welcome to the Algebra and the 2024-2025 School Year!

**Teacher:** Dr. Eric Wright

**Email:** eric.wright@k12.dys.alabama.gov

**Course Information & Objectives:** The Algebra 1 curriculum builds on math concepts from grades 6<sup>th</sup> through 8<sup>th</sup>. Upon successful completion of the course and the End-of-Course assessment (EOC), a student achieves the requirements for high school credit.

## Topics Studied

Expressions, Equations & Inequalities  
Linear Equations and Inequalities  
Linear Functions  
Laws of Exponents and Expressions  
Quadratic Equations  
Simplifying Radical Expressions  
Quadratic Functions  
Exponential Functions  
Arithmetic and Geometric Sequences

## **Assessments:**

- Assignments (40%) will be given most days and will be graded. Students may be provided time to begin work on assignments in class. I highly encourage students to effectively use time provided during class to complete assignments.
- There will be an exam after every unit of instruction. Some units will have a mid-unit quiz (25%) in addition to the unit exam (35%).
- Completing and turning in assignments on time is very important. In learning Algebra 1, we are building on the knowledge gained in each class meeting and assignment in order to be successful with the concepts that follow. Not mastering a concept before proceeding to the next will result in much more difficulty with learning the new material.
- If you are absent, it is your responsibility to obtain make-up assignments and notes. You have the number of days that you were absent plus one to complete the work. If you are absent when a test is given, you should be prepared to take the test when you return to school.
- Algebra I students will take their state assessment (Algebra 1 EOC) between May 4<sup>th</sup> and May 7<sup>th</sup> 2021.

## **Note to Algebra 1 student:**

Algebra 1 is a high school level class. I expect Algebra 1 students to possess habits and skills in line with what would be expected of them in a high school level class. I do not expect to have to deal with any disruptions to the learning environment due to behavior issues. Please work hard developing good habits and skills that should be found in a positive and safe learning environment. (respecting supplies and working hard each day, taking notes, paying attention, keeping your area clean, not disrupting the classroom, etc.).

# Algebra I with Probability Syllabus – A Jones

**Teacher:** Angel Jones

**Email:** Angel.jones@k12.dys.alabama.gov

**Course Description:** This course covers foundational algebraic concepts while integrating probability to prepare students for college and career success. Students will engage in problem-solving, critical thinking, and real-world applications of algebra and probability.

## **Course Objectives:**

- Develop proficiency in algebraic operations and expressions.
- Solve linear equations and inequalities.
- Understand functions and their properties.
- Analyze and interpret data using probability concepts.
- Apply algebra and probability in real-world contexts.

## **Units of Study:**

1. **Introduction to Algebra**
  - Variables, constants, and expressions
  - Order of operations
  - Evaluating expressions
2. **Solving Equations and Inequalities**
  - One-step and multi-step equations
  - Solving inequalities and graphing on a number line
  - Applications of equations and inequalities
3. **Functions and Relations**
  - Understanding functions and their representations
  - Domain and range
  - Linear vs. nonlinear functions
4. **Linear Functions**
  - Slope and y-intercept
  - Writing equations of lines
  - Graphing linear equations
  - Applications in real-life scenarios
5. **Systems of Equations**
  - Solving systems by graphing, substitution, and elimination
  - Applications of systems in real-world problems
6. **Exponents and Polynomials**
  - Laws of exponents
  - Polynomial operations
  - Factoring polynomials
7. **Probability**
  - Basic concepts of probability (outcomes, events, sample space)
  - Theoretical vs. experimental probability
  - Compound events and independent/dependent events
  - Applications of probability in decision making
8. **Statistics**
  - Collecting and organizing data
  - Measures of central tendency (mean, median, mode)
  - Understanding distributions and variability
  - Using statistics in real-world contexts

## 9. Final Project and Review

- Integrative project combining algebra and probability concepts
- Review for final assessment

### Assessment Methods:

- Quizzes and Tests
- Homework assignments
- Group projects
- Participation in class discussions
- Final exam/project

### Materials Needed:

- Graphing calculator
- Textbook
- Notebook and writing materials
- Access to online resources

### Course Policies:

- Attendance and participation are crucial for success.
- Late assignments may be penalized unless prior arrangements are made.
- Academic integrity is expected; collaboration is encouraged, but plagiarism will not be tolerated.

## Algebra II with Statistics Syllabus – A Jones

**Teacher:** Angel Jones

**Email:** Angel.jones@k12.dys.alabama.gov

**Course Description:** This course expands on the concepts learned in Algebra I, delving deeper into algebraic functions, complex numbers, and advanced equations while integrating statistical methods for data analysis. Students will develop problem-solving and analytical skills relevant to college and career readiness.

### **Course Objectives:**

- Master functions and their transformations.
- Solve quadratic, polynomial, rational, and exponential equations.
- Understand and apply complex numbers.
- Analyze and interpret data using statistical methods.
- Develop critical thinking skills through real-world applications.

### **Units of Study:**

1. **Review of Algebra I Concepts**
  - Operations with real numbers
  - Solving linear equations and inequalities
  - Basics of functions
2. **Functions and Their Properties**
  - Types of functions: linear, quadratic, exponential, logarithmic
  - Function transformations (translations, reflections, stretches)
  - Inverse functions
3. **Polynomial Functions**
  - Polynomial long division and synthetic division
  - Zeros of polynomials and the Fundamental Theorem of Algebra
  - Graphing polynomial functions
4. **Rational Functions**
  - Understanding asymptotes and discontinuities
  - Operations with rational expressions
  - Applications of rational functions
5. **Exponential and Logarithmic Functions**
  - Properties of exponents and logarithms
  - Solving exponential and logarithmic equations
  - Applications in real-world contexts (growth and decay)
6. **Complex Numbers**
  - Operations with complex numbers
  - Polar form and De Moivre's Theorem
  - Applications of complex numbers
7. **Introduction to Statistics**
  - Types of data and data collection methods
  - Descriptive statistics: mean, median, mode, range, and standard deviation
  - Data visualization: histograms, box plots, and scatter plots
8. **Probability Concepts**
  - Basic probability principles
  - Independent and dependent events
  - Compound events and counting techniques
9. **Inferential Statistics**
  - Sampling methods and biases
  - Confidence intervals and hypothesis testing
  - Applications of inferential statistics in decision-making
10. **Final Project and Review**
  - Integrative project combining algebra and statistical concepts

- Review for final assessment

**Assessment Methods:**

- Quizzes and Tests
- Homework assignments
- Group projects
- Participation in class discussions
- Final exam/project

**Materials Needed:**

- Graphing calculator
- Textbook
- Notebook and writing materials
- Access to online resources

**Course Policies:**

- Regular attendance and participation are essential for success.
- Late assignments may incur penalties unless prior arrangements are made.
- Academic integrity is crucial; collaboration is encouraged, but plagiarism will not be tolerated.

## Geometry Course Syllabus - Wright

**Teacher:** Dr. Eric Wright eric.wright@k12.dys.alabama.gov

**Course Description:** In this course, students' study two- and three-dimensional shapes and their relationships in plane and space. It is a visual as well as analytic subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity, and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1-2 is reviewed with geometric applications. Students use the software available on the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas. Homework is required in this class.

**Course Text:** Common Core Geometry Pearson

**General Course Outline:** *This outline is tentative and may be adjusted as the year progresses.*

First Term

Ch 1      Introducing Geometry  
Ch 2      Reasoning in Geometry  
Ch 3      Using Tools of Geometry

Third Term

Ch 6      Circle Properties  
Ch 8      Areas of Figures  
Ch 9      Pythagorean theorem

Second Term

Ch 4      Triangle Properties  
Ch 5      Polygon Properties

Fourth Term

Ch 10     Volume  
Ch 11     Similarity

Ch 12     Trigonometry

### **Expectations of Students:**

**Notebook:** (~10%) Students are responsible for maintaining a **geometry** notebook for class notes, theorems and definitions, written assignments, handouts, quiz corrections, and homework. ***The better organized you keep your notebook, the more helpful it will be.***

**Assignments:** **Expect homework daily**, (~30%) which will take – on average – 30 minutes to complete. Homework assignments missed due to an excused absence may be made up. Students are responsible for assignments missed. Homework is checked daily for completion. Some assignments will be given as in-class assignments. **All work must be shown for full credit.** Work not completed on the due date is considered late. Late work will only be accepted during the chapter of study and will be marked down as half-credit. **No work will be accepted from a chapter once the chapter test has been given.**

**Quizzes:** (~15%) Quizzes will be given approximately weekly. They will be open book and open notes. There are no re-takes on quizzes.

**Tests:** (~45%) Tests will be given at the completion of each chapter/unit of study. Tests missed due to an **excused** absence may be made up within three days of your return from the absence at a time arranged with me outside of class. If you miss a test due to an unexcused absence it will be recorded as a zero and cannot be made up. ***It is your responsibility*** to present me with a re-admit slip to excuse an absence and your responsibility to schedule for a make-up test within a reasonable time.

**Projects:** There will be one or more projects required each term. You will be given ample time to prepare for and complete each project. Students who have computers with word processing and spreadsheet capabilities will find them beneficial. Computers are available at school in the computer lab for students use also. Projects are scored in the “test” category and weighted accordingly.

**Grading Scale:**    100%-90% = A    89%-80% = B    79%-65% = C    64%-55% = D    54%-0% = F

***Classroom Expectations:*** Students in this class are expected to be:

- ✓ **Prompt** ... tardiness is disruptive and wastes class time
- ✓ **Prepared** ... textbooks, supplies including pencil, paper and calculator are needed **daily**
- ✓ **Polite** ... pay attention to instruction, respect the rights and feelings of others, and maintain an orderly learning environment for everyone
- ✓ **Productive** ... use class time for class work, be on-task, participate in class

***Consequences:*** The consequences for failing to meet the classroom expectations will begin with a conference with the teacher to review classroom expectations and a possible parent contact. Continued failure to meet expectations will result in further conferences with the teacher, detention or dismissal for the day. If the student remains unable to meet expectations, a referral to the school administration for discipline will result.

***Attendance:*** Unless you have a valid excuse, you are expected to be in class on time each school day. You should be in the classroom when the tardy bell rings, ready to work on the warm-up problem(s). If you are tardy, you will be required to make up time. Students are responsible for any material missed during an absence.

<b><u>Grading Policy:</u></b>	Projects and Tests:	~45%
	Class-work, homework, notebook	~30%
	Quizzes	~15%
	Notebook	~10%

**Extra Help:** Little questions become big problems when they are not addressed right away. I am available for extra help during lunch and school on most days. Students should plan with me to set up additional time.

**Required Materials:** Students are to respect and utilize the following materials:

- ◆ #2 pencils, erasers, Notebook paper, folder to be used as **Geometry** Notebook
- ◆ Protractor, and Ruler
- ◆ Scientific/Graphing Calculator (TI-83 or TI-84 provided)

## **Geometry with Data Analysis – Whitman**

**Teacher:** Mrs. Whitman

**Location:** Wallace Annex IV Autauga Campus

**Email:** Lesley.Whitman@k12.dys.alabama.gov

Students study two and three dimensional shapes and their relationships in plane and space. It is a visual as well as analytic subject, integrating spatial and numerical concepts. Students classify and describe shapes in terms of congruence, similarity, and transformations. The course introduces students to different forms of mathematical logic, including inductive and deductive reasoning. Students solve measurement and algebraic problems using properties, proportions, and trigonometric relationships. Algebra 1-2 is reviewed with geometric applications.

### **Expectations**

- Students will be respectful to all peers and all staff.
- Students will be prepared to work when entering class.
- Students will be actively engaged in learning every day that means listening and paying attention to instructions and asking questions appropriately.

### **Units of Study**

- Foundations of Euclidean Geometry
- Geometric Transformations
- Angles and Lines
- Triangles
- Triangle Congruence
- Similarity Transformations
- Right Triangle Relationships and Trigonometry
- Quadrilaterals and Coordinate Algebra
- Circles
- Geometric Modeling
- Data Analysis

### **Grades**

- 60%-Major Grades- These grades will come from tests, class projects, and online assignments such as Edgenuity, Prodigy, ACT Prep, and Khan Academy.
- 40%-Minor Grades- These grades consist of homework, class assignments, and quizzes.

# Geometry Syllabus – A Jones

**Teacher:** Angel Jones

**Email:** Angel.jones@k12.dys.alabama.gov

## **Course Description**

This course focuses on the properties and relationships of geometric figures. Students will develop spatial reasoning, problem-solving skills, and the ability to write proofs. The course emphasizes real-world applications of geometry.

## **Course Objectives**

Students will:

1. Understand geometric definitions, postulates, and theorems.
2. Develop skills to prove geometric statements.
3. Apply geometric concepts in real-world situations.
4. Use coordinate geometry to analyze figures.
5. Explore transformations and symmetry.

## **Units of Study**

1. **Fundamentals of Geometry**
  - Points, Lines, and Planes
  - Measuring Segments and Angles
2. **Reasoning and Proof**
  - Inductive and Deductive Reasoning
  - Writing and Understanding Proofs
3. **Triangles**
  - Properties and Types of Triangles
  - Congruence (SSS, SAS, ASA, AAS, HL)
  - Similarity and Triangle Inequalities
4. **Quadrilaterals and Polygons**
  - Classifying Quadrilaterals
  - Properties of Polygons
  - Interior and Exterior Angles
5. **Circles**
  - Circle Properties and Terms
  - Arcs, Chords, and Inscribed Angles
6. **Area and Volume**
  - Area of 2D Figures (Triangles, Rectangles, Circles)
  - Volume and Surface Area of 3D Figures (Prisms, Cylinders, Cones, Spheres)
7. **Transformations**
  - Translations, Rotations, Reflections, and Dilations
  - Symmetry and Congruence
8. **Coordinate Geometry**
  - The Coordinate Plane
  - Distance, Midpoint, and Slope Formulas
  - Equations of Lines
9. **Applications of Geometry**
  - Real-World Problem Solving
  - Introduction to Trigonometry

## **Assessment Methods**

- **Quizzes and Tests:** Regular assessments to gauge understanding.
- **Homework:** Weekly assignments to reinforce concepts.
- **Projects:** Individual and group projects to explore geometric applications.

- **Participation:** Engagement in class discussions and activities.

### **Materials Needed**

- Textbook
- Graph paper
- Ruler, compass, protractor
- Scientific calculator
- Notebook and writing materials

### **Classroom Policies**

- **Attendance:** Consistent attendance is essential. Please notify the instructor of any absences.
- **Homework:** Assignments are due on the specified date; late work may incur penalties.
- **Respect:** A respectful classroom environment is expected at all times.

## 6th Grade Science Syllabus - Russell

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**Course Title:** 6th Grade Science

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** [karen.russell@k12.dys.alabama.gov](mailto:karen.russell@k12.dys.alabama.gov), 334-215-6038

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### **Course Description:**

6th Grade Science introduces students to essential concepts in physical, life, and earth sciences, emphasizing hands-on exploration and scientific inquiry. Students will engage in laboratory investigations, projects, and discussions to develop critical thinking skills. The curriculum aligns with the Alabama Course of Study Standards.

### **Course Objectives:**

1. Develop scientific inquiry skills, including observation, experimentation, and data analysis.
2. Explore fundamental concepts in life, earth, and physical sciences.
3. Investigate the interactions among living organisms, ecosystems, and the environment.
4. Understand Earth's structure, natural resources, and processes.
5. Apply scientific knowledge to solve problems and make informed decisions.

### **Required Texts:**

- **Science Fusion: Grade 6** on Imagine Edgenuity or equivalent textbook
- Supplementary materials and resources provided by the instructor

### **Materials Needed:**

- Notebook and writing utensils
- Safety goggles for laboratory experiments
- Access to a computer or tablet for digital assignments
- Art supplies for projects and visual representations

### **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations: 10%
- Participation and Effort: 10%

### **Course Outline:**

#### **Unit 1: Scientific Inquiry**

- **Weeks 1-2:** Introduction to Scientific Method, Lab Safety, and Experimental Design
  - Standards: SC.6.1, SC.6.2

#### **Unit 2: Cells and Microorganisms**

- **Weeks 3-5:** Cell Structure and Function, Microorganisms, and Human Health
  - Standards: SC.6.3, SC.6.4

#### **Unit 3: Ecosystems and Biomes**

- **Weeks 6-8:** Interactions in Ecosystems, Energy Flow, and Biomes
  - Standards: SC.6.5, SC.6.6

#### **Unit 4: Earth's Systems**

- **Weeks 9-11:** Earth's Layers, Plate Tectonics, and Natural Resources
  - Standards: SC.6.7, SC.6.8

#### **Unit 5: Weather and Climate**

- **Weeks 12-14:** Weather Patterns, Climate Change, and Atmospheric Processes

- Standards: SC.6.9, SC.6.10

### **Unit 6: Matter and Energy**

- **Weeks 15-17:** Properties of Matter, Changes in Matter, and Energy Forms
  - Standards: SC.6.11, SC.6.12

### **Unit 7: Motion and Forces**

- **Weeks 18-20:** Motion, Forces, Simple Machines, and Energy Transfer
  - Standards: SC.6.13, SC.6.14

### **Unit 8: Review and Final Exam**

- **Weeks 21-22:** Review of Concepts and Preparation for Final Exam
  - Comprehensive review of all standards covered

### **Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Laboratory Safety:** Follow safety protocols during experiments and lab activities.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.

### **Additional Resources:**

- **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Khan Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online General Science resources, educational videos, and interactive simulations
- **Field Trips:** Opportunities for virtual field trips related to course topics
- **Guest Speakers:** Invited experts to enhance learning experiences

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## 7th Grade Life Science Syllabus - Russell

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**Course Title:** 7th Grade Life Science

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov, 334-215-6038

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### **Course Description:**

7th Grade Life Science explores biological concepts related to cells and cellular processes, genetics and heredity, ecosystems and interactions, and adaptations of organisms. Students will engage in scientific inquiry, hands-on investigations, and critical thinking to understand biological concepts and their applications. The curriculum aligns with the Alabama Course of Study Standards.

### **Course Objectives:**

1. Investigate the structure and function of cells and cellular processes.
2. Explore genetics, heredity, and inheritance patterns.
3. Analyze ecosystems, populations, and environmental interactions.
4. Examine adaptations of organisms and their survival strategies.
5. Apply scientific inquiry methods to conduct experiments and investigations.
6. Communicate scientific findings and concepts effectively.

### **Required Texts:**

- **Life Science: Grade 7** on Imagine Edgenuity equivalent textbook
- Supplementary materials and lab resources provided by the instructor

### **Materials Needed:**

- Notebook and writing utensils
- Access to a computer or tablet for digital simulations and assignments
- Microscopes and lab equipment for hands-on experiments

### **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations and/or Projects: 10%
- Participation and Effort: 10%

### **Course Outline:**

#### **Unit 1: Introduction to Life Science**

- **Weeks 1-2:** Scientific Method, Cells, and Cellular Processes
  - Standards: SC.7.1, SC.7.2, SC.7.3

#### **Unit 2: Genetics and Heredity**

- **Weeks 3-5:** Mendelian Genetics, Punnett Squares, and Inheritance Patterns
  - Standards: SC.7.4, SC.7.5

#### **Unit 3: Evolution and Adaptations**

- **Weeks 6-8:** Natural Selection, Adaptations, and Evidence of Evolution
  - Standards: SC.7.6, SC.7.7

#### **Unit 4: Ecosystems and Interactions**

- **Weeks 9-11:** Energy Flow, Food Webs, and Biomes
  - Standards: SC.7.8, SC.7.9

#### **Unit 5: Human Biology and Health**

- **Weeks 12-14:** Human Body Systems, Health Issues, and Disease Prevention
  - Standards: SC.7.10, SC.7.11

**Unit 6: Environmental Science**

- **Weeks 15-17:** Conservation, Environmental Issues, and Human Impact
  - Standards: SC.7.12, SC.7.13

**Unit 7: Review and Final Exam**

- **Weeks 18-19:** Review of Concepts and Preparation for Final Exam
  - Comprehensive review of all standards covered

**Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.

**Additional Resources:**

- **Online Platforms:** **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online Life Science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips
- **Guest Speakers:** Invited experts to enhance learning experiences

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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**Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## 7th Grade Science Syllabus - Russell

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**Course Title:** 7th Grade Science

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov, 334-215-6038

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### **Course Description:**

7th Grade Science introduces students to fundamental concepts in life, earth, and physical sciences, emphasizing inquiry-based learning and scientific investigation. Students will explore scientific principles through laboratory experiments, projects, and discussions. The curriculum aligns with the Alabama Course of Study Standards.

### **Course Objectives:**

1. Develop scientific inquiry skills, including observation, experimentation, and data analysis.
2. Explore the interrelationships among living organisms, ecosystems, and the environment.
3. Investigate Earth's structure, processes, and natural resources.
4. Understand physical science concepts, including properties of matter, energy, and forces.
5. Apply scientific knowledge to solve problems and make informed decisions.

### **Required Texts:**

- **Science Fusion: Grade 7** on Imagine Edgeunity or equivalent textbook
- Supplementary materials and resources provided by the instructor

### **Materials Needed:**

- Notebook and writing utensils
- Safety goggles for laboratory experiments
- Access to a computer or tablet for digital assignments
- Art supplies for projects and visual representations

### **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations and/or Projects: 10%
- Participation and Effort: 10%

### **Course Outline:**

#### **Unit 1: Cells and Heredity**

- **Weeks 1-3:** Cell Structure and Function, Genetics, and Heredity
  - Standards: SC.7.1, SC.7.2, SC.7.3

#### **Unit 2: Interactions of Life**

- **Weeks 4-6:** Ecosystems, Energy Flow, and Adaptations
  - Standards: SC.7.4, SC.7.5, SC.7.6

#### **Unit 3: Earth's Structure and Processes**

- **Weeks 7-9:** Earth's Layers, Plate Tectonics, and Natural Resources
  - Standards: SC.7.7, SC.7.8, SC.7.9

#### **Unit 4: Energy and Waves**

- **Weeks 10-12:** Forms of Energy, Waves, Sound, and Light
  - Standards: SC.7.10, SC.7.11

#### **Unit 5: Matter and Chemical Reactions**

- **Weeks 13-15:** Properties of Matter, Elements, Compounds, and Chemical Reactions

- Standards: SC.7.12, SC.7.13

#### **Unit 6: Forces and Motion**

- **Weeks 16-18:** Motion, Forces, Simple Machines, and Newton's Laws
  - Standards: SC.7.14, SC.7.15

#### **Unit 7: Human Impact on Earth Systems**

- **Weeks 19-21:** Environmental Issues, Conservation, and Sustainability
  - Standards: SC.7.16, SC.7.17

#### **Unit 8: Review and Final Exam**

- **Weeks 22-23:** Review of Concepts and Preparation for Final Exam
  - Comprehensive review of all standards covered

#### **Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Laboratory Safety:** Follow safety protocols during experiments and lab activities.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.

#### **Additional Resources:**

- **Online Platforms:** **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online Science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips
- **Guest Speakers:** Invited experts to enhance learning experiences

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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#### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

# **8th Grade Life Science Syllabus - Russell**

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**Course Title:** 8th Grade Life Science

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov, 334-215-6038

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## **Course Description:**

8th Grade Life Science explores the diversity of life, cells and cellular processes, genetics and heredity, ecosystems and interactions, and human biology. Students will engage in scientific inquiry, hands-on investigations, and critical thinking to understand biological concepts and their applications. The curriculum aligns with the Alabama Course of Study Standards.

## **Course Objectives:**

1. Investigate the structure and function of cells and cellular processes.
2. Explore genetics, heredity, and inheritance patterns.
3. Analyze ecosystems, populations, and environmental interactions.
4. Examine human biology, health, and disease prevention.
5. Apply scientific inquiry methods to conduct experiments and investigations.
6. Communicate scientific findings and concepts effectively.

## **Required Texts:**

- **Life Science: Grade 8** on Imagine Edgenuity or equivalent textbook
- Supplementary materials and lab resources provided by the instructor

## **Materials Needed:**

- Notebook and writing utensils
- Access to a computer or tablet for digital simulations and assignments
- Microscopes and lab equipment for hands-on experiments

## **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations and/or Projects: 10%
- Participation and Effort: 10%

## **Course Outline:**

### **Unit 1: Introduction to Life Science**

- **Weeks 1-2:** Scientific Method, Cells, and Cellular Processes
  - Standards: SC.8.1, SC.8.2, SC.8.3

### **Unit 2: Genetics and Heredity**

- **Weeks 3-5:** Mendelian Genetics, Punnett Squares, and Inheritance Patterns
  - Standards: SC.8.4, SC.8.5

### **Unit 3: Evolution and Adaptations**

- **Weeks 6-8:** Natural Selection, Adaptations, and Evidence of Evolution
  - Standards: SC.8.6, SC.8.7

### **Unit 4: Ecosystems and Interactions**

- **Weeks 9-11:** Energy Flow, Food Webs, and Biomes
  - Standards: SC.8.8, SC.8.9

### **Unit 5: Human Biology and Health**

- **Weeks 12-14:** Human Body Systems, Health Issues, and Disease Prevention

- Standards: SC.8.10, SC.8.11

#### **Unit 6: Environmental Science**

- **Weeks 15-17:** Conservation, Environmental Issues, and Human Impact
  - Standards: SC.8.12, SC.8.13

#### **Unit 7: Review and Final Exam**

- **Weeks 18-19:** Review of Concepts and Preparation for Final Exam
  - Comprehensive review of all standards covered

#### **Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.

#### **Additional Resources:**

- **Online Platforms:** **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online Life Science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips
- **Guest Speakers:** Invited experts to enhance learning experiences

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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#### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## Physical Science Syllabus - Russell

### **Contact Information:**

Coach Patton  
keith.patton@k12.dys.alabama.gov

### **Expectations:**

It is important that you complete ALL assigned work, turn it in on time, and put forth an honest effort. If you do this you will be successful in this class. If you are concerned about your grades please come and talk to me immediately. DO NOT wait until the end of the grading period.

### **Classroom Rules:**

- BE RESPECTFUL towards everyone!!!
- Follow directions the first time they are given!
- Students are expected to abide by all rules and policies stated in the Code of Conduct.

### **Procedures:**

- Be in your seat when they bell rings.
- Begin working on your bellringer.
- Get prepared for class (get out any work/notes/etc.).

### **Consequences:**

Failure to follow class rules/code of conduct may result in ANY of the following consequences:

- Verbal warning
- Written assignment
- Contact parent/guardian
- Referral to office

### **Grading Policy:**

Cumulative points for each 9 weeks will be determined by tests, quizzes, classwork, homework, projects, and lab activities. Tests are announced several days in advance. If you are absent the day before a test and it is a review day, you are still expected to take the test if you return to school on the test day.

### **Make-up Work:**

- If you are absent it is YOUR responsibility to find out what work you missed.
- A letter grade will be deducted for every day that an assignment is late.
- After five days, I will not accept any late work.

### **Lab:**

We will go over lab safety in class and a safety contract will be sent home for you and your parents/guardians to sign. Failure to follow proper lab procedures will result in a zero for the lab and the loss lab of privilege for the remainder of the period. Also, you may not be allowed to participate in lab the next time the class has a lab activity. You will receive a written assignment while the other students complete the lab. LAB ACTIVITIES ARE A PRIVILEGE AND SAFETY IS THE TOP PRIORITY!!!

**Course Description:**

The physical science course is a full-year course designed to introduce you to the general principles of physics and chemistry. You will become familiar with the natural laws governing the physical world with emphasis upon the discovery and development of these laws and their effect upon man. During this course you will learn to identify the basic questions and concepts that guide scientific investigation and to design and conduct your own investigations related to physics and chemistry.

**Course Content:**

- Atomic Structure
- Classes and properties of matter
- Elements, Compounds, Mixtures
- Properties of solutions
- The Periodic Table
- Chemical bonding, equations, nomenclature, reactions
- Forces, Motion, and Momentum
- Gravitation
- Kinetic and Potential Energy
- Heat and Work
- Sound and Light
- Magnetism
- Waves
- Electrical Circuits

## 8th Grade Physical Science Syllabus - Russell

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**Course Title:** 8th Grade Physical Science

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov, 334-215-6038

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### **Course Description:**

8th Grade Physical Science introduces students to fundamental concepts in chemistry and physics, emphasizing hands-on experiments and scientific inquiry. Students will explore the properties of matter, chemical reactions, forces, motion, and energy transformations. The curriculum aligns with the Alabama Course of Study Standards.

### **Course Objectives:**

1. Investigate the structure, properties, and changes of matter.
2. Explore the principles of motion, forces, and energy transformations.
3. Analyze chemical reactions and their effects on substances.
4. Apply scientific inquiry methods to conduct experiments and investigations.
5. Communicate scientific findings and concepts effectively.

### **Required Texts:**

- **Physical Science: Grade 8** on Imagine Edgenuity or equivalent textbook
- Supplementary materials and lab resources provided by the instructor

### **Materials Needed:**

- Notebook and writing utensils
- Scientific calculator (as needed)
- Access to a computer or tablet for digital simulations and assignments

### **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations and/or Projects: 10%
- Participation and Effort: 10%

### **Course Outline:**

#### **Unit 1: Introduction to Physical Science**

- **Weeks 1-2:** Scientific Method, Measurement, and Lab Safety
  - Standards: SC.8.1, SC.8.2

#### **Unit 2: Properties and Changes of Matter**

- **Weeks 3-5:** Atomic Structure, Periodic Table, and Chemical Bonds
  - Standards: SC.8.3, SC.8.4, SC.8.5

#### **Unit 3: Motion and Forces**

- **Weeks 6-8:** Newton's Laws of Motion, Forces, and Motion Graphs
  - Standards: SC.8.6, SC.8.7

#### **Unit 4: Energy Transformations**

- **Weeks 9-11:** Forms of Energy, Energy Transfer, and Conservation
  - Standards: SC.8.8, SC.8.9

#### **Unit 5: Waves and Electromagnetic Spectrum**

- **Weeks 12-14:** Properties of Waves, Sound, Light, and Electromagnetic Radiation
  - Standards: SC.8.10, SC.8.11

#### **Unit 6: Electricity and Magnetism**

- **Weeks 15-17:** Electrical Circuits, Magnetism, and Electromagnetic Induction
  - Standards: SC.8.12, SC.8.13

#### **Unit 7: Chemical Reactions**

- **Weeks 18-20:** Types of Chemical Reactions, Conservation of Mass, and Reactions in Living Systems
  - Standards: SC.8.14, SC.8.15

#### **Unit 8: Review and Final Exam**

- **Weeks 21-22:** Review of Concepts and Preparation for Final Exam
  - Comprehensive review of all standards covered

#### **Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.

#### **Additional Resources:**

- **Online Platforms: Online Platforms: Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Science Fair:** If possible, opportunities for science fair projects and presentations
- **Supplementary Materials:** Access to online Physical Science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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#### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## **8<sup>th</sup> Grade Physical Science Syllabus – Nichols**

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

### **Course Description**

Physical Science is a conceptual, inquiry-based course that provides students with an investigation of the basic concepts of chemistry and physics. Students use evidence from their own investigations as well as the investigations of others to develop and refine knowledge of core ideas. Increased sophistication, both of their model-based explanations and the argumentation by which evidence and explanation are linked, is developed through language and mathematical skills appropriate to the individual student's cognitive ability level. The standards provide a depth of conceptual understanding that will adequately prepare them for college, career, and citizenship with an appropriate level of scientific literacy.

Students in eighth grade exhibit a wide range of learning styles and intellectual abilities. This diversity in development requires the implementation of a science curriculum that engages students in scientific inquiry. The classroom environment must provide opportunities for students to identify problems, ask questions, make observations, design solutions, and explore important scientific concepts through investigations. As students' curiosity and creativity flourish, teachers must design activities that encourage students to construct explanations based upon their own experiences and to use their creative abilities to devise solutions to real-world problems. Students engage in higher-level, abstract-thinking processes as they make connections between and among disciplines and become well-grounded in experiences. Students work in a variety of groups that foster collaboration among peers.

Grade 8 content standards are based upon the disciplinary core ideas in the Physical Science domain. The first core idea, Matter and Its Interactions, concentrates on the composition and properties of matter. The second core idea, Motion and Stability: Forces and Interactions, focuses on examining forces and predicting and developing explanations for changes in motion. The third core idea, Energy, involves the conservation of energy, energy transformations, and applications of energy to everyday life. The final core idea, Waves and Their Applications in Technologies for Information Transfer, examines types and properties of waves and the use of waves in communication devices. Integrated into the Physical Science content standards are the disciplinary core ideas of the Engineering, Technology, and Applications of Science (ETS) domain, which require students to employ tools and materials to solve problems and to use representations to convey various design solutions.

- Matter and its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- Waves and their Applications for information Transfer

### **CLASS EXPECTATIONS:**

1. Be on time
2. Enter class and sit down quietly
3. Teacher's desk, intercom, TV/BOARD, windows, thermostat, blinds, drawers and closets are off limits.
4. Always stay on task

5. Listen attentively
6. Always receive permission to leave your seat
7. Use classroom materials appropriately and return them to their respective place before leaving class.
8. Do not talk out in class
9. Never place your feet/foot in the book rack of the desk

#### **CLASS MATERIALS:**

1. Each student will be issued a folder. It is your responsibility to place your folder in the correct place upon leaving class.
2. Each student will be assigned to a book according to their grade level.
3. When entering the class get your book from the shelf that you will need to complete your assignment.
4. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.
5. Your Textbook and other material are provided for you.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:**

**Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

#### **Grading Policy**

**All assignments are worth 100 points.**

100-90- points= A

89-80 points= B

79-70 points=C

69-60 points=D

59 or less= F

## 8th Grade Science Syllabus - Russell

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**Course Title:** 8th Grade Science

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov, 334-215-6038

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### **Course Description:**

8th Grade Science explores physical science concepts, life science principles, and Earth and space sciences through inquiry-based learning and hands-on investigations. Students will develop scientific inquiry skills, critical thinking, and problem-solving abilities. The curriculum aligns with the Alabama Course of Study Standards.

### **Course Objectives:**

1. Investigate the properties and interactions of matter and energy.
2. Explore the structure and functions of living organisms and ecosystems.
3. Analyze Earth's systems, natural resources, and environmental impacts.
4. Apply scientific inquiry methods to conduct experiments and investigations.
5. Communicate scientific findings and concepts effectively.

### **Required Texts:**

- **Science: Grade 8** on Imagine Edgenuity or equivalent textbook
- Supplementary materials and lab resources provided by the instructor

### **Materials Needed:**

- Notebook and writing utensils
- Scientific calculator (as needed)
- Access to a computer or tablet for digital simulations and assignments
- Safety goggles for lab work

### **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations and/or Projects: 10%
- Participation and Effort: 10%

### **Course Outline:**

#### **Unit 1: Forces and Motion**

- **Weeks 1-3:** Newton's Laws of Motion, Forces, and Motion Graphs
  - Standards: SC.8.1, SC.8.2, SC.8.3

#### **Unit 2: Energy Transformations**

- **Weeks 4-6:** Forms of Energy, Energy Transfer, and Conservation
  - Standards: SC.8.4, SC.8.5

#### **Unit 3: Cells and Heredity**

- **Weeks 7-9:** Cell Structure and Function, Genetics, and Heredity
  - Standards: SC.8.6, SC.8.7

#### **Unit 4: Earth and Space Science**

- **Weeks 10-12:** Earth's History, Plate Tectonics, and Earthquakes
  - Standards: SC.8.8, SC.8.9

#### **Unit 5: Ecology and Ecosystems**

- **Weeks 13-15:** Interactions in Ecosystems, Biodiversity, and Human Impact
  - Standards: SC.8.10, SC.8.11

**Unit 6: Waves and Electromagnetic Radiation**

- **Weeks 16-18:** Properties of Waves, Sound, Light, and Electromagnetic Spectrum
  - Standards: SC.8.12, SC.8.13

**Unit 7: Weather and Climate**

- **Weeks 19-21:** Weather Patterns, Climate Change, and Atmospheric Processes
  - Standards: SC.8.14, SC.8.15

**Unit 8: Review and Final Exam**

- **Weeks 22-23:** Review of Concepts and Preparation for Final Exam
  - Comprehensive review of all standards covered

**Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.

**Additional Resources:**

- **Online Platforms: Online Platforms: Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Science Fair:** If possible, opportunities for science fair projects and presentations
- **Supplementary Materials:** Access to online Science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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**Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## 9<sup>th</sup> Grade Physical Science Syllabus – Nichols

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

### **Overview**

Physical Science is a conceptual, inquiry-based course that provides students with an investigation of the basic concepts of chemistry and physics. Students use evidence from their own investigations as well as the investigations of others to develop and refine knowledge of core ideas. Increased sophistication, both of their model-based explanations and the argumentation by which evidence and explanation are linked, is developed through language and mathematical skills appropriate to the individual student's cognitive ability level. The standards provide a depth of conceptual understanding that will adequately prepare them for college, career, and citizenship with an appropriate level of scientific literacy.

- Matter and its Interactions
- Motion and Stability: Forces and Interactions
- Energy
- Waves and their Applications for information Transfer

### **Class expectations:**

10. Be on time
11. Enter class and sit down quietly
12. Teacher's desk, intercom, TV/VCR, windows, thermostat, blinds, drawers and closets are off limits.
13. Always stay on task
14. Listen attentively
15. Always receive permission to leave your seat
16. Use classroom materials appropriately and return them to their respective place before leaving class.
17. Do not talk out in class
18. Never place your feet/foot in the book rack of the desk

### **CLASS MATERIALS:**

6. Each student will be issued a folder. It is your responsibility to place your folder in the correct place upon leaving class.
7. Each student will be assigned to a book according to their grade level.
8. When entering the class get your book from the shelf that you will need to complete your assignment.
9. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.
10. Your Textbook and other material are provided for you.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:**

**Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

### **Grading Policy**

**All assignments are worth 100 points.**

100-90- points= A

89-80 points= B

79-70 points=C

69-60 points=D

59 or less= F

## General Biology - Patton

### **Instructor: Coach Patton**

Email: keith.patton@k12.dys.alabama.gov

**Location:** L.B. Wallace School

### **Course Description:**

Biology focuses on the study of life by examining the five fundamental concepts of cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues.

### **Grading Scales:**

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

### **Grading Policy:**

Major grades- 50% (includes tests, major labs, and projects)

Minor grades- 50% (quizzes, minor labs, homework, and class work)

**Textbook:** Clever resources

**Course Objectives:** The following learning objectives will be addressed in this course. Each topic represents a broad study in biology.

### **Objectives:**

Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.

1. Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment.
2. Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.
3. Identify reactants and products associated with photosynthesis and cellular respiration and the purposes of these two processes.
4. Describe similarities and differences of cell organelles, using diagrams and tables.
5. Identify cells, tissues, organs, organ systems, organisms, populations, communities, and ecosystems as levels of organization in the biosphere.
6. Describe the roles of mitotic and meiotic divisions during reproduction, growth, and repair of cells.
7. Apply Mendel's law to determine phenotypic and genotypic probabilities of offspring.
8. Identify the structure and function of DNA, RNA, and protein.
9. Differentiate between the previous five-kingdom and current six-kingdom classification systems.
10. Distinguish between monocots and dicots, angiosperms and gymnosperms, and vascular and nonvascular plants.
11. Classify animals according to type of skeletal structure, method of fertilization and reproduction, body symmetry, body coverings, and locomotion.
12. Describe protective adaptations of animals, including mimicry, camouflage, beak type, migration, and hibernation.
13. Trace the flow of energy as it decreases through the trophic levels from producers to the quaternary level in food chains, food webs, and energy pyramids.

14. Trace biogeochemical cycles through the environment, including water, carbon, oxygen, and nitrogen.
15. Identify biomes based on environmental factors and native organisms.
16. Identify density-dependent and density-independent limiting factors that affect populations in an ecosystem.

<b>1<sup>st</sup> Nine Weeks</b>	<b>Content</b>
Chapter 1- The Science of Biology	Introduction to the Scientific Method Metric Units Graphing Introduction to Microscopes
Chapter 2- The Chemistry of Life	The Nature of Matter Properties of Water Carbon Compounds Chemical Reactions and Enzymes Passive and Active Transport
Chapter 8-Photosynthesis	Energy and Life: ATP Photosynthesis
Chapter 9- Cellular Respiration	Cellular Respiration
<b>2<sup>nd</sup> Nine Weeks</b>	<b>Content</b>
Chapter 7- Cell Structure and Function	Cells and Microscopes Cell Theory Prokaryotes and Eukaryotes Cell Organelles
Chapter 10- Cell Growth and Division	Mitosis and Cytokinesis Cell Cycle Cell Division
Chapter 11-Introduction to Genetics	Meiosis and Sexual Reproduction The Work of Gregor Mendel Origins of Genetics Punnett Squares Genetic Disorders Pedigrees Karyotypes
<b>3<sup>rd</sup> Nine Weeks</b>	<b>Content</b>
Chapter 12-DNA and RNA	DNA structure DNA replication
Chapter 15-Darwin's Theory of Evolution	Darwin and Natural Selection Evidence as Genetic Change
Chapter 18-Classification	Taxonomy Classification
Chapter 5-Populations	Population Dynamics Human Population Growth Limiting Factors
<b>4<sup>th</sup> Nine Weeks</b>	<b>Content</b>
Chapter 4- Ecosystems	The Role of Climate Terrestrial Biomes Aquatic Biomes Community Interactions
Chapter 3-The Biosphere	Cycles of Matter
Chapter 32- Introduction to Mammals	Diversity of Mammals Primates and Human Origins

**Make-up procedures:**

Major and Minor assignments can be made up the day of the student's return.

**Tutoring Schedule:**

Students in need of additional assistance must inform the teacher the day before the tutoring session.

Tutoring will be held Tuesdays-Thursdays.

**Weblinks/resources:**

[www.biologyjunction.com](http://www.biologyjunction.com)

[www.biologycorner.com](http://www.biologycorner.com)



## General Science - Edwards

**L.B. Wallace School**

**Instructor: Mrs. Edwards**

Email: mary.edwards@k12.dys.alabama.gov

School phone number: 334-215-6078



### **Course Description:**

This science curriculum encompasses a general study of the physical, life and earth sciences. Emphasis is on the development of not only specific content knowledge, but the processes and skills set forth by the *Common Core Standards* in Math and Language Arts to ensure student mastery of the benchmarks described below:

### **Methods of Instruction:**

Lecture and Presentations (Promethean, PowerPoint), Video Clips (quizzes), class work, labs (activities)\*this caters to all learning styles visual, auditory and kinesthetic. Students will also use Flocabulary and Edgenuity as learning sources and coursework.

### **Course Outline:**

#### **Unit 1: Introduction to Sciences:**

- Scientific Method, Lab Safety, Measurements (Metrics), Scientific Notation, Significant Figures

#### **Unit 2: Properties and Changes of Matter:**

- Atomic Structure, Periodic Table, Chemical Bonds, Chemical equations (counting atoms, balancing equations)

#### **Unit 3: Energy Transformations**

- Forms of Energy, Energy Transfer, and Conservation

#### **Unit 4: Cellular Structure and Function**

- Cell Theory, Cell Structure, Cellular Transport, Photosynthesis, and Cellular Respiration

#### **Unit 5: Genetics and Heredity**

- DNA Structure and Function, Mendelian Genetics, Patterns of Inheritance

#### **Unit 6: Evolution and Classification**

- Theory of Evolution, Natural Selection, Evidence for Evolution, Classification of Living Organisms

#### **Unit 7: Ecology and Ecosystems**

- Biomes, Symbiosis, Levels of Organization, Energy Flow (food chain/ food web)

#### **Unit 8: Natural Resources and Energy**

- Renewable and Nonrenewable Resources, Energy Consumption, Sustainable Energy Solutions

#### **Unit 9: Human Population and Urbanization**

- Human Population Growth, Urbanization, Sustainable Development

#### **Unit 10: : Plate Tectonics and Earth's Structure**

- Plate Tectonics, Earth's Layers, Earthquakes, and Volcanoes

## **Unit 11: Atmospheric Processes and Weather**

- Composition of the Atmosphere, Weather Patterns, and Severe Weather

## **Unit 12: Astronomy**

- The Solar System, Stars, Galaxies, The Universe, Space Exploration

### **Classroom Rules**

1. Respect others, equipment, and materials at all times. \*Refrain from profanity (cussing) and vulgarity (offensive sexual or explicit behavior).
2. Enter the teacher's area only when told to do so and keep hands to yourself, so please don't touch anything on my desk.
3. Stay awake and on task at all times. \*No work will result in a Red for participation and a grade of a zero.
4. Be in your desk and ready to learn on time. You should be ON TIME! \*Otherwise you are OAAA (Out of Assigned Area)!
5. No horse playing, joking, or communicating with other students OUTSIDE the classroom.

### **Procedures and Expectations**

1. Have your point sheet ready before you enter into the class and place in basket on lab station.
2. Enter class quietly and make sure you have shirt tucked.
3. Obtain pencils from pencil holder and all materials will be issued or already on your desk.
4. Sit down and remain seated until you have proper permission to move, otherwise you will be OAAA (Out of Assigned Area). \*Raise your hand for teacher assistance.
5. Read the Agenda (schedule) for the day on the board and start on Bellringer. If it's Monday you will start off with the Quote of the Week and write it down from the board and then write what it means to you.
6. Always put Name and Title of work on classwork.
7. You will only be allowed to go to restroom at the given times :(2nd and 5th periods), so don't ask because the answer will be NO!

### **My Expectations**

- Please do not stand in front of my desk. Do not block my vision from watching the class at anytime. Doing so will cause you to have OAAA.
- Make sure you get permission to move and get what you need to get.
- Do not stare, bully, or say anything inappropriate to me or anyone else.
- You may not respect me, but don't disrespect me!

# 9th Grade Earth and Space Science Syllabus– Russell

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**Course Title:** 9th Grade Earth and Space Science

**Instructor:** Karen Russell

**Contact Information:** karen.russell@k12.dys.alabama.gov

**School:** L. B. Wallace IV

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## **Course Description:**

This course explores the fundamental concepts of Earth and Space Science, including geology, meteorology, oceanography, and astronomy. The curriculum aligns with the Alabama Course of Study Standards and aims to foster an understanding of Earth's systems, the universe, and the interconnections between them.

## **Course Objectives:**

1. Understand the scientific principles and methods used in Earth and Space Science.
2. Analyze Earth's materials, structure, processes, and history.
3. Investigate atmospheric processes and weather patterns.
4. Explore the principles of oceanography and marine science.
5. Study the solar system, stars, galaxies, and the universe.

## **Required Texts:**

- **Earth Science** on Imagine Edgenuity or equivalent textbook
- Additional readings and scientific articles provided by the instructor

## **Materials Needed:**

- Notebook and writing utensils
- Laboratory notebook
- Access to a computer or tablet for digital assignments
- Safety goggles for lab work

## **Grading Policy:**

- Classwork: 40%
- Quizzes and Tests: 40%
- Laboratory Investigations/Reports and Projects: 10%
- Participation and Effort: 10%

## **Course Outline:**

### **Unit 1: Introduction to Earth and Space Science**

- **Weeks 1-2:** Nature of Science, Scientific Method, Laboratory Safety
  - Standards: ESS.1, ESS.2

### **Unit 2: Earth's Materials and Resources**

- **Weeks 3-6:** Minerals, Rocks, and the Rock Cycle, Natural Resources, Soil Formation and Conservation
  - Standards: ESS.3, ESS.4

### **Unit 3: Plate Tectonics and Earth's Structure**

- **Weeks 7-10:** Plate Tectonics, Earth's Layers, Earthquakes, and Volcanoes
  - Standards: ESS.5, ESS.6, ESS.7

### **Unit 4: Surface Processes and Landforms**

- **Weeks 11-14:** Weathering, Erosion, Deposition, River Systems, and Groundwater
  - Standards: ESS.8, ESS.9

### **Unit 5: Atmospheric Processes and Weather**

- **Weeks 15-18:** Composition of the Atmosphere, Weather Patterns, and Severe Weather

- Standards: ESS.10, ESS.11

#### **Unit 6: Climate and Climate Change**

- **Weeks 19-22:** Factors Influencing Climate, Climate Zones, Human Impact on Climate
  - Standards: ESS.12, ESS.13

#### **Unit 7: Oceanography**

- **Weeks 23-26:** Ocean Currents, Waves, Tides, Marine Ecosystems, and Ocean Exploration
  - Standards: ESS.14, ESS.15

#### **Unit 8: Astronomy**

- **Weeks 27-30:** The Solar System, Stars, Galaxies, The Universe, Space Exploration
  - Standards: ESS.16, ESS.17, ESS.18

#### **Unit 9: Research and Application**

- **Weeks 31-34:** Independent Research Projects, Application of Earth and Space Science Concepts
  - Standards: ESS.19, ESS.20

#### **Laboratory Component:**

Students will participate in weekly laboratory (virtual and/or hands-on, when applicable) exercises to reinforce and apply concepts learned in class. Lab reports are required for each exercise and will be graded based on accuracy, completeness, and adherence to the scientific method.

#### **Classroom Policies:**

- **Attendance:** Regular attendance is crucial for success in this course.
- **Late Work:** Assignments turned in late will incur a penalty unless prior arrangements have been made.
- **Academic Integrity:** Plagiarism and cheating are serious offenses and will result in disciplinary action.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.

#### **Additional Resources:**

- **Online Platforms:** **Online Platforms:** **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online Earth and Space Science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips

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**Note:** This syllabus is subject to change based on the needs of the class and at the discretion of the instructor. Any changes will be communicated in a timely manner.

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#### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## 9th Grade Biology Syllabus – Russell

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**Course Title:** 9th Grade Biology

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov

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### **Course Description:**

This course provides an introduction to the fundamental concepts of biology, emphasizing scientific inquiry and the interconnections between organisms and their environments. The curriculum aligns with the Alabama Course of Study Standards and prepares students for advanced science courses and standardized testing.

### **Course Objectives:**

1. Understand the scientific method and its application in biological research.
2. Explore the structure and function of cells and cellular processes.
3. Examine the principles of genetics and heredity.
4. Analyze the theory of evolution and the diversity of life.
5. Investigate the interactions of organisms within ecosystems.

### **Required Texts:**

- **Biology** on Imagine Edgenuity or equivalent textbook
- Additional readings and scientific articles provided by the instructor

### **Materials Needed:**

- Notebook and writing utensils
- Laboratory notebook
- Access to a computer or tablet for digital assignments
- Safety goggles for lab work

### **Grading Policy:**

- Classwork: 30%
- Quizzes and Tests: 30%
- Laboratory Investigations/Reports: 10%
- Projects and Research Papers: 20%
- Participation and Effort: 10%

### **Course Outline:**

#### **Unit 1: Introduction to Biology and the Scientific Method**

- **Weeks 1-2:** Nature of Science, Scientific Method, Laboratory Safety
  - Standards: BIO.1, BIO.2

#### **Unit 2: Cellular Structure and Function**

- **Weeks 3-6:** Cell Theory, Cell Structure, Cellular Transport, Photosynthesis, and Cellular Respiration
  - Standards: BIO.3, BIO.4, BIO.5

#### **Unit 3: Genetics and Heredity**

- **Weeks 7-10:** DNA Structure and Function, Mendelian Genetics, Patterns of Inheritance
  - Standards: BIO.6, BIO.7, BIO.8

#### **Unit 4: Evolution and Classification**

- **Weeks 11-14:** Theory of Evolution, Natural Selection, Evidence for Evolution, Classification of Living Organisms
  - Standards: BIO.9, BIO.10, BIO.11

**Unit 5: Ecology and Ecosystems**

- **Weeks 15-18:** Energy Flow in Ecosystems, Biogeochemical Cycles, Population Dynamics, Human Impact on Ecosystems
  - Standards: BIO.12, BIO.13, BIO.14

**Unit 6: Human Biology and Health**

- **Weeks 19-22:** Human Body Systems, Health and Disease, Biotechnology
  - Standards: BIO.15, BIO.16

**Unit 7: Research and Application**

- **Weeks 23-26:** Independent Research Projects, Application of Biological Concepts
  - Standards: BIO.17, BIO.18

**Laboratory Component:**

Students will participate in weekly (both virtual and hands-on, when possible) laboratory exercises to reinforce and apply concepts learned in class. Lab reports are required for each exercise and will be graded based on accuracy, completeness, and adherence to the scientific method.

**Classroom Policies:**

- **Attendance:** Regular attendance is crucial for success in this course.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.
- **Late Work:** Assignments turned in late will incur a penalty, unless preapproved
- **Academic Integrity:** Plagiarism and cheating are serious offenses and will result in disciplinary action.

**Additional Resources:**

- **Online Platforms: Online Platforms: Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online biology resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips

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**Note:** This syllabus is subject to change based on the needs of the class and at the discretion of the instructor. Any changes will be communicated in a timely manner.

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**Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## **10<sup>th</sup> Grade Biology Syllabus – Nichols**

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

All Students can learn regardless of their socioeconomic situation- Teachers are nurturers we nurture and grow students.

Biology is a required, inquiry-based course focused on providing all high school students with foundational life science content about the patterns, processes, and interactions among living organisms. The emphasis is on increased sophistication and rigor of a limited number of core ideas rather than on memorizing a breadth of factual content. Students use prior and new knowledge to build conceptual understandings based on evidence from their own and others' investigations. They use their own learning and experiences to support claims and engage in argument from evidence. The standards provide a depth of conceptual understanding to adequately prepare them for college, career, and citizenship with an appropriate level of scientific literacy. Topics covered include:

- From Molecules to organisms: Structures and Processes
- Ecosystems: Interaction , Energy, and Dynamics
- Heredity: Inheritance and Variations of Traits
- Unity and Diversity

AP Biology often Biology even though the college board suggests that this be taken after one year of biology and one year of chemistry. This is the equivalent of a first year college introductory biology course. Some students choose to double up on science and take this their third year or as an elective in their senior year.

### **Class expectations:**

19. Be on time
20. Enter class and sit down quietly
21. Teacher's desk, intercom, TV/VCR, windows, thermostat, blinds, drawers and closets are off limits.
22. Always stay on task
23. Listen attentively
24. Always receive permission to leave your seat
25. Use classroom materials appropriately and return them to their respective place before leaving class.
26. Do not talk out in class
27. Never place your feet/foot in the book rack of the desk.

### **Class Materials:**

11. Each student will be issued a folder. It is you're responsibly to place your folder in the correct place upon leaving class.
12. Each student will be assigned to a book according to their grade level.
13. When entering the class get your book from the shelf that you will need to complete your assignment.
14. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:**

**Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

### Grading Policy

**All assignments are worth 100 points.**

100-90- points= A

89-80 points= B

79-70 points=C

69-60 points=D

59 or less= F

# Environmental Science Syllabus– Russell

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**Course Title:** Environmental Science

**Instructor:** Karen Russell

**Contact Information:** karen.russell@k12.dys.alabama.gov

**School:** L. B. Wallace IV

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## **Course Description:**

Environmental Science is an interdisciplinary course that explores the relationships between organisms and their environments, the impact of human activities on the natural world, and the development of solutions to environmental problems. The curriculum aligns with the Alabama Course of Study Standards and aims to foster environmental literacy and stewardship.

## **Course Objectives:**

1. Understand the principles of ecology and the interdependence of organisms.
2. Analyze the impact of human activities on the environment.
3. Investigate environmental issues and potential solutions.
4. Develop critical thinking and problem-solving skills through scientific inquiry.
5. Promote awareness and responsible action regarding environmental sustainability.

## **Required Texts:**

- **Environmental Science** on Imagine Edgenuity or equivalent textbook
- Additional readings and scientific articles provided by the instructor

## **Materials Needed:**

- Notebook and writing utensils
- Laboratory notebook
- Access to a computer or tablet for digital assignments
- Safety goggles for lab work

## **Grading Policy:**

- Classwork: 30%
- Quizzes and Tests: 30%
- Laboratory Investigations/Reports: 10%
- Projects and Research Papers: 20%
- Participation and Effort: 10%

## **Course Outline:**

### **Unit 1: Introduction to Environmental Science**

- **Weeks 1-2:** Environmental Science Principles, Scientific Method, Laboratory Safety
  - Standards: ES.1, ES.2

### **Unit 2: Ecology and Ecosystems**

- **Weeks 3-6:** Ecosystem Structure, Energy Flow, Nutrient Cycles, Population Dynamics
  - Standards: ES.3, ES.4, ES.5

### **Unit 3: Biodiversity and Conservation**

- **Weeks 7-10:** Species Interactions, Biodiversity, Conservation Strategies, Endangered Species
  - Standards: ES.6, ES.7

### **Unit 4: Human Population and Urbanization**

- **Weeks 11-14:** Human Population Growth, Urbanization, Sustainable Development
  - Standards: ES.8, ES.9

### **Unit 5: Natural Resources and Energy**

- **Weeks 15-18:** Renewable and Nonrenewable Resources, Energy Consumption, Sustainable Energy Solutions

- Standards: ES.10, ES.11

**Unit 6: Water Resources and Pollution**

- **Weeks 19-22:** Water Cycle, Water Use and Management, Water Pollution, and Treatment

- Standards: ES.12, ES.13

**Unit 7: Air Quality and Climate Change**

- **Weeks 23-26:** Atmospheric Composition, Air Pollution, Climate Change, and Mitigation Strategies

- Standards: ES.14, ES.15

**Unit 8: Land Use and Environmental Policy**

- **Weeks 27-30:** Land Use Planning, Environmental Policies and Regulations, Environmental Ethics

- Standards: ES.16, ES.17

**Unit 9: Research and Application**

- **Weeks 31-34:** Independent Research Projects, Application of Environmental Science Concepts

- Standards: ES.18, ES.19

**Laboratory Component:**

Students will participate in weekly (both virtual and hands-on, when possible) laboratory exercises to reinforce and apply concepts learned in class. Lab reports are required for each exercise and will be graded based on accuracy, completeness, and adherence to the scientific method.

**Classroom Policies:**

- **Attendance:** Regular attendance is crucial for success in this course.
- **Late Work:** Assignments turned in late will incur a penalty unless prior arrangements have been made.
- **Lab Safety:** Follow lab safety protocols during experiments and investigations.
- **Academic Integrity:** Plagiarism and cheating are serious offenses and will result in disciplinary action.

**Additional Resources:**

- **Online Platforms:** **Online Platforms:** **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Supplementary Materials:** Access to online environmental science resources, educational videos, and interactive simulations
- **Field Trips:** Virtual field trips

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**Note:** This syllabus is subject to change based on the needs of the class and at the discretion of the instructor. Any changes will be communicated in a timely manner.

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**Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## Environmental Science – Patton

### **L.B. Wallace School**

#### **Instructor: Coach Patton**

Email: keith.patton@k12.dys.alabama.gov

**Course Description:** This course will strive to familiarize the student with the multidisciplinary field of Environmental Science. Environmental Science is an applied science that draws from all other sciences, as well as other fields, to help the student understand the relationship between humans and the world in which they live. The study of Environmental Science focuses on three main areas: conservation and protection of natural resources, environmental education and communication, and environmental research.

#### **Grading Scales:**

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 0-59

#### **Grading Policy:**

Major grades- 50% (includes tests, major labs, and projects)

Minor grades- 50% (quizzes, minor labs, homework, and class work)

**Textbook:** Clever resources

**Course Objectives:** The following learning objectives will be addressed in this course. Each topic represents a broad study in environmental science.

#### **Objectives:**

##### **First Semester**

**Unit 1** – Introduction to Environmental Science

**Unit 2** – Ecology - **Students will be required to complete a group project involving this unit.**

**Unit 3** – Population

##### **Second Semester**

**- Students will be required to do an individual project on an endangered species to be assigned by teacher.**

**Unit 4** – Water, Air, and Land

**Unit 5** – Mineral and Energy Resources

**Unit 5** – Our Health and Our Future

**Labs will reinforce material covered in the class room.**

#### **Make-up procedures:**

Major and Minor assignments can be made up the day of the student's return.

#### **Tutoring Schedule:**

Students in need of additional assistance must inform the teacher the day before the tutoring session.

Tutoring will be held Tuesdays-Thursdays.

#### **Weblinks/resources:**

[www.biologyjunction.com](http://www.biologyjunction.com)

[www.biologycorner.com](http://www.biologycorner.com)

## Environmental Science – Nichols

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

All Students can learn regardless of their socioeconomic situation- Teachers are nurtures we nurture and grow students.

Environmental Science is a course that introduces students to a broad view of the biosphere and the physical parameters that affect it. The course incorporates the scientific and engineering practices reflecting the scientific processes used in science, technology, engineering, and mathematics (STEM) fields. The scientific and engineering practices are implemented through a student-centered and collaborative classroom environment that is laboratory-intensive and includes field investigations and case studies.

- Earth and Human Activity

### **Class expectations:**

28. Be on time
29. Enter class and sit down quietly
30. Teacher's desk, intercom, tv/vcr, windows, thermostat, blinds, drawers and closets are off limits.
31. Always stay on task
32. Listen attentively
33. Always receive permission to leave your seat
34. Use classroom materials appropriately and return them to their respective place before leaving class.
35. Do not talk out in class
36. Never place your feet/foot in the book rack of the desk.

### **CLASS MATERIALS:**

15. Each student will be issued a folder. It is your responsibly to place your folder in the correct place upon leaving class.
16. Each student will be assigned to a book according to their grade level.
17. When entering the class get your book from the shelf that you will need to complete your assignment.
18. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.
19. Your Textbook and other material are provided for you.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:**

**Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

### **Grading Policy:**

**All assignments are worth 100 points.**

100-90- points= A 89-80 points= B 79-70 points=C	69-60 points=D 59 or less= F
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# Human Anatomy and Physiology Syllabus - Russell

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**Course Title:** Human Anatomy and Physiology

**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov, 334-215-6038

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## **Course Description:**

This course provides an in-depth study of the structure and function of the human body. Emphasizing both anatomical and physiological aspects, the curriculum aligns with the Alabama Course of Study Standards and prepares students for further studies in health and medical fields.

## **Course Objectives:**

1. Understand the basic organization of the human body from the cellular to the system level.
2. Explore the structure and function of major organ systems.
3. Investigate the physiological processes that sustain life.
4. Develop critical thinking and laboratory skills through scientific inquiry.
5. Promote knowledge of human health and wellness.

## **Required Texts:**

- **Human Anatomy & Physiology** on Imagine Edgenuity, or equivalent textbook
- Additional readings and scientific articles provided by the instructor

## **Materials Needed:**

- Notebook and writing utensils
- Laboratory notebook
- Access to a computer or tablet for digital assignments
- Safety goggles for lab work

## **Grading Policy:**

- Classwork: 30%
- Quizzes and Tests: 30%
- Laboratory Investigations/Reports: 10%
- Projects and Research Papers: 20%
- Participation and Effort: 10%

## **Course Outline:**

### **Unit 1: Introduction to Anatomy and Physiology**

- **Weeks 1-2:** Basic Terminology, Levels of Organization, Homeostasis
  - Standards: HAP.1, HAP.2

### **Unit 2: Cells and Tissues**

- **Weeks 3-6:** Cellular Structure and Function, Tissue Types, Histology
  - Standards: HAP.3, HAP.4

### **Unit 3: Integumentary System**

- **Weeks 7-8:** Skin, Hair, Nails, Functions of the Integumentary System
  - Standards: HAP.5

### **Unit 4: Skeletal System**

- **Weeks 9-11:** Bone Structure, Function, Development, Joints, Disorders
  - Standards: HAP.6, HAP.7

### **Unit 5: Muscular System**

- **Weeks 12-14:** Muscle Tissue Types, Muscle Anatomy, Physiology of Muscle Contraction

- Standards: HAP.8, HAP.9

#### **Unit 6: Nervous System**

- **Weeks 15-18:** Neurons, Central and Peripheral Nervous Systems, Neural Pathways, Disorders
  - Standards: HAP.10, HAP.11

#### **Unit 7: Endocrine System**

- **Weeks 19-20:** Glands, Hormones, Mechanisms of Hormone Action, Disorders
  - Standards: HAP.12

#### **Unit 8: Cardiovascular System**

- **Weeks 21-24:** Heart Anatomy, Blood Vessels, Blood, Circulatory Pathways, Disorders
  - Standards: HAP.13, HAP.14

#### **Unit 9: Lymphatic System and Immunity**

- **Weeks 25-26:** Lymphatic Organs, Immune Response, Disorders
  - Standards: HAP.15

#### **Unit 10: Respiratory System**

- **Weeks 27-28:** Anatomy of Respiratory Organs, Mechanics of Breathing, Gas Exchange
  - Standards: HAP.16

#### **Unit 11: Digestive System**

- **Weeks 29-30:** Structure of Digestive Organs, Digestion Processes, Nutrient Absorption, Disorders
  - Standards: HAP.17

#### **Unit 12: Urinary System**

- **Weeks 31-32:** Kidney Structure and Function, Urine Formation, Fluid Balance
  - Standards: HAP.18

#### **Unit 13: Reproductive System**

- **Weeks 33-34:** Male and Female Reproductive Anatomy, Physiology, Reproductive Health
  - Standards: HAP.19

#### **Laboratory Component:**

Students will participate in weekly laboratory (virtual and/or hands-on when possible) exercises to reinforce and apply concepts learned in class. Lab reports are required for each exercise and will be graded based on accuracy, completeness, and adherence to the scientific method.

#### **Classroom Policies:**

- **Attendance:** Regular attendance is crucial for success in this course.
- **Late Work:** Assignments turned in late will incur a penalty unless prior arrangements have been made.
- **Academic Integrity:** Plagiarism and cheating are serious offenses and will result in disciplinary action.

#### **Additional Resources:**

- **Online Platforms: Online Platforms: Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Khan Academy, Kahoots, Science Spot, Crash Course
- **Field Trips:** Virtual field trips
- **Supplementary Materials:** Access to online anatomy and physiology resources, educational videos, and interactive simulations

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**Note:** This syllabus is subject to change based on the needs of the class and at the discretion of the instructor. Any changes will be communicated in a timely manner.

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#### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## **Anatomy and Physiology Syllabus – Nichols**

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

All Students can learn regardless of their socioeconomic situation- Teachers are nurturers we nurture and grow students.

### **Overview**

The Human Anatomy and Physiology course is designed to address the structure and function of human body systems from the cellular level to the organism level in an approach that complements the natural curiosity of high school students. The course addresses the interactions within and between systems that maintain homeostasis in an organism. It is designed for students who have an interest in learning how the human body works and for those interested in health-related science, technology, engineering, and mathematics (STEM) careers. As students engage in the study of human body systems, they are encouraged to apply the knowledge and processes of science to personally relevant issues, including how personal choices, environmental factors, and genetic factors affect the human body.

- From molecules to organisms: Structures and Processes
- Energy
- Waves and their applications in Technologies for Information Transfer

### **Class expectations:**

37. Be on time
38. Enter class and sit down quietly
39. Teacher's desk, intercom, tv/vcr, windows, thermostat, blinds, drawers and closets are off limits.
40. Always stay on task
41. Listen attentively
42. Always receive permission to leave your seat
43. Use classroom materials appropriately and return them to their respective place before leaving class.
44. Do not talk out in class
45. Never place your feet/foot in the book rack of the desk.

### **Class Materials:**

20. Each student will be issued a folder. It is your responsibly to place your folder in the correct place upon leaving class.
21. Each student will be assigned to a book according to their grade level.
22. When entering the class get your book from the shelf that you will need to complete your assignment.
23. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.
24. Your Textbook and other material are provided for you.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:**

**Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

### **Grading Policy**

**All assignments are worth 100 points.**

100-90- points= A  
89-80 points= B  
79-70 points=C  
69-60 points=D  
59 or less= F

## Earth and Space Science Syllabus - Nichols

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

All Students can learn regardless of their socioeconomic situation- Teachers are nurtures we nurture and grow students. The Earth and Space Science course is highly recommended for all high school students. Content focuses on a comprehensive application of all disciplines of science, based on the biologically active nature of our ever-changing planet and the integration of systems that constantly evolve. In an effort to encourage students to pursue careers in the fields of science, technology, engineering, and mathematics (STEM), this course incorporates the scientific and engineering practices that reflect the scientific processes used by scientists. The scientific and engineering practices are implemented through a student-centered, laboratory-intensive, collaborative classroom environment.

- Earth's Place in the Universe
- Earth's Systems

### **Class expectations:**

46. Be on time
47. Enter class and sit down quietly
48. Teacher's desk, intercom, tv/vcr, windows, thermostat, blinds, drawers and closets are off limits.
49. Always stay on task
50. Listen attentively
51. Always receive permission to leave your seat
52. Use classroom materials appropriately and return them to their respective place before leaving class.
53. Do not talk out in class
54. Never place your feet/foot in the book rack of the desk.

### **Class Materials:**

25. Each student will be issued a folder. It is your responsibly to place your folder in the correct place upon leaving class.
26. Each student will be assigned to a book according to their grade level.
27. When entering the class get your book from the shelf that you will need to complete your assignment.
28. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.
29. Your Textbook and other material are provided for you.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:  
Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

### **Grading Policy:**

**All assignments are worth 100 points.**

100-90- points= A  
89-80 points= B  
79-70 points=C

69-60 points=D  
59 or less= F

# Physical Science Syllabus – Russell

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**Instructor:** Karen Russell

**School:** L. B. Wallace IV

**Contact Information:** karen.russell@k12.dys.alabama.gov

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## **Course Description:**

Physical Science provides a foundational understanding of the principles of chemistry and physics. This course covers topics such as the nature of matter, chemical reactions, forces, energy, and the laws governing physical phenomena. The curriculum aligns with the Alabama Course of Study Standards and prepares students for more advanced science courses.

## **Course Objectives:**

1. Understand the fundamental concepts of chemistry and physics.
2. Develop problem-solving and critical thinking skills through scientific inquiry.
3. Conduct experiments and analyze data to draw conclusions.
4. Explore the applications of physical science in everyday life.
5. Prepare for advanced studies in science disciplines.

## **Required Texts:**

- **Physical Science** on Imagine Edgenuity, or equivalent textbook
- Additional readings and scientific articles provided by the instructor

## **Materials Needed:**

- Notebook and writing utensils
- Laboratory notebook
- Calculator
- Access to a computer or tablet for digital assignments
- Safety goggles for lab work

## **Grading Policy:**

- Classwork: 30%
- Quizzes and Tests: 30%
- Laboratory Investigations/Reports: 10%
- Projects and Research Papers: 20%
- Participation and Effort: 10%

## **Course Outline:**

### **Unit 1: Introduction to Physical Science**

- **Weeks 1-2:** Scientific Method, Measurement, Laboratory Safety
  - Standards: PS.1, PS.2

### **Unit 2: Properties of Matter**

- **Weeks 3-5:** States of Matter, Atomic Structure, Elements, Compounds, and Mixtures
  - Standards: PS.3, PS.4, PS.5

### **Unit 3: Chemical Reactions**

- **Weeks 6-9:** Types of Chemical Reactions, Balancing Equations, Acids and Bases
  - Standards: PS.6, PS.7, PS.8

### **Unit 4: Forces and Motion**

- **Weeks 10-13:** Newton's Laws, Types of Forces, Motion, Momentum
  - Standards: PS.9, PS.10, PS.11

### **Unit 5: Energy**

- **Weeks 14-17:** Forms of Energy, Conservation of Energy, Work, Power, Simple Machines
  - Standards: PS.12, PS.13, PS.14

#### **Unit 6: Waves and Electromagnetism**

- **Weeks 18-21:** Wave Properties, Sound, Light, Electromagnetic Spectrum, Electricity and Magnetism
  - Standards: PS.15, PS.16, PS.17

#### **Unit 7: Thermodynamics**

- **Weeks 22-24:** Heat Transfer, Laws of Thermodynamics, Applications of Thermal Energy
  - Standards: PS.18, PS.19

#### **Unit 8: Modern Physics**

- **Weeks 25-27:** Atomic and Nuclear Physics, Quantum Mechanics, Relativity
  - Standards: PS.20, PS.21

#### **Unit 9: Environmental and Applied Physical Science**

- **Weeks 28-30:** Renewable and Nonrenewable Resources, Environmental Impact, Applications in Technology
  - Standards: PS.22, PS.23

#### **Unit 10: Research and Application**

- **Weeks 31-34:** Independent Research Projects, Application of Physical Science Concepts
  - Standards: PS.24, PS.25

#### **Laboratory Component:**

Students will participate in weekly laboratory (virtual and/or hands-on when possible) exercises to reinforce and apply concepts learned in class. Lab reports are required for each exercise and will be graded based on accuracy, completeness, and adherence to the scientific method.

#### **Classroom Policies:**

- **Attendance:** Regular attendance is crucial for success in this course.
- **Late Work:** Assignments turned in late will incur a penalty unless prior arrangements have been made.
- **Academic Integrity:** Plagiarism and cheating are serious offenses and will result in disciplinary action.

#### **Additional Resources:**

- **Online Platforms:** **Online Platforms:** **Online Platforms:** Imagine Edgenuity, Schoology, Clever, Flocabulary, Kahn Academy, Kahoots, Science Spot, Crash Course
- **Field Trips:** Virtual field trips
- **Supplementary Materials:** Access to online physical science resources, educational videos, and interactive simulations

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**Note:** This syllabus is subject to change based on the needs of the class and at the discretion of the instructor. Any changes will be communicated in a timely manner.

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#### **Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Science.

## 11<sup>th</sup> Grade Chemistry Syllabus – Nichols

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

All Students can learn regardless of their socioeconomic situation- Teachers are nurturers we nurture and grow students.

Chemistry is an elective course that provides students with an investigation of empirical concepts central to biology, earth science, environmental science, and physiology. Chemistry encompasses both qualitative and quantitative ideas derived using the scientific process. By its very nature, the study of chemistry encourages an inquiry-based approach to understanding the substances and processes that explain our world as well as ourselves. Using the practices of science, core ideas are explored in greater detail and refined with increased sophistication and rigor based upon knowledge acquired in earlier grades. Students use the academic language of science in context to communicate claims, evidence, and reasoning for chemical phenomena. The course provides high school students with more in-depth investigations on the properties and interactions of matter. Students acquire prerequisite skills for postsecondary studies and careers in science, technology, engineering, and mathematics (STEM) fields.

### **Topics covered include:**

- Matter and its Interactions
- Motions Stability: Forces and Interactions
- Energy

#### Class expectations:

1. Be on time
2. Enter class and sit down quietly
3. Teacher's desk, intercom, TV/VCR, windows, thermostat, blinds, drawers and closets are off limits.
4. Always stay on task
5. Listen attentively
6. Always receive permission to leave your seat
7. Use classroom materials appropriately and return them to their respective place before leaving class.
8. Do not talk out in class
9. Never place your feet/foot in the book rack of the desk.

#### CLASS MATERIALS:

1. Each student will be issued a folder. It is your responsibility to place your folder in the correct place upon leaving class.
2. Each student will be assigned to a book according to their grade level.
3. When entering the class get your book from the shelf that you will need to complete your assignment.
4. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:**

**Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

## Grading Policy

**All assignments are worth 100 points.**

100-90- points= A

89-80 points= B

79-70 points=C

69-60 points=D

59 or less= F

## **Physics or AP Physics Syllabus – Nichols**

**Instructor:** Adrian Nichols

**Contact Information:** Adrian.nichols@k12.dys.alabama.gov

**School:** Vacca McNeel Campus

All Students can learn regardless of their socioeconomic situation- Teachers are nurtures we nurture and grow students.

### **Overview**

Physics is an elective course focused on providing high school students with foundational content regarding properties of physical matter, physical quantities, and their interactions. The course provides the required science background preparation for students who plan to pursue postsecondary studies and careers in science, technology, engineering, and mathematics (STEM) fields. Using the practices of science, core ideas are explored and developed in more detail and refined with increased sophistication and rigor based upon knowledge acquired in earlier grades. Students learn through investigation and analysis of data and from their own experiments and those that cannot be undertaken in a science classroom. The academic language of physics is used in context to communicate claims, evidence, and reasoning for phenomena and to engage in argument from evidence to justify and defend claims. Students take part in active learning involving authentic investigations and engineering design processes. The Physics course provides a rich learning context for acquiring knowledge of the practices, core ideas, and crosscutting concepts that lead to the development of critical-thinking, problem-solving, and information literacy skills

- Motions and Stability: Forces and Interactions
- Energy
- Waves and their applications in Technologies for Information Transfer

### **Class expectations:**

55. Be on time
56. Enter class and sit down quietly
57. Teacher's desk, intercom, tv/vcr, windows, thermostat, blinds, drawers and closets are off limits.
58. Always stay on task
59. Listen attentively
60. Always receive permission to leave your seat
61. Use classroom materials appropriately and return them to their respective place before leaving class.
62. Do not talk out in class
63. Never place your feet/foot in the book rack of the desk.

### **Class Materials:**

30. Each student will be issued a folder. It is your responsibly to place your folder in the correct place upon leaving class.
31. Each student will be assigned to a book according to their grade level.
32. When entering the class get your book from the shelf that you will need to complete your assignment.
33. Prior to leaving the classroom be sure to return books, folders and pencils to their respective place.
34. Your Textbook and other material are provided for you.

**NOTE: Some students will be required to hand their work in to the instructor daily to monitor your (their) progress.**

**Assignments with no names and not labeled correctly:  
Students you will be penalized if your assignment is not labeled properly and or does not have your name on it.**

## Grading Policy

**All assignments are worth 100 points.**

100-90- points= A

89-80 points= B

79-70 points=C

69-60 points=D

59 or less= F

## **7<sup>th</sup> Grade Civics/Geography Syllabus – Fulghum**

**Instructor: Mrs. Fulghum**

**Email:** linda.fulghum@k12.dys.alabama.gov

### **Course Description for Civics**

9 Weeks Course: In this course students explore the role of citizenship in the United States. The curriculum addresses representative democracy, law, personal economics, and civil responsibility. The content of this course will include all of the relevant objectives outlined in the Alabama Social Studies Course of Study and Common Core Objectives.

### **Course Description for Geography**

9 Weeks Course: In this course students will increase their knowledge about the physical and human nature of the world and about relationships between people and their environments. Students will study Earth as a physical object, and a place in which humans live. Students also study geography in the context of economics, civics and politics, history, and culture. The content of this course will include all of the relevant objectives outlined in the Alabama Social Studies Course of Study and Common Core Objectives.

### **Textbook for Civics**

Civics Today: Citizenship, Economics, & You 2005 ISBN 0-07-866257-5

### **Textbook for Geography**

World Geography 2001  
ISBN 0-7854-2436-9

### **Goals**

Knowledge and a commitment to continuous development of skills and understanding is our greatest asset to keeping up with and succeeding in this ever-changing world. Among the habits and attitudes which form the foundation for success:

1. Good Study skills
2. Results, and responsibilities, not excuses
3. Willingness to take risks and try new things
4. Maintaining a positive attitude and outlook
5. Common and mutual respect between student(s) and the teacher

### **Requirements**

A History notebook will be required for this class. All assignments must be titled, dated, and kept in order in the notebook throughout the entire term. The Social Studies notebook must be a three-pronged binder for Do Now, Notes, Assignments, Handouts etc. Students will remain in class. There will be a notebook check roughly every two weeks. At that point students will receive credit for the work completed.

Extra credit assignments will be given upon request.

Homework will be collected at the beginning of each class, NO EXCEPTIONS. No late work will be accepted unless the student had an excused absence.

Your academic grade will come from classwork, homework, essays, quizzes, tests, and other special assignments.

### **Course Schedule for Civics**

**Unit One:** Citizenship and the Purpose of Government

**Unit Two:** Influence of American Democracy

**Unit Three:** The Constitution and 3 Branches of Government

**Unit Four:** Amendments and Laws

**Unit Five:** Economics and Media

### **Course Description for Geography**

**Unit One:** The World in Spatial Terms

**Unit Two:** Physical Systems **Unit**

**Three:** Human Systems **Unit**

**Four:** Places and Regions

**Unit Five:** Environment and Society

**Unit Six:** Uses of Geography

### **Grade Scale**

Grade Breakdown Daily

Activities- 60%

Exams- 40%

## **8<sup>th</sup> Grade World History Course Syllabus – Fulghum**

**Instructor:** Mrs. Fulghum

**Email:** linda.fulghum@k12.dys.alabama.gov

### **Course Description**

This course will introduce students to the major themes throughout world history beginning with the modern times of Renaissance and Enlightenment in Europe. Along with this, the course will use maps and other geographic tools to assist in the learning process.

This class will teach students how the past connects with the future. Students will be able to make connections with the past that directly affect their lives today. Once students have completed the course it is my goal that they will better understand the world they live in and have a greater acceptance of others.

### **Textbook**

Beck, Beck, Ph.D. Modern World History Houghton Mifflin Harcourt 2012 ISBN 978-0-547-49114-1

This course will also make use of supplementary resources such as outside articles as well as a variety of internet sources centered on current events.

### **Goals**

Knowledge and a commitment to continuous development of skills and understanding is our greatest asset to keeping up with and succeeding in this ever-changing world. Among the habits and attitudes which form the foundation for success:

1. Good Study skills
2. Results, and responsibilities, not excuses
3. Willingness to take risks and try new things
4. Maintaining a positive attitude and outlook
5. Common and mutual respect between student(s) and the teacher

### **Requirements**

- A History notebook will be required for this class. All assignments must be titled, dated, and kept in order in the notebook throughout the entire term. The Social Studies notebook must be a three-pronged binder for Do Now, Notes, Assignments, Handouts etc. Students will remain in class. There will be a notebook check roughly every two weeks. At that point students will receive credit for the work completed.
- Extra credit assignments will be given upon request.
- Homework will be collected at the beginning of each class, NO EXCEPTIONS. No late work will be accepted unless the student had an excused absence.
- Your academic grade will come from classwork, homework, essays, quizzes, tests, and other special assignments.

### **Classroom Expectations**

1. Be on time and ready to start when class begins.
2. Hall passes will be used sparingly. Each student will get 2 passes per marking period. These cannot be traded, etc...
3. Treat one another with courtesy and respect at all times.
4. Appropriate language, comments, and gestures at all times.

5. Work done in pencil only.
6. Our agenda and daily homework is ALWAYS on the whiteboard in the front of the room.
7. Students must copy the homework listed there into their notebook EVERY day.
8. Any problems or concerns, talk to Mrs. Fulghum immediately.
9. Students will adhere to the DYS code of conduct at all times.

### **Grade Breakdown**

Daily Activities- 60%

Exams- 40%

The study of world history in Grade 8 addresses the time period from prehistoric man to the 1500s. Content standards for this grade incorporate the strands of economics, geography, history, and political science, with an emphasis on the history and geography strands. Students will engage in a variety of instructional activities, including, but not limited to, lecture, class discussions, cooperative groups, and independent research. In addition, students will use critical thinking skills to evaluate events' impact on the modern world.

<b>Unit #</b>	<b>Date Range</b>	<b>Topic</b>	<b>ALCOS Standards</b>
<b>1</b>	<b>1 week</b>	<b>Paleolithic &amp; Neolithic (Prehistory)</b>	<b>8.1; 8.2</b>
<b>2</b>	<b>2 weeks</b>	<b>Mesopotamia</b>	<b>8.2</b>
<b>3</b>	<b>3 weeks</b>	<b>Ancient Egypt</b>	<b>8.2; 8.3</b>
<b>4</b>	<b>2 weeks</b>	<b>Ancient Israelites</b>	<b>8.3; 8.5; 8.6</b>
<b>5</b>	<b>1 week</b>	<b>Ancient India</b>	<b>8.2; 8.3; 8.8</b>
<b>6</b>	<b>2 weeks</b>	<b>Ancient China</b>	<b>8.2; 8.3; 8.8</b>
<b>7</b>	<b>4 weeks</b>	<b>Ancient Greece</b>	<b>8.3; 8.4; 8.5</b>
<b>8</b>	<b>4 weeks</b>	<b>Ancient Rome</b>	<b>8.1; 8.3; 8.6; 8.7; 8.9</b>
<b>9</b>	<b>3 weeks</b>	<b>Early Religions</b>	<b>8.3; 8.10; 8.11</b>
<b>10</b>	<b>1 week</b>	<b>Medieval Europe</b>	<b>8.15; 8.16; 8.17</b>
<b>11</b>	<b>1 week</b>	<b>Medieval Africa</b>	<b>8.13</b>
<b>12</b>	<b>2 weeks</b>	<b>Early Americas</b>	<b>8.14</b>
<b>13</b>	<b>1 week</b>	<b>Asian Influence</b>	<b>8.12</b>
<b>14</b>	<b>May 11-May 25</b>	<b>Renaissance and Reformation Preview and Project</b>	

# 8<sup>th</sup> Grade World History: From Ancient Civilizations to the Modern Era

## Syllabus – Mayweather

**Instructor:** Mr. Mayweather

**Contact Information:** krisstophy.mayweather@k12.dys.alabama.gov

### **Course Description:**

This course explores the major civilizations, cultures, and events that have shaped our world from ancient times to the present. Students will analyze historical documents, engage in discussions, and develop critical thinking skills through the examination of diverse perspectives.

### **Course Objectives:**

- Understand key historical events and their global impact.
- Analyze the interconnectedness of cultures and societies.
- Develop skills in historical research and writing.
- Foster critical thinking through discussion and debate.

### **Required Texts:**

- World History: Patterns of Interaction
- Selected primary and secondary sources

### **Course Outline**

Unit 1: Early Civilizations (Prehistory - 600 CE) - Introduction to World History - Mesopotamia and Ancient Egypt - Indus Valley Civilization - Ancient China and the Zhou Dynasty - Mesoamerica and the Andes	Unit 2: Classical Empires (600 CE - 600 CE) - Persian Empire - Greek City-States and Hellenistic Period - Roman Empire - Maurya and Gupta Empires in India - Han Dynasty in China
Unit 3: Global Interactions (600 CE - 1450 CE) - Rise of Islam and the Caliphates - Trade networks: Silk Road, Trans-Saharan, Indian Ocean - Mongol Empire and its impact - European feudalism and the Crusades - African Kingdoms: Mali and Songhai	Unit 4: Renaissance to Enlightenment (1450 CE - 1800 CE) - The Renaissance and Reformation - Age of Exploration - Scientific Revolution and Enlightenment - Colonialism and its consequences
Unit 5: Revolutions and Nation-Building (1800 CE - 1900 CE) - American, French, and Haitian Revolutions - Industrial Revolution and its global effects - Imperialism and the Scramble for Africa - Nationalism in Europe and Asia	Unit 6: The Modern World (1900 CE - Present) - World Wars and their aftermath - Cold War and decolonization - Globalization and contemporary issues - Discussion of major 21st-century challenges

### **Assessment Methods:**

- Quizzes and exams
- Research papers
- Group projects and presentations
- Participation in class discussions

**Grading Policy:**

- Class Participation: 20%
- Quizzes/Exams: 80%

**\*\*Course Policies:\*\***

- Attendance is mandatory.
- Late assignments will incur a penalty unless prior arrangements are made.
- Academic integrity is expected; plagiarism will not be tolerated.

# **U.S. History: From Pre-Colonial Times to the Present Syllabus - Mayweather**

**Teacher:** Mr. Mayweather

**Contact Information:** 334-215-6524

## **Course Description**

This course provides an in-depth exploration of American history from pre-colonial times to contemporary issues. Students will analyze key events, movements, and figures that have shaped the United States, developing critical thinking and analytical skills through discussions and research.

## **Course Objectives**

- Understand the major events and themes in U.S. history.
- Analyze primary and secondary sources to interpret historical events.
- Evaluate the impact of various social, political, and economic movements.
- Foster critical discussion on contemporary implications of historical events.

## **\*\*Required Texts\*\***

The Americans: Beginnings to 1914.

- Selected primary sources.

## **Course Outline**

### **Unit 1: Foundations of America (Pre-Colonial - 1763)**

- Indigenous Peoples of North America
- European Exploration and Colonization
- Colonial Life and Economy
- The French and Indian War

### **Unit 2: Road to Independence (1763 - 1783)**

- The American Revolution: Causes and Key Events
- Declaration of Independence
- Revolutionary War and its Outcomes
- Articles of Confederation and Shays' Rebellion

### **Unit 3: Forming a New Nation (1783 - 1820)**

- The U.S. Constitution: Compromises and Debates
- Bill of Rights
- Early Republic: Federalists vs. Anti-Federalists
- The War of 1812 and its Impact

### **Unit 4: Expansion and Reform (1820 - 1860)**

- Manifest Destiny and Westward Expansion
- The impact of the Industrial Revolution
- Social Reform Movements: Abolition, Women's Rights, Education
- Native American Displacement

### **Unit 5: Civil War and Reconstruction (1860 - 1877)**

- Causes of the Civil War
- Major Battles and Turning Points
- Emancipation Proclamation
- Reconstruction Era: Challenges and Achievements

**Unit 6: Industrialization and the Gilded Age (1877 - 1900)**

- The Rise of Industry and Urbanization
- Immigration and Cultural Changes
- Labor Movements and Strikes
- Political Corruption and Reform Movements

**Unit 7: The United States in the World (1900 - 1945)**

- Progressive Era Reforms
- U.S. Involvement in World War I
- The Great Depression and the New Deal
- World War II: Causes, Events, and Outcomes

**Unit 8: Post-War America (1945 - Present)**

- The Cold War and its Impact
- Civil Rights Movement
- Vietnam War and Social Change
- Contemporary Issues: 9/11, Globalization, and Political Polarization

**Assessment Methods:**

- Quizzes and exams
- Research papers and essays
- Group projects and presentations
- Class participation and discussions

**\*\*Course Policies:\*\***

- Attendance is mandatory.
- Late assignments will incur a penalty unless prior arrangements are made.
- Academic integrity is expected; plagiarism will not be tolerated.

**Grading Policy**

- Class Participation: 20%
- Quizzes/Exams: 80%

## 9<sup>th</sup> Grade World History to 1500 Syllabus – Fulghum

**Instructor: Mrs. Fulghum**

**Email:** linda.fulghum@k12.dys.alabama.gov

### Course Description

This course covers world history beginning with prehistoric man and continuing to the year 1500. It covers the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped Europe, Asia, Africa, and the Americas. Areas covered throughout the course include economics, geography, history, and political science. History and geography are emphasized.

The content of this course will include all of the relevant objectives outlined in the Alabama Social Studies Course of Study and Common Core Objectives.

### Textbook

Billings, Henry History of OUR World Harcourt Achieve 2003 ISBN 0-7398-6087-9

### Goals

Knowledge and a commitment to continuous development of skills and understanding is our greatest asset to keeping up with and succeeding in this ever-changing world. Among the habits and attitudes which form the foundation for success:

1. Good Study skills
2. Results, and responsibilities, not excuses
3. Willingness to take risks and try new things
4. Maintaining a positive attitude and outlook
5. Common and mutual respect between student(s) and the teacher

### Requirements

A History notebook will be required for this class. All assignments must be titled, dated, and kept in order in the notebook throughout the entire term. The Social Studies notebook must be a three-pronged binder for Do Now, Notes, Assignments, Handouts etc. Students will remain in class. There will be a notebook check roughly every two weeks. At that point students will receive credit for the work completed.

Extra credit assignments will be given upon request.

Homework will be collected at the beginning of each class, NO EXCEPTIONS. No late work will be accepted unless the student had an excused absence.

Your academic grade will come from classwork, homework, essays, quizzes, tests, and other special assignments.

### Course Schedule

<b>Unit One:</b>	Paleolithic & Neolithic	<b>Unit Eight:</b>	Ancient Rome
<b>Unit One:</b>	Mesopotamia	<b>Unit Nine:</b>	Early Rome
<b>Unit Three:</b>	Ancient Egypt	<b>Unit Ten:</b>	Medieval Europe
<b>Unit Four:</b>	Ancient Israelites	<b>Unit Eleven:</b>	Medieval Africa
<b>Unit Five:</b>	Ancient India	<b>Unit Twelve:</b>	Early Americans
<b>Unit Six:</b>	Ancient China	<b>Unit Thirteen:</b>	Asian Influence
<b>Unit Seven:</b>	Ancient Greece		Renaissance and Reformation Preview

**Grade Scale**

Grade Breakdown

Daily Activities- 60%

Exams- 40%

**Scope and Sequence**

<b>Units</b>	<b>Duration</b>	<b>ALCOS Standard</b>
Geography	1 week	
European Renaissance and Reformation	2 weeks	<b>1,3</b>
The Age of Exploration and Colonization	2 weeks	<b>2</b>
Global Connections.....Europe, Africa, Asia, the Americas and the Commercial Revolution	2 weeks	<b>2,4</b>
The Age of Reason	2 weeks	<b>6</b>
Absolutism vs. Constitutionalism	1 week	<b>5</b>
The French Revolution and Napoleon	2 weeks	<b>7</b>
Democratic Expansion and Latin American Revolutions	1 week	<b>8,10</b>
The Industrial Revolution and Urbanization	2 weeks	<b>9,10</b>
Growing Nationalism and Expanding Imperialism	1 weeks	<b>11</b>
Causes and Consequences of World War I	2 weeks	<b>12</b>
Challenges of the Interwar Period	1 week	<b>13</b>
The Causes and Consequences of World War II	2 weeks	<b>14</b>
Decolonization and the Emerging Cold War	2 weeks	<b>15</b>
Standard Research Portfolio	2 weeks	<b>1,2,3</b>
Standard Research Portfolio	2 weeks	<b>4,5,6</b>
Standard Research Portfolio	2 weeks	<b>7,8,9</b>
Standard Research Portfolio	2 weeks	<b>10,11,12</b>

# **10<sup>th</sup> Grade United States History I – Fulghum**

**Instructor:** Mrs. Fulghum

**Email:** [linda.fulghum@k12.dys.alabama.gov](mailto:linda.fulghum@k12.dys.alabama.gov)

## **Course Description**

The study of the history of the United States in Grade 10 takes students on a journey across five centuries of social, economic, geographic, and political development in the United States. Students begin with the earliest discoveries on the North American continent and follow a chronological study of the major events, issues, movements, leaders, and groups of people of the United States through Reconstruction from a national and an Alabama perspective. The content standards build upon the foundation students gained in the study of the United States in Grades 5 and 6, as well as the study of world history in Grades 8 and 9, but require a more rigorous analysis. The content and level of rigor in the tenth-grade course are developmentally appropriate. With more fully developed skills in abstract thinking, students are now able to compare, analyze, and explain events and developments.

## **Textbook**

Dancer, Gerald, Ph.D., et al The Americas Houghton Mifflin Harcourt 2015 ISBN 978-0-544-12761-6

This course will also make use of supplementary resources such as outside articles as well as a variety of internet sources centered on current events.

## **Upon completion of this course students will be able to:**

1. Contrast effects of economic, geographic, social and political conditions before and after European explorations of the fifteenth through the seventeenth centuries on Europeans, American colonists and indigenous Americans.
2. Compare various early English settlements and colonies on the basis of economics, geography, culture, government and Native American relations.
3. Trace the chronology of events leading to the American Revolution.
4. Describe the political system of the United States based on the Constitution and the Bill of Rights.
5. Identify key cases that helped shape the United States Supreme Court.
6. Describe relations of the United States with Britain and France from 1781 to 1823.
7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War.
8. Trace the development of efforts to abolish slavery prior to the Civil War.
9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism.
10. Describe how the course, character and effects of the Civil War influenced the United States.
11. Contrast congressional and presidential reconstruction plans including African American political participation.

## **Goals**

Knowledge and a commitment to continuous development of skills and understanding is our greatest asset to keeping up with and succeeding in this ever-changing world. Among the habits and attitudes which form the foundation for success:

1. Good Study skills
2. Results, and responsibilities, not excuses
3. Willingness to take risks and try new things

4. Maintaining a positive attitude and outlook
5. Common and mutual respect between student(s) and the teacher

### **Requirements**

A History notebook will be required for this class. All assignments must be titled, dated, and kept in order in the notebook throughout the entire term. The Social Studies notebook must be a three-pronged binder for Do Now, Notes, Assignments, Handouts etc. Students will remain in class. There will be a notebook check roughly every two weeks. At that point students will receive credit for the work completed.

Extra credit assignments will be given upon request.

Homework will be collected at the beginning of each class, NO EXCEPTIONS. No late work will be accepted unless the student had an excused absence.

Your academic grade will come from classwork, homework, essays, quizzes, tests, and other special assignments.

### **Classroom Expectations**

1. Be on time and ready to start when class begins.
2. Hall passes will be used sparingly. Each student will get 2 passes per marking period.  
These cannot be traded, etc...
3. Treat one another with courtesy and respect at all times.
4. Appropriate language, comments, and gestures at all times.
5. Work done in pencil only.
6. Any problems or concerns, talk to Mrs. Fulghum immediately.
7. Students will adhere to DYS code of conduct at all times.

Grade Breakdown

Daily Activities- 60%

Exams- 40%

# **10<sup>th</sup> Grade United States History I: Beginnings to the Industrial Revolution**

## **Syllabus – Sampson**

**Instructor:** Mr. Sampson

**Email:** grover.sampson@k12.dys.alabama.gov

### **Course Description**

This course explores the history of the United States from its beginnings to the end of the Industrial Revolution. Students will examine significant events, individuals, and movements that shaped the nation, with an emphasis on critical thinking and historical analysis.

### **Course Objectives**

By the end of the course, students will be able to:

1. Understand the key events and figures in early American history.
2. Analyze primary and secondary sources.
3. Develop historical arguments and interpretations.
4. Understand the social, political, and economic developments of the United States through the Industrial Revolution.

### **Alabama Standards**

**This course follows the Alabama Course of Study: Social Studies (2010) standards, focusing on the following content areas:**

1. Colonial America
  - Exploration and settlement
  - Colonial life and society
  - Relationships between Native Americans and European settlers
2. American Revolution
  - Causes and effects
  - Major battles and strategies
  - Key figures and documents
3. Formation of a New Nation
  - Articles of Confederation and the Constitution
  - Federalist vs. Anti-Federalist debates
  - Bill of Rights
4. Early Republic
  - Presidencies of Washington, Adams, Jefferson, and Madison
  - Development of political parties
  - War of 1812
5. Expansion and Reform
  - Westward expansion and Manifest Destiny
  - Social reforms (abolition, women's rights, education)
  - Native American policies
6. Civil War and Reconstruction
  - Causes and consequences of the Civil War
  - Major battles and leaders
  - Reconstruction policies and their impact
7. Industrial Revolution
  - Technological advancements
  - Changes in labor and society
  - Economic growth and its effects.

Required Materials

- Notebook and writing utensils provided by instructor
- Access to computers when available and WIFI permits

### Grading Policy

- Class Assignment, Participation, Quizzes, Presentations: 40%
- Exams/Projects: 60%

### Class Policies and Expectations

- **Attendance:** Regular attendance is crucial. Please inform the teacher in advance of any absences.
- **Late Work:** Assignments turned in late will be subject to a penalty unless prior arrangements have been made.
- **Academic Integrity:** Plagiarism and cheating will not be tolerated. Any violations will result in disciplinary action.

### Rubric

Assessment Type	Weight	Criteria
Class Assignments Quizzes/Presentations	40%	Completion, effort, and participation Understanding of material, clarity, and engagement
Exams/Projects	60%	Depth of knowledge, analysis, and presentation

This syllabus provides an overview of the course structure and expectations. Please feel free to reach out with any questions or concerns.

## 11<sup>th</sup> Grade United States History II Fulghum

**Instructor:** Mrs. Fulghum Classroom

**Email:** [linda.fulghum@k12.dys.alabama.gov](mailto:linda.fulghum@k12.dys.alabama.gov)

### Course Description

This course will help students to understand and explain how the United States moved from an agrarian society to a world super power over the course of its existence from reconstruction to present day. The content standards build upon the foundation students gained in the study of the United States in Grades 5 and 6, as well as the study of world history in Grades 8, 9 and 10, but require a more rigorous analysis. With more fully developed skills in abstract thinking, students are now able to compare, analyze, and explain events and developments.

### Textbook

Dancer, Gerald, Ph.D., et al The Americas Houghton Mifflin Harcourt 2015 ISBN 978-0-544-12761-6

This course will also make use of supplementary resources such as outside articles as well as a variety of internet sources centered on current events.

### **Upon completion of this course students will be able to:**

1. Contrast effects of economic, geographic, social and political conditions before and after European explorations of the fifteenth through the seventeenth centuries on Europeans, American colonists and indigenous Americans.
2. Compare various early English settlements and colonies on the basis of economics, geography, culture, government and Native American relations.
3. Trace the chronology of events leading to the American Revolution.
4. Describe the political system of the United States based on the Constitution and the Bill of Rights.
5. Identify key cases that helped shape the United States Supreme Court.
6. Describe relations of the United States with Britain and France from 1781 to 1823.
7. Describe the development of a distinct culture within the United States between the American Revolution and the Civil War.
8. Trace the development of efforts to abolish slavery prior to the Civil War.
9. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism.
10. Describe how the course, character and effects of the Civil War influenced the United States.
11. Contrast congressional and presidential reconstruction plans including African American political participation.

### Goals

Knowledge and a commitment to continuous development of skills and understanding is our greatest asset to keeping up with and succeeding in this ever-changing world. Among the habits and attitudes which form the foundation for success:

1. Good Study skills
2. Results, and responsibilities, not excuses
3. Willingness to take risks and try new things
4. Maintaining a positive attitude and outlook
5. Common and mutual respect between student(s) and the teacher

### Requirements

A History notebook will be required for this class. All assignments must be titled, dated, and kept in

order in the notebook throughout the entire term. The Social Studies notebook must be a three-pronged binder for Do Now, Notes, Assignments, Handouts etc. Students will remain in class. There will be a notebook check roughly every two weeks. At that point students will receive credit for the work completed.

Extra credit assignments will be given upon request.

Homework will be collected at the beginning of each class, NO EXCEPTIONS. No late work will be accepted unless the student had an excused absence.

Your academic grade will come from classwork, homework, essays, quizzes, tests, and other special assignments.

### **Classroom Expectations**

1. Be on time and ready to start when class begins.
2. Hall passes will be used sparingly. Each student will get 2 passes per marking period. These cannot be traded, etc...
3. Treat one another with courtesy and respect at all times.
4. Appropriate language, comments, and gestures at all times.
5. Work done in pencil only.
6. Any problems or concerns, talk to Mrs. Fulghum immediately.
7. Students will adhere to DYS code of conduct at all times.

### **Grade Breakdown**

Daily Activities- 60%

Exams- 40%

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy

### **Scope and Sequence**

<b>Units</b>	<b>Duration</b>	<b>ALCOS Standard</b>
Classroom Management*		
Geography	1 week	
1st: Westward Movement	3 weeks	<b>1</b>
1st: Industrialization and Urbanization	3 weeks	<b>1</b>
2nd: Progressivism and American Imperialism	3 weeks	<b>2</b>
2nd: The Great War and Its Legacy	3 weeks	<b>3,4</b>
2nd: 1920s (before the Depression)	2 weeks	<b>6</b>
3rd: The Great Depression	2 weeks	<b>6,7</b>
3rd: World War II	3 weeks	<b>8,9,10</b>
3rd: The Cold War and Postwar Boom	2 weeks	<b>11,12</b>
4th: Social Movements 1950-1980	2 weeks	<b>12,13,14,15</b>
4th: Modern America and Terrorism	2 weeks	<b>15</b>
4th: Standard Research Paper	4 weeks	

# **11<sup>th</sup> Grade United States History II Syllabus – Sampson**

**Instructor:** Mr. Sampson

**Email:** grover.sampson@k12.dys.alabama.gov

**Course Description:** By studying and learning about historical events, you will find that history has been made by those just like you. You are who you are because of the choices and experiences of your ancestors. Their experiences guide your choices and actions, just as yours will guide your children's and grandchildren's. You are an important link in a chain that stretches back into history and forward into the future.

## **Course Objectives:**

- To increase your awareness of contemporary issues through discussion of varying sources of newspaper articles and other means of literature
- To provide in-depth analysis of issues by using outside sources and viewpoints as well as those of your classmates.
- To acquaint you the varying methods and formats of understanding similar, persistent issues that have occurred throughout time
- To help you develop skills in critical analysis of past, present, and future issues through reading, discussion, and writing.
- To develop a sense of awareness about the history of global culture and how it impacts your life today
- To understand how events throughout world history can impact political, social, and economic circumstances in varying countries

## **Classroom Rules and Expectations**

1. Be on time.
2. Be honest.
3. Listen to instructions.
4. Do your work.
5. Communicate with the teacher on your progress in class.
6. Own your work and grade.
7. Respect yourself, the teacher, and your classmates

## **Course Materials:**

- Notebook and writing utensils provided by instructor
- Access to computers when available and WIFI permits

## **Grading Policy:**

- Class Assignments, Participation, Quizzes, Presentations: 40%
- Exams/Projects: 60%

## **WEEKLY PLANS**

WEEK 1 Introduction to class– Why study History  
WEEK 2 From the farm to Industrialization and Urbanization  
WEEK 3 Industrialization and Urbanization to Progressivism  
WEEK 4 Progressivism to Imperialism  
WEEK 5 Imperialism to WW1  
WEEK 6 WW1 - The War to end all wars  
WEEK 7 WW1 to the Roaring 20' of the Jazz age.  
WEEK 8 From the roaring 20's to the Great Depression  
WEEK 9 The Great Depression and a New Deal  
WEEK 10 FDR's New Deal to WW2

WEEK 11 End of WW2 to the Early Cold War

WEEK 12 Kennedy and Johnson

WEEK 13 Vietnam and Civil Rights

WEEK 14 Civil Rights leads to Social Changes of the 50's and 60's

WEEK 15 1970's through 1980's

WEEK 16 1990's to the Present

WEEK 17 Review for Exam

WEEK 18 FINAL EXAM WEEK

\* This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions.

# 11<sup>th</sup> Grade United States History from 1877 to present – T. Smith

**Teacher:** Mrs. Smith

**Email:** talia.smith@k12.dys.alabama.gov

## **Course Description:**

The study of the history of the United States in Grade 11 takes students on a journey across five centuries of economic, geographic, social, and political development in the United States. Students begin with the Reconstruction and study until World War II. The content standards build upon the foundation students gained in the study of the United States in Grades 5 and 6, as well as the study of world history in Grades 8 and 9, and early American History from Grade 10, but require a more rigorous analysis. With more fully developed skills in abstract thinking, students compare, analyze, and explain events and developments rather than simply list or identify them. The curriculum for this course is based upon the requirements as designated in the Alabama Course of Study for 11<sup>th</sup> grade and the Alabama High School Graduation Standards for 11<sup>th</sup> grade Social Studies. US History is a course that must be passed in order to graduate.

## 11<sup>th</sup> Grade Course Outline

### Unit 1: **World War I**

Chapter 19: World War I and its Aftermath

### Unit 2: **Roaring 20's and Great Depression**

Chapter 20: The Jazz Age

Chapter 22: The Great Depression

Chapter 23: Roosevelt and the New Deal

### Unit 3: **World War II and its Aftermath**

Chapter 24: A World in Flames

Chapter 25: America in World War II

### Unit 4: **The Cold War and the 1950's**

Chapter 26: The Cold War

Chapter 27: Postwar America

### Unit 5: **Civil Rights Movement**

Chapter 28 The Other Side of American Life

Chapter 29: Civil Rights Movement

### Unit 6: **Kennedy and Johnson**

Chapter 29: The New Frontier and Great Society

### Unit 7: **Vietnam and Political Protests**

Chapter 30: The Vietnam War

Chapter 31: The Politics of Protest

### Unit 8: **1970's-1980's**

Chapter 32: Politics and Economics

Chapter 33: Resurgence of Conservatism

### Unit 9: **The 1990's-Present Day**

Chapter 34: A Time of Change

Chapter 34: A New Century Begins

## **Current Issues Assignments**

### Additional Assignments

A.C.T Writing Assignments

Projects (Individual, Pairs, and Groups) as assigned by Ms. Smith

## Course Objectives

**(This class will use the Alabama Course of Study Objectives and Curriculum as a GUIDE.)**

**In addition, students will:**

- Identify the imprint of the World on the United States, and identify the imprint of the United States on the World
- Develop an understanding of current US problems and relate them to their historic, geographic, cultural, political, and economic contexts
- Trace the founding and development of democracy and its impact
- Examine the struggle of humankind to achieve freedom, fight oppression, overcome tremendous barriers, and their failures and successes
- Read a world and United States map and understand the basic tools of map reading
- Analyze information and draw conclusions from this material
- Identify key people in American History
- Utilize research tools in the pursuit of knowledge
- Place major American events in chronological order
- Describe major events in American History
- Write information in a cohesive manner
- Read information, on their own, and summarize the information
- Search and record information from reading and scanning resource materials

**GRADES:**

- Major Grades  
(Tests, Essays, Papers, Journal Entry/Notebook Checks, Current Events Analysis, and/or Major Projects)
- Minor Grades (Quizzes, Daily Activities, Pop-quizzes, Homework, and Participation)

## 12<sup>th</sup> Grade United States Government – Sampson

**Instructor:** Mr. Sampson

**Contact:** grover.sampson@k12.dys.alabama.gov

**Course Description:** American Government is a course designed for high school upperclassmen. This course builds upon the foundation established through American History courses and focuses on the origins, structure, and functions of government across all levels in the United States. Students of this course will engage in the analysis of primary source documents, speeches, court cases, and relevant political commentaries in conjunction to the Alabama Course of Study (American Government).

**Course Objectives:**

- 1) To learn about the past and why it is important.
- 2) To understand the relation of past historical significance to the development and present state of government.
- 3) To develop refined social skills through interaction, cooperation, and discussion/debate.
- 4) To understand and interpret maps, charts, diagrams, graphs, symbols, and drawings.
- 5) To promote civil competence and civic participation of all students with an emphasis on critical thinking.

**Classroom Expectations:** *Common Sense* and *Respect for Everyone* should be the prevailing attitudes demonstrated by students as well as the teacher to ensure a successful semester. Students are expected to demonstrate developmental and emotional maturity sufficient to discuss and debate societal and governmental issues, problems, and possible solutions. Distractions, disruptions, or lack of effort will not be tolerated.

**Alabama State Civics Exam:** Seniors will be required to pass a Civics Exam in order to graduate. Questions will be based on the US Citizenship and Immigration Test. **THIS IS A GRADUATION REQUIREMENT.**

### **Course Materials:**

- Notebook and writing utensils provided by instructor
- Access to computers when available and WIFI permits

### **Government Units of Study/Topics**

Foundations of U.S. Government (Standards 1 and 2)  
U.S. Constitution (Standard 3)  
Legislative Branch (Standard 11)  
Executive Branch (Standard 12)  
Judicial Branch (Standard 13)  
Responsibility of Government and Citizenship (Standards 14 and 15)  
History of Suffrage (Standard 6)  
Political Parties and Elections (Standards 7, 8, 9, and 10)  
Federal, State, and Local Government Responsibilities (Standards 4 and 5)

## **Exploring Computer Science (ECS) Course Syllabus – Reeves**

**Instructor:** Mr. Reeves

**Contact:** franklin.reeves@k12.dys.alabama.gov

**Course Description:** Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems.

The goals of ECS is to develop in students the computational practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues

### **Course Objective:**

1. To understand human computer interaction;
2. To understand problem solving and improve problem solving skills;
3. To understand web design and design web pages;
4. To receive an introduction to programming and write computer programs;
5. To understand computing and data analysis;
6. To understand and use robotics;
7. Enhance reading and writing skills.

**Course Alignment / Learning Targets:** The course content, objectives, and items listed in the course description are aligned with the Common Core standards for Math and Language Arts and ACT standards for Transition. These standards are targeted to integrate academic and workplace knowledge and skills to enhance students' ability to see connections between school and work.

### **Course Outline:**

#### **Topic**

1. Human Computer Interaction
2. Essential Concepts and skills
3. Problem Solving
4. Web Design
5. Introduction to Programming
6. Computing and Data Analysis
7. Robotics

## **Robotic Systems Course Syllabus – Reeves and White**

**Instructor:** Mr. Reeves and Mrs. White

**Contact:** franklin.reeves@k12.dys.alabama.gov & libbyada.white@k12.dys.alabama.gov

### **Course Description:**

Robotic Systems is designed to offer students an overview of robotics. It allows students to explore training, educational, and career opportunities related to the automation of robotics in industry.

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### **Course Objectives:**

- Develop a project management plan to include initiating, executing, monitoring, controlling, and closing a robotic systems project.
- Apply principles of problem-solving through collaboration and conflict resolution using positive attitudes to produce effective teamwork.
- Utilize STEM concepts in the engineering design process to solve problems in robotic mechanical design.
- Build, test, and present a robotic system.
- Use current software applications to program robot behavior and complete tasks.
- Describe the utilization of programmable control devices and data transfer in automated systems.

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### **Required Materials:**

- Vex Robotics Kit
- PCs
- Internet access

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### **Grading Policy:**

- **Classwork/Participation:** 40%
- **Projects:** 30%
- **Quizzes and Tests:** 30%

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### **Class Policies and Expectations:**

- **Courtesy:** Demonstrating politeness and respect in interactions.
- **Integrity:** Upholding honesty and ethical behavior.
- **Perseverance:** Showing determination and dedication in learning.
- **Self-control:** Exercising restraint and discipline in actions.
- **Indomitable Spirit:** Cultivating inner strength to overcome challenges.

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### **Technology Usage Policy:**

- Classroom technology is provided for educational purposes as directed by the teacher.
- Classroom policies are in addition to and not a replacement for DYS Policy.
- Violations of the technology policy may result in the loss of student technology privileges.

### **Prohibited actions include:**

- Accessing or attempting to access pornographic or obscene media
- Media advocating or promoting illegal or dangerous acts
- Violence or discrimination
- Email, chat, or other forms of direct communication
- Social Media/Social Media Viewers
- Conducting activities for financial gain

- Conducting illegal activities
- Damaging equipment
- Moving/unplugging equipment without permission

**Course Units:**

**Unit 1: Planning Your Bot**

- **Standards:** 1, 2
- **Topics Covered:** Engineering Design Process, Scientific Method, Project Scheduling, Teamwork

**Unit 2: Building Your Bot**

- **Standard:** 3
- **Topics Covered:** Application of Engineering Design Process, Newton's Laws in Robotics, Using Precision Measuring Instruments

**Unit 3: Programming Your Bot**

- **Standard:** 6
- **Topics Covered:** Programming Robot Behavior, For Loops, Debugging

**Unit 4: Robots in Industry**

- **Standard:** 7
- **Topics Covered:** Utilization of Programmable Control Devices, Programmable Logic-Controlled Systems

**Rubric for Assessment:**

<b>Criteria</b>	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>
<b>Classwork/Participation</b>	Actively engages and contributes	Participates with minimal prompting	Occasionally participates	Rarely participates
<b>Project Quality</b>	Exceeds expectations, highly innovative	Meets expectations with some creativity	Meets basic requirements	Fails to meet requirements
<b>Quiz/Test Performance</b>	90% or above	70-89%	50-69%	Below 50%

This syllabus provides a clear outline of the expectations and structure of the Robotic Systems course for 10th-grade students.

# **Business and Technology Applications – Reeves**

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**Instructor:** Mr. Reeves

**Email:** franklin.reeves@k12.dys.alabama.gov

## **Course Description:**

This course provides students with an understanding of business concepts and the application of technology in the business environment. Emphasis will be placed on developing skills in productivity software, digital communication, and business ethics.

## **Course Objectives:**

By the end of this course, students will be able to:

1. Demonstrate proficiency in using productivity software (e.g., word processing, spreadsheets, presentations).
2. Understand the impact of technology on business operations and decision-making.
3. Apply ethical principles in business practices.
4. Develop effective communication skills through various digital platforms.
5. Analyze real-world business scenarios and propose technology-driven solutions.

## **Standards Alignment:**

This course aligns with the Alabama Course of Study for Business Education and Technology Applications, focusing on the following standards:

- Use of technology tools for productivity and communication.
- Understanding of business operations and management principles.
- Development of professional and ethical standards in business practices.

## **Course Outline:**

### **Unit 1: Introduction to Business Concepts**

- Overview of business types and structures
- The role of technology in business
- Business ethics and corporate social responsibility

### **Unit 2: Productivity Software**

- Word Processing: Document creation, formatting, and editing
- Spreadsheets: Data organization, formulas, and functions
- Presentations: Creating impactful presentations

### **Unit 3: Digital Communication**

- Effective email communication
- Use of collaboration tools (e.g., Google Workspace, Microsoft Teams)
- Social media in business

### **Unit 4: Data Management and Analysis**

- Introduction to databases and data management
- Basic data analysis using spreadsheets
- Visualizing data for business insights

### **Unit 5: Business Simulations and Case Studies**

- Real-world business scenarios and decision-making
- Group projects simulating business operations
- Presentation of group findings and solutions

## **Assessment and Grading:**

- Class Participation: 10%
- Assignments and Projects: 40%
- Quizzes: 20%
- Final Exam: 30%

## **Materials Needed:**

- Access to a computer with internet
- Microsoft Office Suite or Google Workspace
- [Any additional textbooks or resources]

**Classroom Policies:**

- Attendance is mandatory; please inform the instructor of any absences.
- Assignments must be submitted on time; late submissions will incur penalties.
- Respectful and constructive communication is expected at all times.

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Feel free to customize the syllabus with specific dates, resources, and additional information that suits your teaching style and the needs of your students!

## Visual Arts Syllabus and Expectations – Toney

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**Course Title:** Visual Arts

**Instructor:** Mrs. Toney

**Contact Information:** toni.toney@dys.alabama.gov

**School:** Wallace – LBW Campus

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### **Course Description:**

High School Visual Arts offers students opportunities to develop artistic skills, creative thinking, and cultural awareness through hands-on studio experiences and exploration of art history. Students will engage in various art forms, techniques, and mediums, reflecting on personal and cultural identities. The curriculum aligns with the Alabama Course of Study Standards.

### **Course Objectives:**

1. Develop proficiency in basic artistic techniques and skills.
2. Explore art history, cultural contexts, and artistic movements.
3. Experiment with diverse art mediums and processes.
4. Express personal ideas and emotions through visual arts.
5. Analyze and critique artwork using artistic vocabulary.
6. Prepare and present artwork for exhibitions and portfolios.

### **Required Texts:**

- **Art: High School Level** by [Publisher] or equivalent textbook
- Supplementary materials and resources provided by the instructor

### **Materials Needed:**

- Sketchbooks and drawing materials
- Painting supplies (acrylics, watercolors, brushes)
- Sculpting tools and clay
- Digital art tools (if applicable)
- Access to a computer or tablet for digital art and research

### **Grading Policy:**

- Classwork and Projects: 40%
- Artistic Process and Development: 30%
- Art Critique and Reflection: 15%
- Participation and Collaboration: 10%
- Final Portfolio or Exhibition: 5%

### **Course Outline:**

#### **Unit 1: Foundations of Visual Arts**

- **Weeks 1-2:** Elements and Principles of Art
  - Standards: VA.HS.1.1, VA.HS.1.2

#### **Unit 2: Art History and Movements**

- **Weeks 3-5:** Renaissance to Modern Art Movements
  - Standards: VA.HS.2.1, VA.HS.2.2

#### **Unit 3: Drawing and Illustration**

- **Weeks 6-8:** Techniques in Drawing and Sketching
  - Standards: VA.HS.3.1, VA.HS.3.2

#### **Unit 4: Painting and Mixed Media**

- **Weeks 9-11: Acrylic and Watercolor Techniques**
  - Standards: VA.HS.4.1, VA.HS.4.2

**Unit 5: Sculpture and 3D Design**

- **Weeks 12-14: Clay Modeling and Sculpture Techniques**
  - Standards: VA.HS.5.1, VA.HS.5.2

**Unit 6: Digital Art and Photography**

- **Weeks 15-17: Digital Art Tools and Photography Techniques**
  - Standards: VA.HS.6.1, VA.HS.6.2

**Unit 7: Artistic Expression and Portfolio**

- **Weeks 18-20: Personal Art Projects and Portfolio Development**
  - Standards: VA.HS.7.1, VA.HS.7.2

**Unit 8: Art Critique and Exhibition**

- **Weeks 21-22: Art Critique Sessions and Final Exhibition Preparation**
  - Standards: VA.HS.8.1, VA.HS.8.2

**Goals for Each Part of the Year**

- In 3 months, you will know the basics of art and make simple art.
- In 6 months, you will get better at drawing, painting, and other art things.
- In 9 months, you will learn harder art things and find your own style.
- In 1 year, you will display and present your best art to know more about art history.

What We Will Talk About	Important Things to Learn
- Different parts of art (lines, shapes, colors, textures, etc.)	- How colors work together
- How to make art look good (balance, differences, working together, etc.)	- Making things look far or closely
- Trying out different art things (drawing, painting, making things, etc.)	- Putting things together in art
- Learning about old and new art and artists	- Talking about art and saying what you like
- Making art that shows who you are and what you like	- Trying new art things and getting better at them

Things to Read and Help	How We Will Know You Are Doing Well
- We will explore art resources online.	- Making art and doing art things
- Watching videos about art can help us learn.	- Talking about art and being part of the class
	- Saying what you think about art
	- Getting better at art as we go on

Mixing Art with Other Things	How Art Matters in Your Life
- We can connect art with other stuff like history, science, and stories.	- Using art to talk about your life and things you care about.
Things You Already Know and Can Do	Skills You Will Use
- You know a little about art and are ready to try new things and learn.	- Doing easy art things and then harder art things, like talking about art and making your art.

Classroom Policies:

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Art Safety:** Follow safety protocols when using art materials and equipment.
- **Artistic Integrity:** Respect copyright laws and ethical standards in art creation.

Additional Resources:

- **Online Platforms:** Clever, Flocabulary, Nearpod, Edgenuity, etc.
- **Field Trips:** Visits to art museums or galleries
- **Guest Artists:** Invited artists to share insights and techniques

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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**Standards Alignment Reference:**

For detailed standards alignment, please refer to the Alabama Course of Study: Visual Arts. Feel free to adapt and expand this syllabus to suit your teaching style and the unique characteristics of your students.

# Music Technology Electives Course Syllabus – Muncher

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**Instructor:** Mr. Muncher

**Contact Information:** michael.muncher@k12.dys.alabama.gov

**School:** Adele McNeel Campus

## **Course Description:**

In Music Technology, 7<sup>th</sup>-12<sup>th</sup> grade students will engage in a comprehensive exploration of technological skills covering both hardware and software in various musical disciplines. These will include composition, digital audio workstations, recording hardware and software, audio manipulation software, and general computer usage as it relates to Music Technology.

## **Course Objectives**

1. Learn the fundamentals and usage of Digital Audio Workstations, microphones, interfaces, and MIDI instruments, including:
  1. Basic transport operation
  2. Cutting and splicing audio files
  3. MIDI implementation
  4. Writing beats/songs in the sequencer
  5. Recording
  6. Mixing and Mastering

## **Required Materials**

- School-provided laptops
- School-provided headphones
- School-provided recording equipment
- School-provided software

## **Grading Policy**

- Classwork: 40% of the final grade
- Assessments (quizzes, projects, tests): 60% of the final grade

## **Class Policies and Expectations:**

Throughout the course, students and teachers are expected to uphold the following principles:

- **Courtesy:** Demonstrating politeness and respect in interactions
- **Integrity:** Upholding honesty and ethical behavior
- **Perseverance:** Showing determination and dedication in learning
- **Self-control:** Exercising restraint and discipline in actions
- **Indomitable Spirit:** Cultivating inner strength to overcome challenges

## **Technology Usage Policy**

- Classroom technology is provided for educational purposes as directed by the teacher
  - Classroom policies is in addition to and not a replacement for DYS Policy
- Violations of the technology policy may result in the loss of student technology privileges
- Prohibited actions:
  - Accessing or attempting to access
  - Pornographic or obscene media
  - Media advocating or promoting
    - Illegal or dangerous acts
    - Violence or discrimination
      - Email, chat, or other forms of direct communication

- Social Media/Social Media Viewers
- Conducting activities for financial gain
- Conducting illegal activities
- Damaging equipment
- Moving/unplugging equipment without permission

**Course Units (Based on the *Proficient* and *Accomplished* standards):**

1. Introduction to Hardware
  - Addressed Standards: Creating 1-4
  - Topics: Computers, Microphones, Speakers, Mixer Boards
2. Introduction to Recording Software – the Digital Audio Workstation
  - Addressed Standards: Creating 1-4
  - Topics: Reaper, Logic Pro, ProTools, Ableton, FL Studio
3. Plugins and Addons – Compression, Delay, Reverb, and More
  - Addressed Standards: Creating 1-4
  - Topics: Audio manipulation software integrated into the DAW environment
4. Acoustics and the Audio Environment
  - Addressed Standards: Creating 1-4
  - Topics: Working the room to your advantage, sound deadening, mic placement
5. Recording Over Established Beats
  - Addressed Standards: Creating 1-4
  - Topics: Recording and mix leveling over existing musical files
6. Adding Instruments To The Mix
  - Addressed Standards: Creating 1-4
  - Topics: How to record and mix guitar, bass, keyboard, drums, etc.
7. Writing a Beat in a DAW
  - Addressed Standards: Creating 1-4
  - Topics: Constructing a simple beat and harmony/melody in a DAW's timeline

## 9<sup>th</sup> Grade Career Preparedness Course Syllabus – Muncher

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**Instructor:** Mr. Muncher

**School:** Vacca McNeel Campus

**Contact Information:** michael.muncher@k12.dys.alabama.gov

### **Course Description:**

In Career Preparedness, 9th-grade students will engage in a comprehensive exploration of academic planning, career development, financial literacy, and technology skills.

Throughout the course, emphasis is placed on integrating college and career preparation, computer literacy, and personal finance with a consistent focus on technology-related topics.

### **Course Objectives**

1. Enhance Personal Decision-making Skills: Students will develop critical thinking abilities to make informed decisions
2. Create Academic Plans: Students will align their academic goals with their career aspirations
3. Foster Digital Literacy: Students will enhance their skills in navigating digital tools and resources effectively
4. Financial Management and Budgeting: Students will learn essential financial skills such as budgeting, understanding taxes, managing bank accounts, and planning for retirement

### **Required Materials**

- School to Career Textbook and Workbook
- Edgenuity Online Platform
- Microsoft Office Products for practical application

### **Grading Policy**

- Classwork: 40% of the final grade
- Assessments (quizzes, projects, tests): 60% of the final grade
- Late submissions, unless due to an excused absence, may incur a 10% grade deduction

### **Class Policies and Expectations**

Throughout the course, students and teachers are expected to uphold the following principles:

- Courtesy: Demonstrating politeness and respect in interactions
- Integrity: Upholding honesty and ethical behavior
- Perseverance: Showing determination and dedication in learning
- Self-control: Exercising restraint and discipline in actions
- Indomitable Spirit: Cultivating inner strength to overcome challenges

### **Technology Usage Policy**

- Classroom technology is provided for educational purposes as directed by the teacher
  - Classroom policies is in addition to and not a replacement for DYS Policy
- Violations of the technology policy may result in the loss of student technology privileges
- Prohibited actions:
  - Accessing or attempting to access
  - Pornographic or obscene media
  - Media advocating or promoting
    - Illegal or dangerous acts
    - Violence or discrimination
      - Email, chat, or other forms of direct communication

- Social Media/Social Media Viewers
- Conducting activities for financial gain
- Conducting illegal activities
- Damaging equipment
- Moving/unplugging equipment without permission

### **Course Units**

1. Workforce Behaviors
  - Addressed Standards: Foundational 2, 2,23
  - Topics: Decision-making processes, critical thinking skills, diversity awareness
2. Performing a self-assessment
  - Addressed Standards: 3,4,5
  - Topics: assess personal interest, factors involved in choosing a career, career cluster overview
3. Career Research and Planning
  - Addressed Standards: Foundational 2, Foundational 3b,4,5
  - Topics: Qualification for a given career, create a career plan
4. Planning for Post-Secondary Education and Employment Process
  - Addressed Standards: Foundational 5,1,
  - Topics: Finding and applying for jobs
5. Electronic Portfolio
  - Addressed Standards: 3,7, 13
  - Topics: Preparing to get the job (resume, interviews) and grow (career development)
6. Managing Finances and Budgeting
  - Addressed Standards: 15, 16, 17, 18, 19, 25, 26,27,7
  - Topics: Income and expense management, taxes
7. Financial Institutions and Insurance
  - Addressed Standards: 20, 22, 21, 24,7
  - Topics: Saving strategies, retirement planning, insurance types and uses

## **Reading Intervention Syllabus – James and Stokes**

**Course Title:** Reading Intervention

**Instructor:** Mrs. James-Allen and Mr. Stokes

**Contact Information:** dione.james@k12.dys.alabama.gov Lurleen B. Wallace

**Contact Information:** eric.stokes@k12.dys.alabama.gov Vacca McNeel

### **Course Description**

The Reading Intervention course is designed to support students in building the literacy skills needed for success in elementary, middle, high school and beyond. Throughout the course, students will utilize READ 180, an evidence-based reading intervention program that is highly structured and individualized for students in Grades 3–12. With a blended learning approach, the READ 180 program directly targets and addresses specific individual reading needs through instructional software, high-interest fiction and non-fiction texts, and direct instruction in reading and writing skills.

Read 180 aligns to all five pillars of the science of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, as well as Writing. The program includes a research-based systematic scope and sequence of phonics and comprehension instruction. Students will be assessed at the beginning of the course to determine appropriate placement. Students will work in small and large groups using cooperative learning strategies and interactive technology. Assessment at regular intervals on target skills help students and teachers track and analyze performance, and allow adjustments to instruction as required.

The goal of READ 180 is to help students develop reading skills at grade level. Students will also use i-Ready. i-Ready is an online program for reading and/or mathematics that will help determine student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teacher(s) to meet students exactly where they are and provides data to increase student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction. The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give students a score or grade, but instead to determine how best to support the student's learning. i-Ready Personalized Instruction provides students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them. These lessons are fun and interactive to keep students engaged as they learn.

### **Course Objectives:**

1. Apply reading strategies to improve comprehension
2. Demonstrate understanding of textual features
3. Determine meaning of vocabulary in context
4. Apply reading comprehension skills to a variety of genres
5. Engage in collaborative discussions to articulate ideas and viewpoints

### **Required Text:**

- READ 180 Universal, Stage C Student Application (online)
- i-Ready (online)
- Various Fictional, Nonfictional, Literary, Informational, Opinion, and Argumentative Texts, Short Stories, Poems, Online Text, Independent Reading Books, Worksheets, and Digital Media

Material Needed:

- Access to a laptop for digital assessments and assignments
- Classroom library resources and online educational platforms

**Grading Policy:** Classwork 30%                      Quizzes and Test 60%    Participation & Effort 10%

### **Course Outline:**

Units of Study/Workshops: The following units/workshops can be found in your ReaL Book and will mostly be completed in a small group setting with teacher support. Each workshop consists of fiction and nonfiction reading related to the topic or theme, as well as instruction and practice in comprehension, vocabulary, writing, and conventions.

NOTE: It is unlikely that we will get through all of the workshops before the end of the year due to your time here at DYS.

- Workshop “0”: Getting Started                      ○ Focus Question: What will your Read 180 story be?
- Workshop 1: At First Sight                      ○ Focus Question: How do we know whether we can believe what we see?
- Workshop 2: Who Am I?                      ○ Focus Question: What makes us who we are?
- Workshop 3: It’s Your Right                      ○ Focus Question: How does the Bill of Rights continue to protect our rights today?
- Workshop 4: D-Day                      ○ Focus Question: How did the Allies pull off the biggest land-sea invasion in history?
- Workshop 5: To Mars and Beyond                      ○ Focus Question: What do scientists hope to learn from exploring outer space?
- Workshop 6: Money Matters                      ○ Focus Question: How can you make and hold on to your money?

### **Overview of Class Structure and Routines**

Daily classes will begin with whole-group instruction, followed by break-out groups rotating through the three stations outlined below:

- Small-Group Instruction: This station consists of teacher-led differentiated instruction to meet individual needs. Groups will work through a variety of Workshops in their ReaL Books, including both fiction and nonfiction, practicing academic vocabulary, comprehension, writing, and higher-order thinking skills.
- READ 180 & i-Ready Student Applications: This station provides individualized practice in reading, spelling, vocabulary, and writing. Students work independently on the computer, and the app automatically adjusts the level of difficulty based on current reading levels, ensuring that each student is being appropriately challenged.
- Independent Reading: In this station, students develop fluency and comprehension skills through independent reading. Books are selected based on student interest and reading level and progress is monitored through a variety of assessment tools.

### **Drop Everything and Read (DEAR)**

In order to foster a deeper appreciation of reading and to help build effective reading habits, students are required to have with them a book or graphic novel of their choosing at their desks at all times. The only activity approved for downtime in class is reading. If students need a new book, they are welcome to borrow a book from the teacher and are encouraged to log all the books they read throughout the academic year. Additionally, throughout the week, the teacher may announce “Drop Everything and Read” which means all will be given time for independent reading.

### **Learning Tasks**

- Those assignments not designated as assessments are considered “learning tasks” and may be completed in-class.

- Learning tasks serve to further your own learning, prepare you to fully participate in class, and guide you toward proficiency in the course standards.
- Completion of learning tasks allows your teacher to monitor and provide feedback on your progress towards proficiency.

**Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning. Be on time with your Point Sheet.
- **Behavior:** Respectful behavior and cooperation towards peers and the instructor is required at all times.
- **Academic Integrity:** Plagiarism and cheating will result in disciplinary action.
- **Collaboration:** Encourage teamwork and respectful discussion during group activities.
- **Stay on task:** Use all available time towards achieving reading success.
- **Responsibility:** Take responsibility for your own learning. Use the monitoring tools provided in class, take advantage of individual conferences.

**Additional Resources:**

- **Online Platforms:** Clever, [School's Learning Management System]

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

**Standards Alignment Reference:** For detailed standards alignment, please refer to the Alabama Course of Study: English Language Arts.

## Transition Services/Career Prep – J Jackson

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**Course Title:** Transition Services/Career Prep

**Instructor:** J. Jackson

**School:** L. B. Wallace School

**Contact Information:** Jessica.Jackson@k12.dys.alabama.gov  
(334) 215-6055

**Office Hours:** 7:45 a.m. – 3:45 p.m.

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### **Course Description:**

This course is designed to teach and develop work readiness skills and allow students the opportunity to explore various career and postsecondary education paths. The course also considers students specific skill needs and adapts content and instruction that will assist in the transition from school life to adult life. The transition class also focuses on positive work habits, self-determination, and adult living skills.

### **Course Objectives:**

- Demonstrate self-advocacy skills
- Recognize specific employability skills you've developed and want to develop
- Investigate and compare at least two various careers of interest
- Investigate post-secondary training and educational opportunities
- Analyze work skills and habits
- Develop a career plan

### **Required Texts:**

- Managing Life Skills, McGraw Hill Education
- Workbooks/sheets provided by instructor
- Real – World Skills Series

### **Materials Needed:**

- Textbook
- Notebook paper and writing utensils
- Teacher provided worksheets

### **Grading Policy:**

- Major Grades: 40%
- Minor Grades: 35%
- Participation and Effort: 25%

### **Course Outline:**

- **Unit 1: Prepare for Independent Living**  
**Weeks 1-3**
  - Personal Growth
  - Character Building
  - Responsible Citizenship
- **Unit 2: Interpersonal Skills**  
**Weeks 4-7**
  - Communication Skills
  - Teamwork and Leadership Skills
  - Peer Pressure and Refusal Skills
  - Conflict Resolution Skills

- **Unit 3: Management Skills**  
**Weeks 8-11**
  - Learning to Manage
  - Decisions and Problem Solving
  - Manage Time and Money
  - Manage Technology and Information
- **Unit 4: Consumer Skills**  
**Weeks 12-14**
  - Be a Savvy Consumer
  - Advertising and Shopping
  - Manage Your Finances
- **Unit 5: Pathways to Career Success**  
**Weeks 15-17**
  - Explore Career Paths
  - The Job Search
  - Work and Life Balance
- **Unit 6: Relationships**  
**Weeks 18-22**
  - Understanding Relationships
  - Your Family
  - Your Friends
  - Dating and Marriage
  - Workplace Relationships
- **Unit 7: Parenting and Caregiving Skills**  
**Weeks 23-25**
  - Lifespan Development
  - Child Care
  - Responsibilities of Parenting
- **Unit 8: Wellness, Nutrition, and Food Choices**  
**Weeks 26-30**
  - Health and Wellness
  - Nutrition and Meal Planning
  - Shopping for Food
  - Safe Kitchen, Safe Food
  - Prepare and Serve Meals
- **Unit 9: Clothing and Fashion Choices**  
**Weeks 31-33**
  - Design Your Look
  - Choosing and Caring for Clothes
  - Sewing Basics
- **Unit 10: Housing, Transportation, and the Environment**  
**Weeks 34-37**
  - Homes and Decorating
  - Transportation
  - Home Care and Personal Safety
  - Protect the Environment

**Classroom Policies:**

- **Attendance:** Regular attendance is expected for active participation and learning.
- **Behavior:** Respectful behavior towards peers and the instructor is required at all times.
- **Academic Integrity:** Cheating will result in disciplinary action.

- **Collaboration:** Encourage teamwork and respectful discussion during group activities.

**Additional Resources:**

- **Online Platforms:** Google sites pre-approved by instructor

**Grading Scale:**

**A – 90-100**

**B – 80-89**

**C – 70-79**

**D – 60-69**

**F – Below 60**

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**Note:** This syllabus is subject to adjustment based on the pace and needs of the class and at the discretion of the instructor. Any modifications will be communicated in advance.

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## **Beginning Kinesiology Course Syllabus – Coach Gilbert and Coach Bruce**

**Instructors:** Coach Gilbert & Coach Bruce

**School:** L.B. Wallace (Mt. Meigs)

**Contact Info:** [meryles.gilbert@k12.dys.alabama.gov](mailto:meryles.gilbert@k12.dys.alabama.gov)    [jason.bruce@k12.dys.alabama.gov](mailto:jason.bruce@k12.dys.alabama.gov)

**Phone Number:** 334-215-6066

### **Class Description:**

Beginning Kinesiology is a class where students will develop overall personal fitness by exercising, developing skills, and gaining knowledge about personal fitness. They will also understand the movement of their own body. This will be accomplished by participating in a dynamic fitness regimen that we will be learning throughout the year. Students will learn the importance of exercise and how it relates to a healthy lifestyle and well-being. They will also learn life skills through exercise that can't be taught, but realized by the individual themselves. Through this development of knowledge, students will be encouraged to be active their whole life and know why that is important to their overall health and wellness.

### **Course Overview**

Students in this class will participate in advanced strength training exercises designed to improve muscle strength and overall fitness. This course will consist of: weighted bar lifting, agility training, and anaerobic activities. Students will also identify and understand muscle groups in relation to various exercises to better help them maximize their knowledge about their own body as it relates to fitness.

### **Materials**

Clothing: gym shorts or sweatpants, t-shirts, and tennis shoes.

### **Grading**

The student's overall grade will be based on the following categories and the percentages allocated to each category:

**Physical Activity**                    100% (Engage in physical activity.)

### **Attendance**

All absences and assessments that are missed will need to be made up at the teacher's discretion. Students arriving late to class must have a signed note from the office or teacher.

### **Injury & Illness**

Students who are in attendance, but are suffering from injury/illness shall only participate in those aspects of class that do not jeopardize their current condition. Any assessments, which occur while the injured/ill student cannot participate in at that time, must be made up at the teacher's discretion.

### **Health Concerns**

- If you are injured during class tell the teacher.
- If you have asthma, keep your inhaler with you during class or with the nurse.
- Always report ANY health problems to the teacher.
- Always be aware of your own protection and safety.

### **Safety**

Students must follow all safety rules. Always think before you act! **COMMON SENSE PREVENT'S MANY ACCIDENTS!!!** The gym rules are the gym rules. Students not following the gym rules are subject to negative reports on students' point sheets.

### Class Routine

- Get Dressed
- Warm up/stretch routine.
- Grinding/Agility Drills/Aerobic and Anaerobic Activities
- Post individual stretching

**Activities for the Year:** (PSA... These activities are not set in stone!!! These may change. There will be more than there are listed.)

<b>Activities</b>		
Mile Monday	Box Jumps	Mile Friday
Battle Ropes	Stationary Bike Rides	Ab Roller
Ab Coaster	Elliptical	Maxi Climber
Jump Ropes	Medicine Ball Movement	Hurdle Drills
Weighted Jump Rope	Row Machine	Exercise Circuits
Punching Bag	Push Up Machine	Cone Drills

### Class Rules

- Always be safe.
- Come to class prepared and on time.
- Be respectful to each other, equipment, and the teacher.
- Be quiet when the teacher is talking. (This will help you to follow directions.)
- Come ready to work hard and to HAVE FUN
- If class is outside, stay with the class at all times.
- Do not leave during the class period without permission.

## Business Software Applications I Syllabus

### Instructor

Mr. R. Walker

### Phone

(334) 215-6162

### Email

[Roosevelt.walker@k12.dys.alabama.gov](mailto:Roosevelt.walker@k12.dys.alabama.gov)

### Course Overview

This course emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction

include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of

emerging technologies.

also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

### Office Location

Career Tech Building

### Required Text

Learn By Doing Word 2019 *B. E. Publishing*

Learn By Doing PowerPoint 2019, *B. E. Publishing*

Learn By Doing Excel 2019, *B. E. Publishing*

### Resources

GMetrix Test prep for Career-ready Industry Certifications

### Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Discuss and demonstrate ways to value diversity.

### Basic Computer

1. Utilize technology functions, including compressing files, converting files, importing files, exporting files, and transferring data among applications.
2. Diagnose problems relating to technology systems, including network systems, hardware, and software.

### Word Processing

1. Create, manage, and navigate through a variety of business- and industry-appropriate documents using various data input techniques in word processing applications.
2. Produce and edit business documents using word processing technology, including business letters, research papers, and reports that include title or cover page, headings, table of contents, page numbers, headers, footers, in-text citations, footnotes, and endnotes.

### **Spreadsheets**

1. Create, manage, and navigate through industry-appropriate worksheets in spreadsheet applications.
2. Formulate and produce a variety of business applications using spreadsheet applications

### **PowerPoint**

1. Create and manage industry-appropriate slideshows using presentation software.
2. Create and deliver well-organized, audience-appropriate presentations for a variety of business situations.

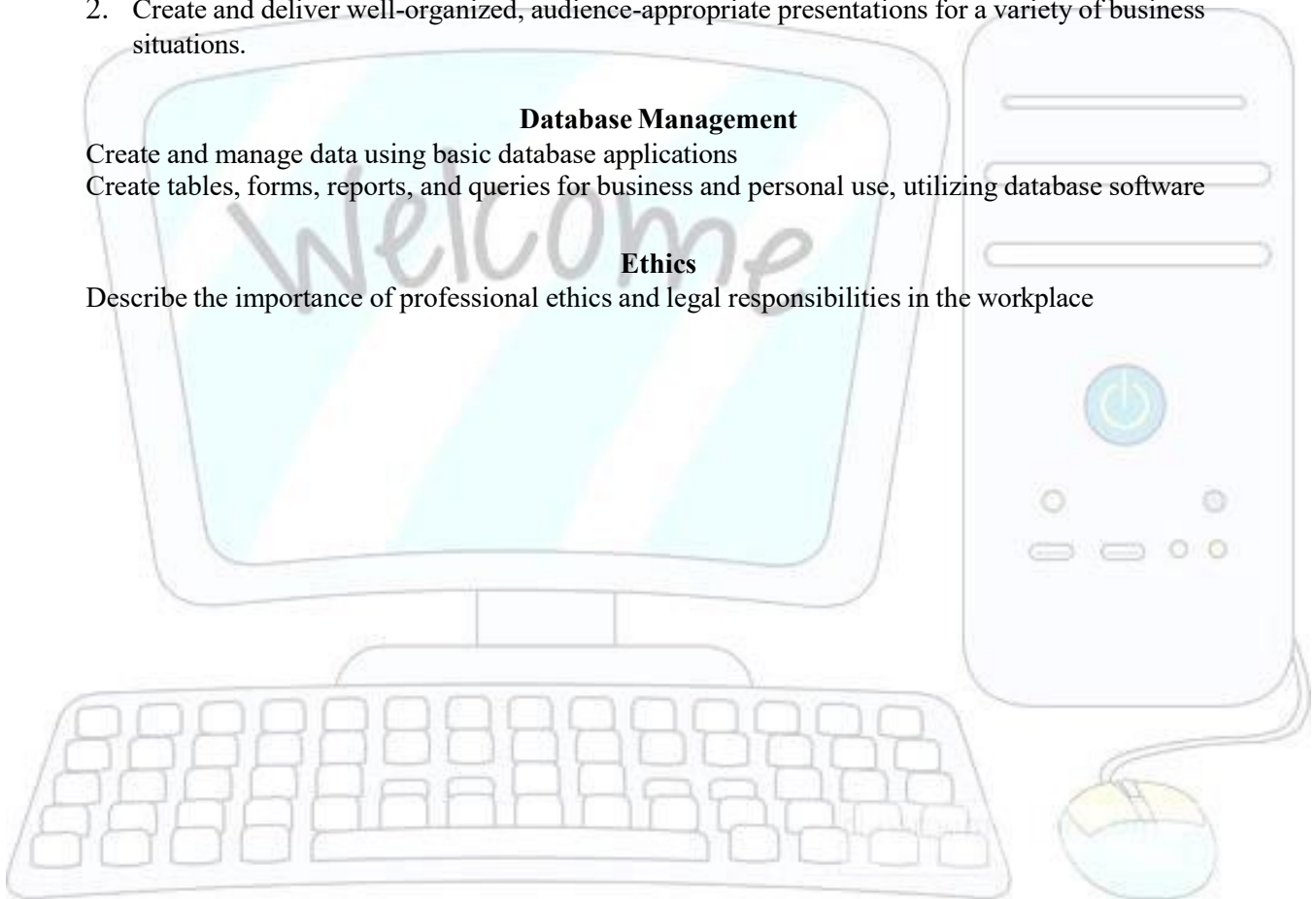
### **Database Management**

Create and manage data using basic database applications

Create tables, forms, reports, and queries for business and personal use, utilizing database software

### **Ethics**

Describe the importance of professional ethics and legal responsibilities in the workplace



# Business Software Applications II Syllabus - Walker



## Instructor

Mr. R. Walker

## Phone

(334) 215-6162

## Email

[Roosevelt.walker@k12.dys.alabama.gov](mailto:Roosevelt.walker@k12.dys.alabama.gov)

## Office Location

Career Tech Building

## Course Overview

This course emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

## Required Text

Learn By Doing Word 2019 *B. E. Publishing*

Learn By Doing PowerPoint 2019, *B. E. Publishing*

Learn By Doing Excel 2019, *B. E. Publishing*

## Resources

GMetrix Test prep for Career-ready Industry Certifications

## Foundational Standards

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Discuss and demonstrate ways to value diversity.

### Word Processing

1. Manage advanced word processing document options and settings.
2. Utilize advanced word processing editing and formatting features.
3. Create custom document elements using advanced word processing software.
4. Create and modify advanced word processing features.

### Spreadsheets

5. Manage workbook options and settings.
6. Apply custom data formats, layouts, and validation to workbooks.
7. Create advanced workbook formulas using spreadsheet software
8. Create advanced charts and tables with workbook data in spreadsheet software.

### Database Management

9. Build tables using database software.
10. Create and manage database forms.

11. Create database reports

**Ethics**

Describe the importance of professional ethics and legal responsibilities in the workplace

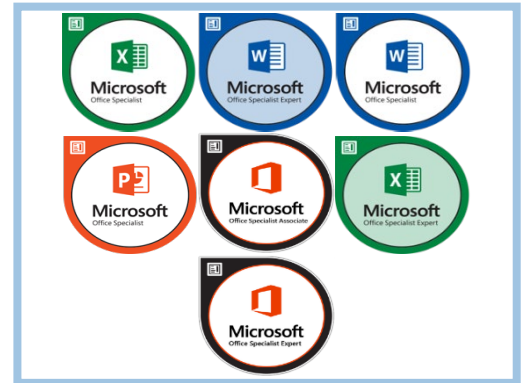
# Microsoft Office Specialist Certifications – Walker

## MICROSOFT OFFICE SPECIALIST CERTIFICATIONS

### CREDENTIAL(S)

Students will have the opportunity to receive industry recognized Certifications in Microsoft Office Specialist Products including an Expert Certification in Microsoft Office. Students earn the Associate level (Word, PowerPoint, & Excel) Students earn an Expert level after completing Associate level and earning a Word expert and either Excel expert or Access expert

A student must pass two MOS tests to receive Career Readiness Indicator status.



### CLASSROOM MANAGEMENT PROCEDURES AND DAILY EXPECTATIONS

1. Be on time.
2. Come to class prepared, ready to work, and actively participate every day. Don't forget to clock-in!
3. Students should remain seated until the teacher has dismissed you. When dismissed, make sure your workstation is clean and your chair is completely pushed under your workstation.

### COMPUTER LAB RULES

All students must take and pass a classroom safety test with a grade of 100 as required by the Alabama State Department of Education. In addition, all students enrolled are expected to have read and abide by the guidelines set in place by the DYS School District and the Alabama Department Of Youth Services related to computer usage and behavior.

1. Keep your workstation clean, neat and orderly — this includes clear of trash, no rolling around in the chairs, or moving chairs from station to station.
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3. Computer equipment should be treated with respect. Do not mark on any computer hardware, remove labels, modify settings, surf inappropriate sites, etc.
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5. Students should never print without the teacher's permission.
6. All computer use must have an educational basis. There should be no video games or YouTube videos without the teacher's permission.
7. Never share your username or password. If you are locked out of an account, please let the teacher know.
8. Students should not touch other students' computers—this includes shutting down, unplugging devices, etc.

### CLASSROOM RULES

1. There should be no disruptive behavior during class.
2. All communication in class should remain professional—profanity, sexual remarks, and

discouraging comments to other students will not be tolerated.

3. Any student caught cheating will receive a grade of zero as well as disciplinary action.
4. Passes out of class are limited, just like time off in the workplace.

The infractions listed above as well as offenses listed in the handbook will typically be handled in the following manner but are subject to teacher discretion based on severity and number of occurrences: 1st offense—verbal warnings, 2nd offense—teacher interventions, /point sheet will be marked based on behavior code and 3rd offense—disciplinary referrals to focus team.

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## Digital Media Design Syllabus – Walker

### Instructor

Mr. R. Walker

### Phone

(334) 215-6162

### Email

[Roosevelt.walker@k12.dys.  
alabama.gov](mailto:Roosevelt.walker@k12.dys.alabama.gov)

### Office Location

Career Tech Building

### Course Overview

This course emphasizes the skills required to create, edit, and publish industry-appropriate documents. Areas of instruction include the integration of word processing, desktop publishing, spreadsheets, database management, and presentation software as well as the use of emerging technologies also embedded in this course. Students will have the opportunity to gain industry-recognized credentials to document basic computer skills needed for future education or employment.

### Required Text

### Resources

GMetrix Test prep for Career-ready Industry Certifications

#### **Foundational Standards**

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing.
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Discuss and demonstrate ways to value diversity.

#### **Hardware and Software**

1. Compare and contrast types of multimedia design, including desktop publishing, graphic design, web page design, digital
2. Use a variety of hardware to digitize information in various formats, including digital camera, video camera scanner, and mobile devices.
3. Utilize a variety of software and equipment to create, modify, and enhance multimedia projects. Perform basic computer functions as they apply to the multimedia design industry.

#### **Digital Photography**

1. Demonstrate appropriate use of digital photography equipment and techniques.
2. Utilize photo editing software to edit and enhance digital photographs.

#### **Graphic**

1. Demonstrate design techniques using graphic design software.
2. Apply the design process to digital media.
3. Identify and apply the principles of typography.

4. Use precision software tools to manipulate images.
5. Apply integration principles to import scanned, digitized graphics and text, tables, charts, and pictures into a publication.

### **Web Design**

1. Compare and contrast elements and purposes of websites, web pages, and web browsers
2. Develop interactive web pages and sites using a variety of component formats, including HTML, HTML editors, and web authoring programs
3. Determine and apply the appropriate format for digital files for different needs
4. Manipulate digital image file sizing.

### **Ethics**

Apply proper transitions, edits, titles, effects, and media to create videos for various purposes.

## **Adobe Certified Professional – Walker**

### **ADOBE CERTIFIED PROFESSIONAL**

#### **CREDENTIAL(S)**

Students will have the opportunity to receive industry recognized Certifications in Adobe Certified Professional

A student must pass two Adobe tests to receive Career Readiness Indicator status.

#### **CLASSROOM MANAGEMENT PROCEDURES AND DAILY EXPECTATIONS**

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on behavior code and 3rd offense—disciplinary referrals to focus team.

# **Instrumental Ensemble Electives Course Syllabus – Muncher**

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**Instructor:** Mr. Muncher

**School:** Vacca McNeel Campus

**Contact Information:** michael.muncher@k12.dys.alabama.gov

## **Course Description:**

In the Instrumental Ensembles (Band), students will be introduced to instruments commonly found in beginning band programs, including flute, clarinet, alto saxophone, trumpet, trombone, baritone, and percussion. Students will learn the basics of assembly, initial sounds, and performance in accordance with the amount of time afforded to us at The Department of Youth Services, and initial skill levels present during evaluation.

## **Course Objectives**

1. Students will learn the assembly and care of the instrument to which they've been assigned.
2. Students will learn initial sound production on instrument mouthpieces; usage of drum sticks.
3. Students will learn simple melodies, rhythms, and harmony and be able to perform music individually and, schedule permitting, together.

## **Required Materials**

- School-provided laptops
- School-provided headphones
- School-provided books
- School-provided software
- School-provided instruments and equipment

## **Grading Policy**

- Classwork: 40% of the final grade
- Assessments (quizzes, projects, tests): 60% of the final grade

## **Class Policies and Expectations**

Throughout the course, students and teachers are expected to uphold the following principles:

- **Courtesy:** Demonstrating politeness and respect in interactions
- **Integrity:** Upholding honesty and ethical behavior
- **Perseverance:** Showing determination and dedication in learning
- **Self-control:** Exercising restraint and discipline in actions
- **Indomitable Spirit:** Cultivating inner strength to overcome challenges

## **Technology Usage Policy:**

- Classroom technology is provided for educational purposes as directed by the teacher
  - Classroom policies is in addition to and not a replacement for DYS Policy
- Violations of the technology policy may result in the loss of student technology privileges
- Prohibited actions:
  - Accessing or attempting to access
  - Pornographic or obscene media
  - Media advocating or promoting
    - Illegal or dangerous acts
    - Violence or discrimination

- Email, chat, or other forms of direct communication
- Social Media/Social Media Viewers
- Conducting activities for financial gain
- Conducting illegal activities
- Damaging equipment
- Moving/unplugging equipment without permission

**Course Units (Based on the *Proficient* and *Accomplished* standards):**

1. Introduction to Instruments and Equipment
  - Addressed Standards: Foundational
  - Topics: Assembly, posture, grip/holding
2. Introduction to Sound Production – the Mouthpiece/Sticks
  - Addressed Standards: Foundational
  - Topics: Breathing, embouchure, mouthpiece techniques, articulation
3. Rhythms
  - Addressed Standards: Creating 1-5
  - Topics: Clapping, counting, vocalizing
4. First notes
  - Addressed Standards: Creating 1-5
  - Topics: Performing the first notes typical for each instrument, alone and together
5. Performing songs
  - Addressed Standards: Creating 1-5
  - Topics: Moving through *Tradition of Excellence/The Snare Drummer's Toolbox*

## Architecture and Construction Foundations Course Syllabus – Broaden



### \*\*Architecture and Construction Foundations

9 Weeks

#### Instructor Information:

- Instructor's Name: Charles Broaden
- Contact Information [charles.broaden@k12.dys.Alabama.gov](mailto:charles.broaden@k12.dys.Alabama.gov)
- (334)215-6072
- Office Hours\*\*: 7:45am -3:45pm

#### \*\*Course Description: \*\*

This course introduces students to the foundational principles of architecture and construction. Aligned with NCCER (National Center for Construction Education and Research) standards, students will explore basic safety, construction math, tools and materials, and reading construction drawings. The course provides both theoretical knowledge and hands-on experience, preparing students for further education in construction and architecture fields.

#### \*\*Course Objectives: \*\*

By the end of this course, students will be able to:

- Understand and apply basic safety practices in construction.
- Perform basic construction math operations.
- Identify and properly use hand and power tools.
- Interpret and create basic construction drawings.
- Demonstrate an understanding of construction materials and methods.

#### \*\*Materials Needed: \*\*

- NCCER Core Curriculum Textbook
- PPE (Personal Protective Equipment)
- Notebook and writing utensils
- Calculator
- Measuring tape, ruler, and other basic tools

#### \*\*Week-by-Week Outline: \*\*

\*\*Week 1: Introduction to Construction and Safety\*\*

- \*\*Topics: \*\*

- Overview of the construction industry
- Introduction to NCCER
- Basic safety principles
- OSHA standards

**\*\*Assignments: \*\***

- **Safety Quiz**
- **PPE Inspection Exercise**

**\*\*Week 2: Construction Math\*\***

- **\*\*Topics: \*\***

- Introduction to construction math
- Whole numbers, fractions, and decimals
- Basic geometry in construction

**\*\*Assignments: \*\***

- Math Worksheets
- Practical Math Application Exercise

**\*\*Week 3: Hand Tools\*\***

- **\*\*Topics: \*\***

- Identifying hand tools
- Proper use and maintenance of tools
- Safety considerations when using hand tools

**\*\*Assignments: \*\***

- Tool Identification Quiz
- Hands-On Tool Practice

**\*\*Week 4: Power Tools\*\***

- **\*\*Topics: \*\***

- Identifying power tools
- Safe operation of power tools
- Maintenance of power tools

**\*\*Assignments: \*\***

- Power Tool Safety Quiz
- Power Tool Operation Exercise

**\*\*Week 5: Construction Drawings\*\***

- **\*\*Topics: \*\***

- Reading and interpreting construction drawings
- Basic symbols and notations
- Creating simple construction drawings

**\*\*Assignments: \*\***

- Construction Drawing Interpretation Exercise
- Create a Basic Drawing Project

**\*\*Week 6: Construction Materials\*\***

- **\*\*Topics: \*\***

- Overview of common construction materials (wood, concrete, steel)
- Properties and uses of materials
- Environmental considerations

**\*\*Assignments: \*\***

- Material Identification Quiz
- Case Study on Material Selection

**\*\*Week 7: Introduction to Building Structures\*\***

- **\*\*Topics: \*\***

- Basic building structures and components
- Load-bearing concepts
- Introduction to architectural design principles

**\*\*Assignments: \*\***

- Structure Identification Quiz
- Design a Simple Structure Project

**\*\*Week 8: Environmental and Sustainability Considerations\*\***

- **\*\*Topics: \*\***

- Sustainable construction practices
- Green building materials
- Energy efficiency in construction

**\*\*Assignments: \*\***

- Sustainability Research Project
- Group Presentation on Green Building

**\*\*Week 9: Final Projects and Review\*\***

- **\*\*Topics: \*\***

- Review of key concepts
- Final project presentations
- NCCER assessment preparation

**\*\*Assignments: \*\***

- Final Project Submission
- Review and Preparation for NCCER Assessment

**\*\*Evaluation: \*\***

- Participation and Attendance: 15%
- Weekly Quizzes: 20%
- Assignments and Projects: 35%
- Final Project: 20%
- NCCER Assessment: 10%

**Classroom Policies:**

- Attendance is mandatory for all sessions due to the hands-on nature of the course.
- Proper PPE must be worn at all times during practical exercises.
- Late submissions of assignments will result in grade penalties unless previously discussed.
- Respect for safety procedures, tools, and peers is essential.

**Additional Resources:**

- NCCER online resources and modules
- OSHA training materials
- Local masonry and construction companies for site visits

**Contact Information for Support:**

- [Contact Details for School's Counseling Services]

- [Contact Information for Academic Support Resources]

**Note:**

The syllabus is subject to modification to better meet the needs of the students and align with any changes in NCCER standards. All changes will be communicated in advance.

This syllabus aligns with NCCER standards and provides a focused nine-week program on masonry safety, integrating both theoretical knowledge and practical skills. Let me know if you need further customization.

**\*\*Important Dates: \*\***

- Midterm Assessment: [TBA]
- Final Project Due: [TBA]
- NCCER Assessment: [TBA]

## **Brick Masonry Safety and Health Syllabus – Broaden**

Instructor Information:

Instructor's Name: Charles Broaden

Contact Information [charles.broaden@k12.dys.Alabama.gov](mailto:charles.broaden@k12.dys.Alabama.gov)

(334)215-6072

Office Hours\*\*: 7:45am -3:45pm

### **\*Course Overview:**

This nine-week course focuses on masonry safety, providing students with the knowledge and skills needed to safely perform brick masonry tasks in accordance with National Center for Construction Education and Research (NCCER) standards. The course covers essential safety protocols, the proper use of personal protective equipment (PPE), safe handling of masonry tools and materials, and the prevention of job site hazards.

### **Course Objectives:**

**By the end of this course, students will be able to:**

1. Understand and apply NCCER safety standards in brick masonry.
2. Identify and use appropriate personal protective equipment (PPE).
3. Safely handle masonry tools and materials.
4. Recognize and mitigate common job site hazards.
5. Demonstrate safe techniques in bricklaying and masonry construction.
6. Conduct safety inspections of masonry work areas.
7. Understand emergency response procedures specific to masonry.

### **Prerequisites**

- Completion of NCCER Core Curriculum or equivalent experience in construction safety.

### **Required Materials**

- NCCER Bricklaying Level 1 Trainee Guide
- Personal Protective Equipment (PPE): safety glasses, work gloves, hard hat, steel-toed boots
- Masonry tools: trowel, hammer, jointer, level, etc.
- Notebook and writing utensils

### **Course Schedule:**

**\*\*Week 1: Introduction to Masonry Safety\*\***

- Overview of NCCER standards and course expectations
- Importance of safety in masonry
- Introduction to OSHA regulations and compliance
- Assignment: Read NCCER Bricklaying Level 1, Module 1

**\*\*Week 2: Personal Protective Equipment (PPE)\*\***

- Types of PPE used in masonry (e.g., gloves, eye protection, respirators)
- Proper selection, use, and maintenance of PPE
- Practical exercise: Properly donning and doffing PPE
- Quiz: PPE identification and usage



**\*\*Week 3: Safe Handling of Masonry Tools and Materials\*\***

- Overview of common masonry tools and their safe use
- Safe handling and storage of bricks, mortar, and other materials
- Demonstration: Proper lifting techniques to prevent injury
- Practical exercise: Safely using and maintaining masonry tools

**\*\*Week 4: Scaffold Safety\*\***

- Understanding scaffold types and their applications in masonry
- Safety standards for scaffold construction and use
- Fall protection measures and safety harness usage

- Assignment: Scaffold inspection checklist

**\*\*Week 5: Job Site Hazards and Prevention\*\***

- Identifying common hazards on a masonry job site (e.g., slips, trips, falls, falling objects)
- Strategies for hazard prevention and control
  - Safety protocols for working in various weather conditions
  - Case study: Analyzing a job site incident and proposing safety improvements

**\*\*Week 6: Safe Bricklaying Techniques\*\***

- Ergonomics in bricklaying: preventing strain and injury
- Safe methods for spreading mortar, cutting bricks, and laying bricks
- Importance of maintaining a clean and organized work area
- Practical exercise: Demonstrating safe bricklaying techniques

**\*\*Week 7: Conducting Safety Inspections\*\***

- Introduction to safety inspection procedures
- How to create and use a safety inspection checklist
- Role-playing: Conducting a safety inspection of a mock job site
- Assignment: Prepare a safety inspection report

**\*\*Week 8: Emergency Response and First Aid\*\***

- Common injuries in masonry work and how to respond
- First aid basics and when to seek emergency medical help
- Developing an emergency response plan for a masonry job site
- Practical exercise: Simulating an emergency response scenario

**\*\*Week 9: Review and Final Assessment\*\***

- Comprehensive review of course content
- Practical and written final assessment covering safety protocols, PPE, tool handling, and job site hazards
- Course feedback and discussion on the importance of ongoing safety training
- Distribution of completion certificates

**Assessment and Grading:**

**Classroom Policies:**

- Attendance is mandatory for all sessions due to the hands-on nature of the course.
- Proper PPE must be worn at all times during practical exercises.

- Late submissions of assignments will result in grade penalties unless previously discussed.
- Respect for safety procedures, tools, and peers is essential.

**Additional Resources:**

- NCCER online resources and modules
- OSHA training materials
- Local masonry and construction companies for site visits

**Contact Information for Support:**

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**Note**

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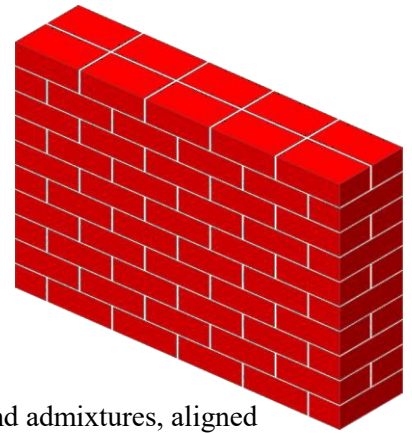
This syllabus aligns with NCCER standards and provides a focused nine-week program on masonry safety, integrating both theoretical knowledge and practical skills. Let me know if you need further customization.

# Masonry: Mortar, Materials, and Installations Course Syllabus – Broaden

Course Title: Introduction to Brick Masonry Course Duration: 9 Weeks

## **Instructor Information:**

- Instructor's Name: Charles Broaden
- Contact Information [charles.broaden@k12.dys.Alabama.gov](mailto:charles.broaden@k12.dys.Alabama.gov)
- (334)215-6072
- Office Hours\*\*: 7:45am -3:45pm



## **Course Overview:**

This nine-week course introduces brick masonry with a focus on mortar, tools, and admixtures, aligned with the National Center for Construction Education and Research (NCCER) standards. Students will learn the foundational skills and safety practices necessary to succeed in the masonry trade.

## **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the properties and applications of different types of mortar.
2. Identify and properly use masonry tools.
3. Understand and apply safety practices specific to masonry work.
4. Recognize and understand the use of admixtures in mortar.
5. Demonstrate basic bricklaying techniques. NCCER Standards Alignment:

### **- \*\*00101-15\*\*:** Basic Safety

- \*\*00102-15\*\*:
- \*\*00103-15\*\*:
- \*\*00104-15\*\*:
- \*\*28101-13\*\*:
- \*\*28102-13\*\*:
- \*\*28103-13\*\*:

## **Weekly Breakdown:**

### **\*\*Week 1: Course Introduction & Safety in Masonry (NCCER 28101-13)**

#### **\*\*Topics: \*\***

- Introduction to the course and expectations.
- Importance of safety in the masonry trade.
- Basic safety practices (PPE, hazard recognition).

#### **\*\*Activities: \*\***

- Safety orientation and demonstration.
- Hands-on practice with safety equipment.

#### **\*\*Assessment: \*\***

- **Safety quiz.**
- **Practical demonstration of safety practices.**

### **\*\*Week 2: Introduction to Mortar (NCCER 28103-13)\*\***

#### **\*\*Topics: \*\***

- Properties of mortar.

- Types of mortar (Type N, S, M, O).
- Mixing mortar (hand and machine mixing).
- **\*\*Activities: \*\***
- Mortar mixing demonstrations.
- Hands-on mortar mixing.

**\*\*Assessment: \*\***

- **Mortar properties quiz.**
- **Mortar mixing competency check.**

**\*\*Week 3: Masonry Tools (NCCER 00103-15 & 28102-13)\*\***

**\*\*Topics: \*\***

- Introduction to hand tools used in masonry (trowels, jointers, hammers).
- Power tools in masonry (saws, mixers).
- Maintenance and care of tools.
- **\*\*Activities: \*\***
- Tool identification and handling exercises.
- Hands-on practice with tools.

**\*\*Assessment: \*\***

- Tool identification quiz.
- Practical tool use demonstration.

**\*\*Week 4: Basic Bricklaying Techniques\*\***

**\*\*Topics: \*\***

- Laying bricks to a line.
- Proper spacing and joint thickness.
- Techniques for creating a strong bond.
- **\*\*Activities: \*\***
- Bricklaying demonstrations.
- Hands-on bricklaying practice.

**\*\*Assessment \*\***

- Bricklaying technique quiz.
- Practical bricklaying assessment.

**\*\*Week 5: Admixtures in Mortar\*\***

- **\*\*Topics: \*\***

- Types of admixtures and their purposes (e.g., water repellents, accelerators, retarders).
- How to incorporate admixtures into mortar.
- Effects of admixtures on mortar properties.
- **\*\*Activities**
- Demonstration of admixture use.
- Hands-on mixing with admixtures.

**\*\*Assessment:**

- Admixtures quiz.

- Practical mixing assessment.

### **\*\*Week 6: Advanced Tool Use & Maintenance\*\***

#### - **\*\*Topics:**

- Advanced techniques for using masonry tools.
- Tool sharpening and maintenance.
- Troubleshooting common tool issues.

#### **\*\*Activities:**

- Tool maintenance demonstrations.
- Hands-on tool maintenance practice.

#### **\*\*Assessment:**

- Tool maintenance quiz.
- Practical tool maintenance assessment.

### **\*\*Week 7: Mortar and Brickwork Application\*\***

#### - **\*\*Topics:**

- Applying mortar to different surfaces.
- Creating different types of joints (e.g., concave, flush, raked).
- Troubleshooting common brickwork issues.

#### **\*\*Activities:**

- Mortar application demonstrations.
- Hands-on joint creation.

#### **\*\*Assessment:**

- Mortar application quiz.
- Practical brickwork assessment.

### **\*\*Week 8: Masonry Project (Culminating Activity) \*\***

#### - **\*\*Topics: \*\***

- Planning and executing a small masonry project.
- Emphasis on safety, tool use, and mortar application.
- Collaboration and teamwork in a masonry setting.

#### **\*\*Activities: \*\***

- Group planning sessions.
- Hands-on project work.

#### **\*\*Assessment:**

- Project execution and quality.
- Teamwork and collaboration evaluation.

### **\*\*Week 9: Review and Final Assessment\*\***

#### - **\*\*Topics:**

- Review of key concepts and techniques.
- Final exam preparation.
- **\*\*Activities:**

- Review sessions.
- Final hands-on assessments.

#### **\*\*Assessment:**

- Final written exam.
- Practical skills assessment.

### **Grading:**

- **Safety Practices**: 10%
- **Quizzes**: 20%
- **Practical Assessments**: 30%
- **Masonry Project**: 20%
- **Final Exam**: 20%

### **Required Materials:**

- Safety gear (hard hat, safety glasses, gloves, etc.)
- Basic masonry tools (provided by the program or required for purchase)
- Notebook and writing utensils

### **Assessment and Grading:**

- **Class Participation**: 10%
- **Weekly Quizzes**: 20%
- **Practical Exercises**: 30%
- **Safety Inspection Report**: 20%
- **Final Assessment**: 20%

### **Classroom Policies:**

- Attendance is mandatory for all sessions due to the hands-on nature of the course.
- Proper PPE must be worn at all times during practical exercises.
- Late submissions of assignments will result in grade penalties unless previously discussed.
- Respect for safety procedures, tools, and peers is essential.

### **Additional Resources:**

#### Contact Information for Support:

- [Contact Details for School's Counseling Services]
- [Contact Information for Academic Support Resources]

## Construction Building Systems – Pugh

**Teacher:** Brandon Pugh

**Email:** [brandon.pugh@k12.dys.alabama.gov](mailto:brandon.pugh@k12.dys.alabama.gov)

Course Description:

**Construction Building Systems** is designed to provide knowledge and skills used with mechanical systems in the finishing phase of a structure. Topics include safety, plumbing, electrical wiring, and HVAC.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Architecture and Construction career cluster affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

1. Identify electrical hazards and their causes and effects. Examples: electric shock; faulty wiring, improper grounding, overloaded circuits a. Verify that electrical circuits are de-energized. b. Explain the hierarchy of risk control, giving examples of how it would be applied in various situations.
2. Explain the purpose and implementation of National Electrical Code (NEC) standards.
3. Demonstrate the safe use of ladders, scaffolds, and lift equipment.
4. Select and demonstrate the use of appropriate fall protection for given situations. Examples: guardrails, safety nets, personal fall arrest system (PFAS)
6. Explain how electricians use the National Electrical Code for residential wiring. a. Explain the grounding requirements of a residential electric service and the types and purposes of equipment grounding conductors. b. Analyze the electrical requirements of a given single-family dwelling, determine the size of service entrance conductors, and select service-entrance equipment. c. Compute branch circuit loads and explain circuit installation requirements
7. Explain the purpose of ground fault circuit interrupters and tell where they must be installed according to National Electrical Code (NEC) standards.
8. Size outlet boxes and select the proper types for different wiring methods using National Electrical Code (NEC) standards.
9. Describe rules for installing electrical systems around swimming pools, spas, and hot tubs to National Electrical Code (NEC) standards.
10. Explain how wiring devices are selected and installed. Examples: receptacles, switches, lighting control devices, lamp holders
11. Describe the installation and control of lighting fixtures.
12. Explain the basic principles of heating, ventilation, and air conditioning.

13. Describe the processes and safety principles that guide HVAC installation and service techniques.
  - a. Explain how the standards and guidelines of the Environmental Protection Agency, American Society of Heating, Refrigerating and Air-Conditioning Engineers, and American National Standards Institute affect the HVACR industry.
  - b. Gather and share information related to the importance of Leadership in Energy and Environmental Design (LEED) construction and energy management.
14. Explain how waste moves from a fixture through the drain system to the septic system or wastewater treatment plant.
  - a. Describe the major components of a drainage system and explain their functions.
  - b. Identify the different types of traps and their components, explain the importance of traps, and describe ways that traps can lose their seals.
  - c. Identify significant code and health issues, violations, and consequences related to drain, waste, and vent systems.

Recommended Maximum Safe Enrollment: 10

Recommended Hours of Instruction: 140 — 180

Prerequisite: Appropriate placement based on Interest Inventory.

### **Project-Based Learning**

Students will participate in project-based learning exercises that support the learning and performance objectives of this course. These projects will simulate on the job experiences that include problem solving, estimating, researching/referencing, and hands-on practice. Current industry-based technical standards and modified SkillsUSA Contest Projects will serve as the basis for many of these projects.

### **Student Credentials:**

Students who successfully complete each module written assessment with a score of 70% or higher and pass the performance evaluation to NCCER Standards will have the opportunity to earn the NCCER module credential for each module completed.

### **Industry Credit and/or Articulation:**

The credentials earned in this course are recognized by all NCCER member contractors and trade associations. Students are urged to print copies of their NCCER transcript, accessible on-line through the NCCER National Registry, and make it available to potential employers and/or organizations that will provide additional craft education training and/or apprenticeships.

### **Instructional Philosophy**

Students will be expected to meet all course goals and be able to demonstrate their understanding of the basic concepts. Instruction will be primarily laboratory related. Students will experience theoretical and practical aspects of the subject. The course requires the student to use decision-making and critical thinking skills and to complete assignments. Assignments will require students to use academic skills in mathematics and language arts.

Student assessment will be based on individual completion of assignments, projects, presentations, and test of concepts taught during the course.

Students will have to refer to the local business and industry contacts to obtain information for some course assignments. Library research will be required for some projects. Students will learn how to self-evaluate their progress and be expected to adjust as needed throughout the course.

Individualized assistance will be provided to students who are performing poorly. An action plan will be developed with the student to guide and clarify further behavior, progress performance expectations.

## **Assessment Procedures**

Grades for school reporting purposes are based on the first attempt at the written test and performance tests. Final grades will be derived from classroom and lab activities.

NCCER Credentialing is only earned by achieving a 70% or higher score on each NCCER written test and passing the corresponding NCCBR Performance Evaluation. Retesting is guided by NCCER policy.

## **Instructional Delivery Plan**

After a short review, the teacher introduces the class to any new information and what to expect in the lab and classroom that period. The teacher will then discuss and demonstrate any safety procedures to the students. Students may be required to generate Job Safety Analysis sheets or complete safety tests specific to the equipment being used for that unit. Next the teacher will go over how students will be assessed in the lab and classroom for that unit or project. Industry partners and advisory committee professionals may assist the instructor with course delivery and assessment.

## **Grading Scale**

A student's final grade for LEA reporting will be based on the following levels of performance:

### **Performance Standards**

Grade A - Independent Learner, Managed time wisely; needed some help from teacher; applied academic skills; evaluated work and adjusted; sought and found resources independently; demonstrated knowledge with a grade of 90% or higher.

Grade B — Semi-independent learner, managed time wisely; needed some help from teacher to complete assignments and find errors; did quality work with few flaws; demonstrated knowledge with a grade of 80% or higher.

Grade C — Dependent learner, needed help to manage time wisely; relied a great deal on help from teacher to complete assignments and find errors; needed help to evaluate projects; with corrections, the final products met standards; demonstrated knowledge with a grade of 70% or higher.

Grade D — Unsatisfactory, did not complete many assignments; finished products are of low quality; failed to meet standards; lack of effort; demonstrated knowledge with a grade of 60% or higher.

Grade F — Failure, did not complete any assignments; finished products are of such low quality that they did not pass; no effort put forth towards work; demonstrated knowledge with a grade of 50% or less.

## **Course Guidelines**

### **Safety Guidelines**

All Students will take a comprehensive written safety test and pass it with 100% accuracy, before any lab work can take place. This test will be given within the first two weeks of school

1. All students will wear safety glasses while in the lab area.
2. Earplugs will be used when necessary, this means if a student has to talk above his or her normal voice when grinding or using hammers, earplugs are required.
3. Face shields will be required for all grinding tasks. No exceptions.
4. At a minimum, students are required to have 100% cotton long-sleeved shirts if welding or burning.
5. Work gloves will be used while the student is in the lab. Please keep in mind, gloves are not required while using a drill or other rotating hand tools or equipment.
6. Horseplay and harassment of any kind will not be tolerated.
7. Sturdy leather work shoes/boots are required while in the lab. Steel-toe shoes/boots are preferred.

### **Lab Rules**

1. All students will meet in the classroom each day for roll call, once roll has been taken, the students may be dismissed to the lab.
2. Students should only take 5-8 minutes to dress out and be in their work area.
3. Students may be assigned a work area in the lab, and a desk in the classroom. Students will only use his or her assigned area or classroom desk.
4. Any student, who arrives after the tardy bell, will be required to have a late arrival slip before entering class.
5. No student will be allowed to leave class before the bell rings, nor linger outside the shop doors.
6. No student will be allowed outside the shop unless he or she has permission from the instructor.
7. Students will have 5-8 minutes at the end of each block/period to clean up and dress-out before the bell rings.
8. Each student will be responsible for the cleaning and upkeep of his or her work area.

### **Classroom Rules**

1. Students must raise their hand to be recognized.
2. Students requesting to go to the restroom, need only raise their hand to be excused.
3. Students will stay in their assigned seat until class is over.
4. No student will be allowed to sleep in class.
5. No student will toss or throw items in the classroom or lab.
6. No student will sit on top of any desk.
7. Students will not write on the dry erase board without permission from the instructor.
8. Students will not write in their assigned books.
9. No student will put his or her feet on a desk or walls for any reason.
10. All student information required on the answer sheet must be filled out properly.
11. Any student filling out paper work will be required to print the information legibly, if not, 10 points will be taken off the students test.
12. Students will not leave throwaway items at his or her desk, i.e., paper, drink bottles, paper wrappers, etc.

## **CTE Lab in Architecture and Construction – Pugh**

**Teacher:** Brandon Pugh

**Email:** brandon.pugh@k12.dys.alabama.gov

Course Description:

**CTE Lab in Architecture and Construction** is designed to enhance the student’s general understanding and mastery of the cluster. This course is designed as a learning laboratory to support students’ individual interests and goals. This laboratory may take place in a traditional classroom, in an industry setting, or in a virtual learning environment.

Career and Technical Student Organizations are integral, co-curricular components of each career and technical education course. These organizations enhance classroom instruction while helping students develop leadership abilities, expand workplace-readiness skills, and access opportunities for personal and professional growth. Students in the Architecture and Construction career cluster affiliate with SkillsUSA.

Foundational standards, shown in the table below, are an important part of every course. Through these standards, students learn and apply safety concepts, explore career opportunities and requirements, practice the skills needed to succeed in the workplace, develop leadership qualities and take advantage of the opportunities afforded by Career and Technical Student Organizations (CTSOs), and learn and practice essential digital literacy skills. The foundational standards are to be incorporated throughout the course.

Each foundational standard completes the stem “*Students will...*”

### **Foundation Standards:**

1. Incorporate safety procedures in handling, operating, and maintaining tools and machinery; handling materials; utilizing personal protective equipment; maintaining a safe work area; and handling hazardous materials and forces.
2. Demonstrate effective workplace and employability skills, including communication, awareness of diversity, positive work ethic, problem-solving, time management, and teamwork.
3. Explore the range of careers available in the field and investigate their educational requirements, and demonstrate job-seeking skills including resume-writing and interviewing
4. Advocate and practice safe, legal, responsible, and ethical use of information and technology tools specific to the industry pathway.
5. Participate in a Career and Technical Student Organization (CTSO) to increase knowledge and skills and to enhance leadership and teamwork.

### **Content Standard:**

Demonstrate expertise in a specific occupation within the Architecture and Construction Cluster. a. Meet benchmarks selected by the instructor from the appropriate curriculum frameworks, based upon the individual student’s assessed needs.

1. Problem Solving and Critical Thinking
2. Conduct investigative research on a selected topic related to architecture and construction using approved research methodology, interpret findings, and prepare a presentation to defend results. a. Select an investigative study based on research, interest, and prior knowledge. b. Collect, organize, and analyze data accurately and precisely. c. Design

- procedures to test the research. d. Report, display, and defend the results of investigations to audiences that may include professionals and technical experts.
3. Demonstrate higher order critical thinking and reasoning skills appropriate for a career in architecture and construction.
    - a. Use mathematical and scientific skills to solve problems encountered in the chosen occupation.
    - b. Locate, evaluate, and interpret information related to the chosen occupation, in oral, print, and digital formats.
    - c. Analyze and apply data and measurements to solve problems and interpret documents.
  4. Apply enhanced leadership and professional career skills needed in architecture and construction careers.
    - a. Develop and deliver a professional presentation offering potential solutions to a current issue.
    - b. Practice leadership and career skills in job placement, job shadowing, entrepreneurship, or internship or by obtaining an industry-recognized credential of value.
    - c. Participate in leadership development opportunities available through SkillsUSA and/or professional organizations in the architecture and construction field.
    - d. Demonstrate written and oral communication skills through presentations, public speaking, live or virtual interviews, and an employment portfolio.

Recommended Maximum Safe Enrollment: 10

Recommended Hours of Instruction: 140 — 180

Prerequisite: Successful completion of any two courses in the Architecture and Construction career cluster

### **Project-Based Learning**

Students will participate in project-based learning exercises that support the learning and performance objectives of this course. These projects will simulate on the job experiences that include problem solving, estimating, researching/referencing, and hands-on practice. Current industry-based technical standards and modified SkillsUSA Contest Projects will serve as the basis for many of these projects.

### **Student Credentials:**

Students who successfully complete each module written assessment with a score of 70% or higher and pass the performance evaluation to NCCER Standards will have the opportunity to earn the NCCER module credential for each module completed.

### **Industry Credit and/or Articulation:**

The credentials earned in this course are recognized by all NCCER member contractors and trade associations. Students are urged to print copies of their NCCER transcript, accessible on-line through the NCCER National Registry, and make it available to potential employers and/or organizations that will provide additional craft education training and/or apprenticeships.

### **Instructional Philosophy**

Students will be expected to meet all course goals and be able to demonstrate their understanding of the basic concepts. Instruction will be primarily laboratory related. Students will experience theoretical and practical aspects of the subject. The course requires the student to use decision-making and critical thinking skills and to complete assignments. Assignments will require students to use academic skills in mathematics and language arts.

Student assessment will be based on individual completion of assignments, projects, presentations, and test of concepts taught during the course.

Students will have to refer to the local business and industry contacts to obtain information for some course assignments. Library research will be required for some projects. Students will learn how to self-evaluate their progress and be expected to adjust as needed throughout the course.

Individualized assistance will be provided to students who are performing poorly. An action plan will be developed with the student to guide and clarify further behavior, progress performance expectations.

### **Assessment Procedures**

Grades for school reporting purposes are based on the first attempt at the written test and performance tests. Final grades will be derived from classroom and lab activities.

NCCER Credentialing is only earned by achieving a 70% or higher score on each NCCER written test and passing the corresponding NCCBR Performance Evaluation. Retesting is guided by NCCER policy.

### **Instructional Delivery Plan**

After a short review, the teacher introduces the class to any new information and what to expect in the lab and classroom that period. The teacher will then discuss and demonstrate any safety procedures to the students. Students may be required to generate Job Safety Analysis sheets or complete safety tests specific to the equipment being used for that unit. Next the teacher will go over how students will be assessed in the lab and classroom for that unit or project. Industry partners and advisory committee professionals may assist the instructor with course delivery and assessment.

### **Grading Scale**

A student's final grade for LEA reporting will be based on the following levels of performance:

#### **Performance Standards**

**Grade A** - Independent Learner, Managed time wisely; needed some help from teacher; applied academic skills; evaluated work and adjusted; sought and found resources independently; demonstrated knowledge with a grade of 90% or higher.

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**Grade C** — Dependent learner, needed help to manage time wisely; relied a great deal on help from teacher to complete assignments and find errors; needed help to evaluate projects; with corrections, the final products met standards; demonstrated knowledge with a grade of 70% or higher.

**Grade D** — Unsatisfactory, did not complete many assignments; finished products are of low quality; failed to meet standards; lack of effort; demonstrated knowledge with a grade of 60% or higher.

**Grade F** — Failure, did not complete any assignments; finished products are of such low quality that they did not pass; no effort put forth towards work; demonstrated knowledge with a grade of 50% or less.

### **Course Guidelines**

#### **Safety Guidelines**

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1. All students will wear safety glasses while in the lab area.
2. Earplugs will be used when necessary, this means if a student has to talk above his or her normal voice when grinding or using hammers, earplugs are required.
3. Face shields will be required for all grinding tasks. No exceptions.

4. At a minimum, students are required to have 100% cotton long-sleeved shirts if welding or burning.
5. Work gloves will be used while the student is in the lab. Please keep in mind, gloves are not required while using a drill or other rotating hand tools or equipment.
6. Horseplay and harassment of any kind will not be tolerated.
7. Sturdy leather work shoes/boots are required while in the lab. Steel-toe shoes/boots are preferred.

### **Lab Rules**

1. All students will meet in the classroom each day for roll call, once roll has been taken, the students may be dismissed to the lab.
2. Students should only take 5-8 minutes to dress out and be in their work area.
3. Students may be assigned a work area in the lab, and a desk in the classroom. Students will only use his or her assigned area or classroom desk.
4. Any student, who arrives after the tardy bell, will be required to have a late arrival slip before entering class.
5. No student will be allowed to leave class before the bell rings, nor linger outside the shop doors.
6. No student will be allowed outside the shop unless he or she has permission from the instructor.
7. Students will have 5-8 minutes at the end of each block/period to clean up and dress-out before the bell rings.
8. Each student will be responsible for the cleaning and upkeep of his or her work area.

### **Classroom Rules**

1. Students must raise their hand to be recognized.
2. Students requesting to go to the restroom, need only raise their hand to be excused.
3. Students will stay in their assigned seat until class is over.
4. No student will be allowed to sleep in class.
5. No student will toss or throw items in the classroom or lab.
6. No student will sit on top of any desk.
7. Students will not write on the dry erase board without permission from the instructor.
8. Students will not write in their assigned books.
9. No student will put his or her feet on a desk or walls for any reason.
11. All student information required on the answer sheet must be filled out properly.
12. Any student filling out paper work will be required to print the information legibly, if not, 10 points will be taken off the students test.
1. Students will not leave throwaway items at his or her desk, i.e., paper, drink bottles, paper wrappers, etc.

## **Agriscience Course Syllabus – M. Smith**

### **McNeel School**

Teacher: **Mr. Smith**

Email: michael.smith@k12.dys.alabama.gov

**Program: Agriscience Technology Education**

**Prerequisites for Agriscience:** Agriscience is an independent course of study. There are no prerequisites for this course.

### **Course Description:**

Agriscience is a one-credit course that provides students with a general overview of the Agriculture, Food and Natural Resources Cluster, which contains five pathways: Power, Structure, and Technical Systems; Environmental and Natural Resources systems; Animal Systems; Plant Systems; and Agribusiness Systems. Students are involved in classroom and laboratory activities in each of the five pathway areas. Topics included in this course include career opportunities safety, technology applications, agribusiness leadership, environmental science, soil science, plant science, forestry, animal science, agriculture, wildlife science, pest management, woodworking, metal working, small engines, electrical wiring and plumbing.

This course expands students' critical-thinking skills, use of the scientific method, integration of technology, development of leadership skills, and application of knowledge and skills related to practical questions and problems. Safe field and laboratory investigation will be used in instruction to the maximum extent possible to illustrate scientific concepts and principles and to support inquiry instruction.

This course emphasizes SAEP and FFA opportunities that develop students' potential for premier leadership, personal growth, and career success.

### **Instruction Philosophy**

Programs in vocational Agriculture/Agribusiness have been in existence for more than 70 years and have contributed extensively to the prosperity of today's society. New emphasis is being placed on the integration of academic, especially in math and science. Today, Agriscience Education is a comprehensive program providing students appropriate classroom/laboratory instruction, supervised experiences, and personal development through FFA. These components are integrated so they complement each other. Programs reflecting this new emphasis have two major missions or purposes: 1) to provide knowledge and skills needed to enter and advance in agricultural careers and/ or post-secondary training, 2) help students obtain important knowledge that is needed for them to function as informed citizens as we enter the 21<sup>st</sup> century.

### **Course Goals**

Students will:

1. Develop an understanding of the importance of agriculture to our society.
2. Develop an understanding of how technology enhances the Agriscience industry.
3. Develop an understanding of business management skills pertaining to agriculture.
4. Develop an understanding of how agriculture affects the environment.
5. Develop an understanding of the importance of soil.
6. Develop an understanding of the importance of plants to our society.
7. Develop an understanding of the importance of animals to our society.
8. Develop basic knowledge in forestry and wildlife management skills.
9. Develop basic pest management skills.
10. Develop Agri- Engineering skills in safety, electricity, woodworking, welding, small engines, and plumbing.

### **Course Outline:**

Students will:

**Introduction:**

1. Identify major agricultural commodities in the local area, state, nation and world
  - Sequencing major changes and accomplishments in the history of agricultural
  - Describe various agricultural organizations and their roles in the agricultural industry
  - Define agriculture and major divisions of the agricultural industry

**Career Opportunities**

2. Determine factors in developing an effective career plan, including procedures for obtaining employment.
  - Identify various careers in the agricultural industry

**Safety**

3. Identify tool and equipment safety procedures in woodworking, welding, electrical, small engine, and plumbing and masonry operations.

**Technology Applications**

4. Utilize technology to access, manage and integrate information in the agricultural industry.
  - Examples: Internet, spreadsheets, databases
  - Identifying technological advancements that enhance the agricultural industry.

**Agribusiness Leadership**

5. Apply problem-solving skills to resolve agribusiness issues
  - Explaining the eight steps in the decision-making process
  - Describe fundamental principles of economics that affect the management of a business, including supply and demand.
6. Identify characteristics of an SAE program, including manageability, record keeping, availability of facilities, and financing.
7. Demonstrate communication skills, including prepared public speaking, extemporaneous speaking, creed speaking and parliamentary procedure through Career Development events (CDE'S)
  - Demonstrating leadership and teamwork skills gained through student organization activities
  - Examples: Activities CDEs, proficiency awards, officer leadership opportunities, teamwork opportunities

**Environmental Science**

8. Identify methods for conserving the environment.
  - Explain the importance of natural resources
  - Describe the technique for recycling, reusing and reducing the use of natural resources

**Soil Science**

9. Identify major soil areas in Alabama
  - Identify layers of soil in a soil profile
  - Determine the texture of various soil samples
  - Determine the land capability class for a given plot of land
  - Explain how to adjust soil pH

**Plant Science**

10. Determine characteristics and functions of plants.
  - Explain plant processes, including photosynthesis, respiration, and transpiration
  - Identify the sixteen essential elements needed for plant health and growth
  - Identify various requirements needed to produce successful vegetable garden, greenhouse plants, and landscape plants

- Propagate plants sexually and asexually
- Explain how agricultural crops can be utilized as alternative fuel sources

### **Forestry**

11. Determine forest management practices
  - Identify trees for local, state, national and global markets
  - Apply mathematical concepts to the measurement of trees and land

### **Animal Science**

12. Identify common breeds of livestock and their characteristics, including cattle, swine, sheep, equine and poultry
  - Identify species-specific terminology used to describe livestock
  - Examples: bovine-bull, cow, heifer, steer, calf
  - Equine-stallion, mare, foal, gelding, filly
  - Swine-boar, sow, piglet, gilt, barrow
  - Explain practices used to manage livestock, including handling, breeding, vaccinating and transporting
  - Determine nutritional requirements for livestock, including cattle, swine, sheep equine and poultry

### **Aquaculture**

13. Differentiate among types of aquaculture enterprises in Alabama, including catfish, shrimp and tilapia
14. Access ethical and legal responsibilities for conduct in wildlife management.
  - Identify state hunting laws and regulations concerning wildlife
  - Explain hunter ethics
  - Determine management practices used to enhance wildlife habitats
  - Explain hunter safety practices

### **Pest Management**

15. Describe the importance of pest management in the agricultural industry.
  - Compare types of pesticides and how they control pests

### **Woodworking**

16. Apply mathematical, reading and writing skills used in woodworking.
  - Interpret a plan of procedure for a woodworking project
  - Develop a plan of procedure for a woodworking project
  - Demonstrate procedures for constructing a woodworking project, including completing a bill of materials, calculating board feet, selecting tools, applying measurements, cutting assembling, and finishing.

### **Metal Working**

17. Demonstrate procedures used in arc welding

#### **Small Engines**

18. Explain the theory of operation for two- and four cycle small engines
  - Perform routine care and maintenance on small engines

### **Electrical**

19. Demonstrate procedures used in wiring electrical circuits

### **Plumbing**

20. Identify procedures for installing and maintaining water and sewage lines for agricultural structures
  - Demonstrate the installation of plumbing fixtures

**Assessment Procedures:**

Students work will be evaluated as following:

Course Evaluation:

Evaluation Criteria Percentage Value

Daily Grades Count 40% of the total grade.

This includes but is not limited to the following

- Essays
- Class work
- Small projects
- Notebooks
- Pop tests
- Test and major projects count 60% of the total grade. This includes but is not limited to the following:
  - Chapter tests
  - Reports

This following scale will be used in assessing the students knowledge and skills during the courses.

**Grading Scale:**

90-100=A

80-89=B

70-79=C

60-69=D

Below 60=F

## GED Science Preparatory Class Syllabus - Dubose

**L. B. WALLACE SCHOOL**

**TEACHER: MS. DUBOSE**

### **Course Description**

The GED science test will focus on fundamentals of science reasoning by striking a balance between deeper conceptual understanding, procedural skill and fluency, and applying these in realistic situations. The science test is expected to be more difficult for many students because of the emphasis on science practices. The eight science practices focus on the test-taker's ability to glean information from scientific texts, reason with data representations, and apply key scientific models, theories, and processes. There is a greater emphasis on complex reasoning.

### **Course format**

There are eight science practice skills on the 2014 GED test that are key to scientific reasoning in both textual and quantitative contexts. They are derived from a wide variety of scientific research-based sources. Each science test item will be aligned to one science practice and one content topic. Essentially, this means that test-takers are expected to be able to 'do' science rather than memorize or describe science concepts and processes.

### **GED Science Practices**

1. Comprehending Scientific Presentations
2. Investigating Design (Experimental and Observational)
3. Reasoning from Data
4. Evaluating Conclusions with Evidence
5. Working with Findings
6. Expressing Scientific Information
7. Scientific Theories
8. Probability and Statistics

### **Science Content**

1. *Life Science (40% of Science Test)*
  - a) Human body and health
  - b) Relationship between life functions and energy intake
  - c) Energy flows in ecologic networks (ecosystems)
  - d) Organization of life (structure and function of life)
  - e) Molecular basis for heredity
  - f) Evolution
2. *Physical Science (40% of Science Test)*
  - a) Conservation, transformation, and energy flow
  - b) Work, motion, and forces
  - c) Chemical properties and reactions related to living systems
3. *Physical Science (20% of Science Test)*
  - a) Interactions between Earth's systems and living things
  - b) Earth and its system components and interactions
  - c) Structures and organizations

\*\*\*Due to the unique nature of our facility, lessons will NOT be taught in any certain order or on any specific days. Supplemental materials will be incorporated in all classroom lessons. Individualized and whole-class instruction will be utilized.

### **Student expectations**

All students are required to conduct themselves in an appropriate and mature manner at all times. Disruptive behavior will not be tolerated. All assigned work will be completed by the student in the prescribed time or students will face academic penalties and point sheet deductions.

### **Participation and Attendance**

All students are required to attend class daily. Any absence must be approved by the teacher or verifiable as DYS business. **SKIPPING WILL NOT BE TOLERATED.** Students are encouraged to be active participants in all daily lessons.

### **Grading policy**

Grades are calculated using the following schedule:

Class work=25%	Quizzes = 35%	Tests = 40%	Total = 100%
Grades (letters & percentages) A: 100-90	B: 89-80	C: 79-70	D: 69-60 F: 59 and below

Students are allowed to work at their own pace. However, ample time will be provided so that all assignments are submitted in a timely manner. Incomplete assignments will be documented and subsequently suffer grade deductions. Students who refuse to attempt assignments will suffer point sheet deductions and receive a grade of zero.

### **Textbooks**

Common Core Achieve: Mastering Essential Test Readiness Skills for High School Equivalency Exams. (2015). McGraw Hill.

Common Core Basics: Building Essential Test Readiness Skills for High School Equivalency Exams. (2014). McGraw Hill.

Steck-Vaughn Pre GED Test Preparation: Science, (2014). Houghton, Mifflin, Harcourt.

### **Online Resources**

Essential Education and Edgenuity

## **GED English Class Syllabus – Salter**

### **Instructor Information:**

Instructor: Leah Salter  
Office: GED Trade Building  
Email: Leah.salter@k12.dys.alabama.gov

### **Class Information:**

Days: Monday - Friday  
Time: 8:00 – 3:00

### **Course Objectives:**

1. To write paragraphs and essays clearly.
2. To edit paragraphs for clarity, grammar, spelling, punctuation and sentence structure.
3. To learn test-taking strategies for multiple-choice tests.
4. To improve reading skills through academic reading assignments including poetry and short-stories.
5. To think critically about assigned readings and be able to answer questions thoughtfully

### **Class Requirements:**

1. Attend and participate in each class.
2. Complete all class work assignments.
3. Complete 4 practice tests with a score of 150 or higher.
4. Ask questions and request clarification about topics or assignments

## **GED Reading/ELA Curriculum**

### **Reasoning through Language Arts (RLA) Test**

The Reasoning through Language Arts test includes reading, writing, and language assessment targets. In alignment with career and college readiness standards, the Reasoning through Language Arts assessment focuses on the skills of reading closely, writing clearly, and editing and understanding written English in context. Passages are from academic and workplace contexts that reflect a range of complexity levels; vocabulary used spans disciplines. 75% of the reading passages are informational and 25% of them are fiction. Informational passages include the three main categories of science, social studies, and workplace documents, all reflecting real-world situations and experiences.

### **Reading Assessment Targets**

1. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.
2. Analyze how individuals, events, and ideas develop and interact over the course of a text.
3. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.
4. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.
5. Determine an author's purpose or point of view and explain how it is conveyed and shapes the content and style of a text.
6. Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.
7. Analyze how two or more texts address similar themes or topics.

### **Writing Assessment Targets**

1. Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.
2. Produce an extended analytic response in which the writer introduces the idea(s) or claim(s) clearly; creates an organization that logically sequences information; develops

the idea(s) or claim(s) thoroughly with well-chosen examples, facts, or details from the text; and maintains a coherent focus.

3. Write clearly and demonstrate sufficient command of Standard English conventions.

**Language Assessment Targets**

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalizations and punctuation when writing.

## **GED Mathematics Syllabus – Owens**

**Course Title: GED Mathematics**  
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### **Objective**

Mathematical Reasoning Test

45% of the 2014 GED Mathematical Reasoning test focuses on quantitative problem solving, while 55% focuses on algebraic problem solving. Test items favor a deeper understanding of fundamental topics over a shallow understanding of a greater number of topics. Assessment areas include conceptual understanding, procedural skill and fluency, and the ability to apply these in realistic situations. Applications are within workforce and academic contexts. On-screen calculators will be available for a portion of the Mathematical Reasoning test and a formula sheet will be available to test takers.

### **Quantitative Problem Solving Assessment Targets**

1. Apply number sense concepts, including ordering rational numbers, absolute value, multiples, factors, and exponents.
2. Add, subtract, multiply, divide, and use exponents and roots of rational, fraction and decimal numbers.
3. Calculate and use ratios, percents and scale factors.
4. Calculate dimensions, perimeter, circumference, and area of two-dimensional figures.
5. Calculate dimensions, surface area, and volume of three-dimensional figures.
6. Interpret and create data displays.
7. Calculate and use mean, median, mode and weighted average.
8. Utilize counting techniques and determine probabilities.

### **Algebraic Problem Solving Assessment Targets**

1. Write, evaluate, and compute with expressions and polynomials.
2. Write, manipulate, and solve linear equations.
3. Write, manipulate, solve, and graph linear inequalities.
4. Write, manipulate, and solve quadratic equations.
5. Connect and interpret graphs and functions.
6. Connect coordinates, lines, and equations.
7. Compare, represent, and evaluate functions.

### **Mathematical Practices**

1. Building solution pathways and lines of reasoning
2. Abstracting problems
3. Furthering lines of reasoning
4. Mathematical fluency
5. Evaluating reasoning and solution pathways

*Chapter 2 of the November 2012 Assessment Guide for Educators or watch the recorded webinar, both available at [www.GEDtestingservice.com](http://www.GEDtestingservice.com).*

### **Course Goals**

By the end of this course, you will:

- Represent positive and negative rational numbers on a number line.
- Solve mathematical and real-world problems that contain positive and negative rational numbers.
- Learn to find common factors and compute unit rates related to ratios of fractions.

- Find factors of a polynomial that has monomial factors.
- Learn the different methods to write an expression as the product of two sums or differences.
- Learn to factor a difference of squares, a perfect square trinomial, trinomials of the form  $x^2 + bx + c$ , and trinomials of the form  $ax^2 + bx + c$ .
- Explore different algebraic concepts such as variables, monomial and binomial expressions and their associated numerical operations.
- Identify non-permissible values for the variables in a rational expression.
- Solve rational expressions.
- Use variables to represent numbers when solving real-world and mathematical problems.
- Solve linear equations with rational coefficients and more difficult linear equations by isolating the variable.
- Solve linear inequalities using addition, subtraction, multiplication and division.
- Solve linear equations using the substitution method.
- Solve word problems using a system of two linear equations or inequalities.
- Solve quadratic equations in which both sides are perfect squares.
- Solve quadratic equations using factorization.
- Use quadratic equations in one variable to solve practical problems.
- Describe real-world situations as quadratic functions.
- Determine the slope and intercept of a linear relationship from its graph.
- Find the areas of triangles, special quadrilaterals, and polygons by composing or decomposing them into other shapes.
- Examine the Pythagorean Theorem and its converse.
- Study formulas for the volumes of cones, cylinders, and spheres and use them to solve realworld and mathematical problems.
- Use permutations and combinations to compute probabilities of compound events and to solve problems.

## Course Structure

### Unit 1: Number Sense

**Summary** In this unit, students will represent positive and negative rational numbers on a number line. They will describe statements of order for rational numbers in real-world situations. They will also perform basic operations like addition, subtraction, multiplication, and division of multi digit decimals. Further in the unit, students will solve real-world and mathematical problems that contain positive and negative rational numbers. Later, in this unit, students will learn to find common factors and compute unit rates related to ratios of fractions. They will also compare two different proportional relationships represented in different ways. Later, students will solve problems that involve finding the whole, given a part and the percentage. The unit ends with a lesson where students will learn about the absolute value of a rational number.

### Unit 2: Factoring Polynomials

**Summary** In this unit, students will find the factors of a polynomial that has monomial factors. They will learn to use the distributive property to write an expression as the product of two sums or differences. Students will also learn how to group terms to write an expression as the product of two sums or differences. Later, they will learn to factor a difference of squares, a perfect square trinomial, trinomials of the form  $x^2 + bx + c$ , and trinomials of the form  $ax^2 + bx + c$ . Unit 3: Polynomial and Rational Expressions **Summary** In this unit, students will learn to calculate the sum of two polynomials, the product of monomials and polynomials, the difference of polynomials, and the product of two polynomials. They will also learn to divide a polynomial by a monomial and a

polynomial by a binomial. Later, in this unit, students will evaluate expressions in which letters stand for numbers. They will also use properties of operations to add, subtract, factor, and expand linear expressions that have rational coefficients. Students will identify nonpermissible values for the variables in the rational expression. They will learn to solve rational expressions. They will also evaluate a rational expression and apply properties of exponents to rational exponents. Lastly, students will use variables to represent numbers when solving real-world and mathematical problems. Unit 4: Linear Equations and Inequalities Summary In this unit, students will solve linear equations with rational coefficients and more difficult linear equations by isolating the variable. Then, they will write literal equations to solve math problems and use linear math sentences in one variable to solve practical problems. Further in the unit, students will solve linear inequalities using addition, subtraction, multiplication, and division. Next, they will solve more linear inequalities by isolating the variable and use variables to solve real-world or mathematical problems.

### **Unit 5: System of Equations**

**Summary** In this unit, students will solve systems of linear equations, systems of inequalities by graphing, systems of linear equations using the linear combinations method and 4 systems of equations by adding or subtracting. They will also solve practical problems with two variables and linear equations using the substitution method. In the last lesson of the unit, students will solve word problems using a system of two linear equations or inequalities.

### **Unit 6: Quadratic Equations**

**Summary** In this unit, students will use square and cube root symbols to represent solutions to equations and evaluate square and cube roots of small perfect squares. Students will solve quadratic equations in which both sides are perfect squares. They will then solve certain types of quadratic equations by factoring. They will also learn to find solutions for quadratic equations of the form  $x^2 + bx = 0$ , solution for set of quadratic equations that factor as the difference of two squares and solution set for a quadratic equation that is the perfect square of a binomial. Students will find solution set for quadratic equations by factoring and use the quadratic formula to find a solution set for a quadratic equation. Lastly, students will solve quadratic equations by completing the square and use quadratic equations in one variable to solve practical problems.

### **Unit 7: Functions and Graphs**

**Summary** In this unit, students will learn that a function assigns one output to each input and that the graph of a function is the set of ordered pairs of inputs and corresponding outputs. They will also compare properties of functions represented in different ways and describe real-world situations using linear functions. Students will then graph and solve quadratic functions, and describe real-world situations as quadratic functions. They will also find and position pairs of integers and other rational numbers on a coordinate plane. Later, in this unit, students will determine the slope and y-intercept of a linear relationship from its graph and analyze if a point is on the graph of a linear equation. They will also learn to graph proportional relationships and interpret the unit rate as the slope. Further in the unit, students will apply the point-slope form of the equation of a line. Lastly, they will prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems.

### **Unit 8: Geometry**

**Summary** In this unit, students will find the areas of triangles, special quadrilaterals, and polygons by composing or decomposing them into other shapes. They will also study the formulas for the area and circumference of a circle and use them to solve problems. In one of the course activity, students

will find the perimeter of common polygons. They will also examine the Pythagorean Theorem and its converse, and apply the Pythagorean Theorem to find unknown side lengths. In the remaining two course activities, students will find the surface area of prisms, pyramids, cylinders, cones, and spheres. They will also apply volume formulas to find the volumes of right rectangular prisms. In the next lesson, students will study formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. Students will also represent three-dimensional figures using nets made up of rectangles and triangles and find the surface area of these figures. Lastly, students will solve real world and mathematical problems that involve area, volume, and surface area of two and three-dimensional objects and scale drawings of geometric figures.

### **Unit 9: Probability and Statistics**

**Summary** In this unit, students will use measures of center and variability to compare two populations. They will learn that the likelihood that a chance event will occur can be expressed as a number between 0 and 1 and the probability of a compound event occurring is a fraction of all possible outcomes. Students will use permutations and combinations to compute probabilities of compound events and to solve problems. They will also represent data with plots on the real number line using dot plots, histograms, and box plots. Lastly, students will summarize data for two categories in two-way frequency tables and interpret their relative frequencies in the context of the data.