

Alabama High School Graduation Requirements

(Alabama Administrative Code 290-3-1-02(8)(a) (b) and (c))

1. COURSE REQUIREMENTS

The Alabama courses of study shall be followed in determining minimum required content in each discipline. Students seeking the Alabama High School Diploma with Advanced Academic Endorsement shall complete advanced level work in the core curriculum. Students receiving the Alabama High School Diploma with Credit-Based Endorsement shall complete the prescribed credits, including at least one Career and Technical Education course, for the Alabama High School Diploma and pass three of the five sections of the Alabama High School Graduation Exam, including the Mathematics section, Reading section, and one additional section.

COURSE REQUIREMENTS	Alabama High School Diploma Credits	Alabama High School Diploma with Advanced Academic Endorsement Credits	Alabama High School Diploma with Credit-Based Endorsement Credits
ENGLISH LANGUAGE ARTS	4	4	4
Four credits to include the equivalent of: English 9 English 10 English 11 English 12	1 1 1 1	1 1 1 1	1 1 1 1
MATHEMATICS	4	4	4
Four credits to include the equivalent of: Algebra I Geometry Algebra II with Trigonometry Mathematics Elective(s)	1 1 2	1 1 1 1	1 1 2
SCIENCE	4	4	4
Four credits to include the equivalent of: Biology A physical science Science Electives	1 1 2	1 1 2	1 1 2
SOCIAL STUDIES*	4	4	4
Four credits to include the equivalent of: Grade 9 Social Studies Grade 10 Social Studies Grade 11 Social Studies Grade 12 Social Studies	1 1 1 1	1 1 1 1	1 1 1 1
PHYSICAL EDUCATION	1	1	1
HEALTH EDUCATION	0.5	0.5	0.5
ARTS EDUCATION	0.5	0.5	0.5
COMPUTER APPLICATIONS**	0.5	0.5	0.5
FOREIGN LANGUAGE***		2	
ELECTIVES	5.5	3.5	5.5
Local boards shall offer foreign languages, fine arts, physical education, wellness education, career/technical education, and driver education as electives.			
TOTAL CREDITS	24	24	24

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one-half credit shall then be added to the electives credits, making a total of six electives credits for the Alabama High School Diploma and the Alabama High School Diploma with Credit Based Endorsement or four electives credits for the Alabama High School Diploma with Advanced Academic Endorsement.

*** Students earning the diploma with the advanced academic endorsement shall successfully complete two credits in the same foreign language.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation

Alabama High School Graduation Requirements (continued)

(Alabama Administrative Code 290-3-1-.02(8)(g)1.)

Course and assessment requirements specified below must be satisfied in order to earn the Alabama Occupational Diploma.

1. COURSE REQUIREMENTS

Effective for students with disabilities as defined by the *Individuals with Disabilities Education Act*, students must earn the course credits outlined in *Alabama Administrative Code* r. 290-3-1-.02(8)(g)1.

COURSE REQUIREMENTS	Alabama Occupational Diploma Credits
ENGLISH LANGUAGE ARTS	4
*Four credits to include the equivalent of: English I English II English III English IV	1 1 1 1
MATHEMATICS	4
*Four credits to include the equivalent of: Math I Math II Math III Math IV	1 1 1 1
SCIENCE	4
*Four credits to include the equivalent of: Science I Science II Science III Science IV	1 1 1 1
SOCIAL STUDIES	4
*Four credits to include the equivalent of: Social Studies I Social Studies II Social Studies III Social Studies IV	1 1 1 1
CAREER AND TECHNICAL EDUCATION	2
COORDINATED STUDIES OR TRANSITIONAL SERVICES	1
COOPERATIVE CAREER AND TECHNICAL EDUCATION	1
HEALTH EDUCATION	0.5
PHYSICAL EDUCATION	1
ARTS EDUCATION	0.5
ELECTIVES	2
Existing laws require LEAs to offer arts education, physical education, wellness education, career/technical education, and driver education as electives.	
TOTAL CREDITS	24

* All AOD credits shall comply with the current curriculum guides designated for AOD implementation. Local Education Agencies may add additional credits or requirements.

2. ASSESSMENT REQUIREMENTS

Take the required statewide assessment for graduation at least once (during the spring of the eleventh-grade year).

Alabama High School Diploma with Career/Technical Endorsement and Alabama High School Diploma with Advanced Career/Technical Endorsement

1. COURSE REQUIREMENTS

Students may earn an Alabama High School Diploma with Career/Technical Education (CTE) Endorsement or an Alabama High School Diploma with Advanced Career/Technical Education Endorsement by completing the required credits in the core curriculum and attaining CTE concentrator status for the career/technical education endorsement or completer status for the advanced career/technical education endorsement consistent with guidelines established by the State Department of Education and local boards of education. For the career/technical education endorsement, one additional CTE or academic credit related to the student's career objective must be earned. For the advanced career/technical education endorsement, core curriculum requirements may be satisfied by credit earned through applied academic courses, embedded credit, or substitute credit situations.

COURSE REQUIREMENTS	Alabama High School Diploma with Career/Technical Endorsement	Alabama High School Diploma with Advanced Career/Technical Endorsement
	Credits	Credits
ENGLISH LANGUAGE ARTS	4	4
Four credits to include the equivalent of: English 9 English 10 English 11 English 12	1 1 1 1	1 1 1 1
MATHEMATICS	4	4
Four credits to include the equivalent of: Algebra I Geometry Algebra II with Trigonometry Mathematics Electives (1 may be embedded or substituted)	1 1 1 2	1 1 1 1
SCIENCE	4	4
Four credits to include the equivalent of: Biology A physical science Science Electives (1 may be embedded or substituted)	1 1 2	1 1 2
SOCIAL STUDIES*	4	4
Four credits to include the equivalent of: Grade 9 Social Studies Grade 10 Social Studies Grade 11 Social Studies Grade 12 Social Studies	1 1 1 1	1 1 1 1
PHYSICAL EDUCATION	1	1
HEALTH EDUCATION	0.5	0.5
ARTS EDUCATION	0.5	0.5
COMPUTER APPLICATIONS**	0.5	0.5
CAREER/TECHNICAL EDUCATION		
(Completer Status) Three credits to include the equivalent of : Three credits in a career/technical education program, or Two credits in an occupational program plus the Advanced Cooperative Education work-based experience***	3	
(Concentrator Status) Three credits to include the equivalent of: Two credits in a career/technical education program and One career/technical education or academic credit related to student's objective		3
ELECTIVES****	2.5	2.5
Local boards shall offer foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education as elective credits. Local boards are not required to implement this diploma endorsement.		
TOTAL CREDITS	24	24

* All four required credits in Social Studies shall comply with the current *Alabama Course of Study*.

** May be waived if competencies outlined in the computer applications course are demonstrated to qualified staff in the local school system. The designated one credit will then

be added to the elective credits, making a total of three elective credits.

*** The Alabama courses of study shall be followed in determining minimum requirements for the sequence of Career/Technical Education courses.

**** Students may earn the advanced career/technical and the advanced academic endorsements concurrently if all requirements for the advanced academic endorsement are met.

2. ASSESSMENT REQUIREMENTS

Pass the required statewide assessment for graduation.

Guidelines and Suggestions for Local Time Requirements and Homework

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama, 1975, §16-1-1*).

Suggested Time Allotments for Grades 1 - 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		

Dance
Music
Theatre
Visual Arts

Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.

*Established by the State Department of Education in accordance with *Code of Alabama, 1975, §16-40-1*

**Established by the State Department of Education in accordance with *Code of Alabama, 1975, §16-6B-2(h)*

Kindergarten

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large group, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit.

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Homework

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement and/or remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the State Board of Education resolution adopted February 23, 1984. (Action Item #F-2)