

FULTON COUNTY BOARD OF EDUCATION

# Centennial High School

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<http://school.fultonschools.org/hs/centennial>

*Home of the Knights*

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## COURSE CATALOG

**For Academic School Year  
2016 – 2017**



**COLLABORATE • THINK • LEARN • CREATE**

All information is current as of *February 2016*

# FULTON COUNTY SCHOOL SYSTEM GRADUATION REQUIREMENTS

## CLASS of 2012 and beyond

Requirements	Courses	
<b>Four (4) Units of English/Language Arts</b>	<ul style="list-style-type: none"> <li>▪ 9<sup>th</sup> Grade Literature – 1 unit</li> <li>▪ 10<sup>th</sup> Grade Literature – 1 unit</li> <li>▪ 11<sup>th</sup> Grade/American Literature – 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ (AP Lang/Composition)</li> </ul>	<p><b>And one of the following senior English options:</b></p> <ul style="list-style-type: none"> <li>▪ World Lit/Composition - .5 unit <b>and</b> Multicultural Lit/Composition - .5 unit</li> <li>▪ College English – 1 unit</li> <li>▪ AP Lit/Composition – 1 unit</li> </ul>
<b>Four (4) Units of Mathematics</b>	<ul style="list-style-type: none"> <li>▪ GSE Algebra 1 - 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ GSE Accelerated Algebra 1 / Geometry A Honors – 1 unit</li> <li>▪ GSE Geometry - 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ GSE Accelerated Geometry B / Algebra 2 Honors – 1 unit</li> <li>▪ GSE Algebra 2 - 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ GSE Accelerated Pre-Calculus Honors – 1 unit</li> </ul>	<p><b>And one of the following math options:</b></p> <ul style="list-style-type: none"> <li>▪ Mathematics of Finance – 1 unit</li> <li>▪ Advanced Math Decision Making– 1 unit</li> <li>▪ Math of Industry/Government – 1 unit</li> <li>▪ GSE Pre-Calculus – 1 unit</li> <li>▪ Calculus – 1 unit</li> <li>▪ AP Statistics – 1 unit</li> <li>▪ AP Calculus AB/BC – 1 unit</li> <li>▪ College Calculus II and III (via GA Tech) – 1 unit</li> </ul>
<b>Four (4) Units of Science</b>	<ul style="list-style-type: none"> <li>▪ Biology – 1 unit</li> <li>▪ Physical Science – 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ Physics – 1 unit</li> <li>▪ Chemistry – 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ Environmental Science – 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ Earth Science – 1 unit</li> <li style="text-align: center;"><b>Or</b></li> <li>▪ Any AP Science course – 1 unit</li> </ul>	<p><b>And one of the following science or CTAE* course options (not previously taken):</b></p> <ul style="list-style-type: none"> <li>▪ Any AP Science Course – 1 unit</li> <li>▪ Astronomy – 1 unit</li> <li>▪ Chemistry – 1 unit</li> <li>▪ Earth Science -1 unit</li> <li>▪ Environmental Science – 1 unit</li> <li>▪ Forensic Science – 1 unit</li> <li>▪ Human Anatomy and Physiology – 1 unit</li> <li>▪ Physical Science – 1 unit</li> <li>▪ Physics – 1 unit</li> <li>▪ AP Computer Science (CTAE*) – 1 unit</li> <li>▪ Computer Science Principles (Reg or AP) (CTAE*) – 1 unit</li> <li>▪ Web Development (CTAE*) – 1 unit</li> <li>▪ Game Design (CTAE*) – 1 unit</li> <li>▪ Food Science (CTAE*) – 1 unit</li> <li>▪ Food for Life (CTAE*) – 1 unit</li> <li>▪ Essentials of Healthcare Science (CTAE*) – 1 unit</li> </ul> <p><i>*Some CTAE courses are approved by the GA DOE as a 4<sup>th</sup> science but may not be recognized by the GA Board of Regents for admission into a 4 year college. Visit <a href="http://www.gadoe.org">www.gadoe.org</a> for a complete and current list of approved CTAE courses.</i></p>
<b>Three (3) Units of Social Studies</b>	<ul style="list-style-type: none"> <li>▪ World History – 1 unit</li> <li>▪ American History – 1 unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Economics - .5 unit</li> <li>▪ American Government - .5 unit</li> </ul>
<b>One (1) Unit of Health and Physical Education</b>	<ul style="list-style-type: none"> <li>▪ General Health – .5 unit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal Fitness* – .5 unit</li> </ul> <p><i>*Information on options for exempting the Personal Fitness state requirement is available on the CHS website.</i></p>
<b>Three (3) units required from CTAE and/or World Language and/or Fine Arts</b>	<ul style="list-style-type: none"> <li>▪ <b>World Language*</b></li> </ul> <p><i>*Students planning to enter into a University System of Georgia institution or other post-secondary institution must take a minimum of two units of the same world language, preferably 3 units of the same language.</i></p>	<ul style="list-style-type: none"> <li>▪ <b>CTAE</b></li> <li>▪ <b>Fine Arts</b></li> </ul>
<b>Four (4) additional elective units:</b> Electives may be academic or non-academic courses		

### **Sample Freshman Schedules**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Biology	Biology
Personal Fitness*	General Health*
Elective	Elective
Elective	Elective

**OR**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Biology	Biology
General Health*	Personal Fitness*
World Language	World Language
Elective	Elective

\*Course may be offered either semester

### **Sample Sophomore Schedules**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Physical Science	Physical Science
World History	World History
World Language	World Language
Elective	Elective

**OR**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Chemistry	Chemistry
World History	World History
World Language	World Language
Elective	Elective

### **Sample Junior Schedules**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Environmental Sci. or Chemistry	Environmental Sci. or Chemistry
US History	US History
World Language	World Language
Elective	Elective

**OR**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Physics	Physics
US History	US History
Elective or World Lang	Elective or World Lang
Elective	Elective

### **Sample Senior Schedules**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Science	Science
Economics	American Government
Elective or World Lang	Elective or World Lang
Elective	Elective

**OR**

<b>Fall Semester</b>	<b>Spring Semester</b>
Language Arts	Language Arts
Math	Math
Science	Science
Economics	American Government
Elective or World Lang	Elective or World Lang
Personal Fitness	Elective

**Choose your elective classes carefully** so that you will not be disappointed with your final schedule. While every attempt is made to accommodate your first choices, due to scheduling needs, this may not be possible. Thus, all of your choices are important.

**Possible Electives:**

- |                  |                         |                                      |
|------------------|-------------------------|--------------------------------------|
| Art              | Healthcare Science      | Food Science                         |
| Band             | Journalism              | Audio-Video & Technology Film        |
| Business         | Orchestra               | Work-Based Learning/ Internship      |
| Chorus           | Current Issues          | TAG internship or TAG Directed Study |
| Computer Science | Physical Education (PE) | Peer Leadership/Facilitation         |
| Drama            | Piano                   | additional Math course               |
| Engineering      | Speech/Debate           | additional Science course            |
| Guitar           | AP or MOWR courses      | additional Social Studies course     |
| JROTC            | Law/Public Safety       | additional World Language course     |

**\*Please check with College Admissions to see which electives they require.**

# Centennial High School Pathway Offerings 2016-2017

## Advanced Academic Pathways

<b>Advanced Language Arts</b>	Foreign Lang 1 (or higher) + Foreign Lang 2 (or higher) + any AP Lang Arts Class or Dual Enrollment class
<b>Advanced Math</b>	Foreign Lang 1 (or higher) + Foreign Lang 2 (or higher) + any AP Math Class or Dual Enrollment class
<b>Advanced Science</b>	Foreign Lang 1 (or higher) + Foreign Lang 2 (or higher) + any AP Science Class
<b>Advanced Social Studies</b>	Foreign Lang 1 (or higher) + Foreign Lang 2 (or higher) + any AP Social Studies Class
<b>Foreign Language</b>	Foreign Lang 1 (or higher) + Foreign Lang 2 (or higher) + Foreign Lang 3 (or higher)

## CTAE Pathways

Audio-Video Technology and Film	Financial Services	Engineering and Technology
Audio-Video Technology & Film I	Introduction to Business & Technology	Foundations of Engineering & Technology
Audio-Video Technology & Film II	Financial Literacy	Engineering Concepts
Audio-Video Technology & Film III	Banking, Investing & Insurance	Engineering Applications
Law Enforcement Services/Forensic Science	JROTC/Army	Food and Nutrition
Introduction to Law, Public Safety, Corrections and Security	JROTC 1	Food, Nutrition, and Wellness
Criminal Justice Essentials	JROTC 2	Food for Life*
Forensic Science & Criminal Investigations	JROTC 3	Food Science*
Computer Science	Game Design	Web Development
Introduction to Digital Technology	Introduction to Digital Technology	Introduction to Digital Technology
Computer Sci Principles (Reg* or AP*)	Computer Sci Principles (Reg* or AP*)	Computer Sci Principles (Reg* or AP*)
AP Computer Science*	Game Design: Animation & Simulation*	Web Development*
Emergency Medical Responder	Allied Health and Medicine	
Introduction to Healthcare Science	Introduction to HealthCare Science	
Essentials of Healthcare** (embedded Anatomy Credit)	Essentials of Healthcare** (embedded Anatomy Credit)	
Emergency Medical Responder	Allied Health and Medicine	

*\*Indicate CTAE courses which meet both GADOE and USG requirements for a 4<sup>th</sup> science*

## Arts & Humanities Pathways

Journalism (Newspaper, Lit Mag, Yearbook)	Visual Arts	
Journalism 1 or Photo 1	Introduction to Art	Art History 1
Journalism 2 or Photo 2	Any Art level 1 or higher	Art History 2
Journalism or Photo (any level)	Any Art level 2 or higher	AP Art History
Performing Arts		
Band/Chorus/Orchestra/Guitar 1/Piano 1	Acting/Advanced Drama/Tech Theatre 1	
Band/Chorus/Orchestra/Guitar 2/Piano 2	Acting/Advanced Drama/Tech Theatre 2	
Band/Chorus/Orchestra/Guitar 3/Piano 3	Acting/Advanced Drama/Tech Theatre (any level)	

# Fulton County Schools High School 2016 - 2017 Placement Guidelines

High School Math Placement Guidelines for 2016-2017 School Year				
Current Grade Level	Student's Current Course	Students Current Performance	Next Year Placement	Course Number
Grade 8	Math 8 On-Level	Semester 1 Average < 70% <b>OR</b> Summative Unit Assessment Average < 70%	GSE Algebra I <b>with</b> GSE Algebra I Support	27.0990000 27.0997000
		Semester 1 Average ≥ 70% <b>OR</b> Summative Unit Assessment Average > 70%	GSE Algebra I	27.0990000
		Grade 7 Georgia Milestones Math Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Unit Assessment Average ≥ 80%	GSE Accelerated Algebra I/Geometry A Honors	27.0994040
	Math 8 Advanced	Semester 1 Average ≤ 80% <b>OR</b> Summative Assessment Average ≤ 70%	GSE Algebra I	27.0990000
		Grade 7 Georgia Milestones Math Level 3 or 4 <b>AND</b> Semester 1 Average is ≥ 80% <b>OR</b> Summative Assessment Average is ≥ 80%	GSE Accelerated Algebra I/Geometry A Honors	27.0994040
	GSE Algebra I Honors	Semester 1 Average is ≤ 70%	GSE Algebra I	27.0990000
		Semester 1 Average is ≥ 70%	GSE Geometry Honors	27.0991040
		Grade 7 Georgia Milestones Math Level 3 or 4 <b>AND</b> Semester 1 Average is ≥ 80% <b>OR</b> Summative Unit Assessment Average is ≥ 80%	GSE Geometry Honors <b>Or</b> Virtual GSE Geometry Semester 1 in summer <b>with</b> GSE Accelerated Geometry B/Algebra II Honors	27.0991040 <b>Or</b> 27.3991001 or 27.3991003 <b>with</b> 27.0995040
	GSE Accelerated Algebra I/Geometry A Honors	Semester 1 Average is < 80% <b>OR</b> Summative Unit Assessment Average is < 70%	GSE Geometry Honors	27.0991040
		Grade 7 Georgia Milestones Math Level 3 or 4 <b>AND</b> Semester 1 Average is ≥ 80% <b>OR</b> Summative Unit Assessment Average is ≥ 70%	GSE Accelerated Geometry B/Algebra II Honors	27.0995040
Grade 9	GSE Algebra I	Semester 1 Average < 70% <b>OR</b> Summative Assessment Average < 70%	GSE Geometry <b>with</b> GSE Geometry Support	27.0991000 27.0998000
		Semester 1 Average ≥ 70% <b>OR</b> Summative Unit Assessment Average > 70%	GSE Geometry	27.0991000
		Semester 1 Average ≥ 80% <b>OR</b> Summative Assessment Average ≥ 80%	GSE Geometry <b>Or</b> Virtual GSE Geometry Semester 1 in summer <b>with</b> GSE Accelerated Geometry B/Algebra II Honors next year	27.0991000 <b>Or</b> 27.3991001 or 27.3991003 <b>with</b> 27.0995040
	GSE Accelerated Algebra I/Geometry A Honors	Semester 1 Average < 80% <b>OR</b> Summative Assessment Average < 70%	GSE Geometry	27.0991000
		Semester 1 Average ≥ 80% <b>OR</b> Summative Assessment Average ≥ 70%	GSE Accelerated Geometry B/Algebra II Honors	27.0995040
	GSE Geometry Honors	Semester 1 Average > 70%	GSE Algebra II Honors	27.0992040
	GSE Accelerated Geometry B/Algebra II Honors	Semester 1 Average < 80% <b>OR</b> Summative Assessment Average is < 70%	GSE Pre-Calculus Honors	27.0974040
		Semester 1 Average ≥ 80% <b>OR</b> Summative Assessment Average is ≥ 70%	GSE Accelerated Pre-Calculus Honors	27.0977040

High School Math Placement Guidelines for 2016-2017 School Year				
Current Grade Level	Student's Current Course	Students Current Performance	Next Year Placement	Course Number
Grade 10	GSE Geometry	Semester 1 Average < 70% <b>OR</b> Summative Assessment Average is < 70%	GSE Algebra II <b>with</b> GSE Algebra II Support	27.0992000 27.0999000
		Semester 1 Average ≥ 70%	GSE Algebra II	27.0992000
	GSE Accelerated Geometry B/Algebra II Honors	Semester 1 Average < 80% <b>OR</b> Summative Assessment Average is < 70%	GSE Pre-Calculus	27.0974000
		Semester 1 Average ≥ 80% <b>OR</b> Summative Assessment Average is ≥ 70%	GSE Pre-Calculus Honors	27.0974040

		Semester 1 Average $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 80\%$	GSE Accelerated Pre-Calculus Honors <b>Or</b> Virtual GSE Accelerated Pre-Calculus Honors in summer <b>with</b> AP Calculus AB next year	27.0977040 <b>Or</b> 27.3977040 <b>with</b> 27.0720010	
	GSE Algebra II Honors	Semester 1 Average $\geq 70\%$	GSE Pre-Calculus Honors	27.0974040	
		Semester 1 Average $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 80\%$	GSE Pre-Calculus Honors <b>Or</b> Virtual GSE Pre-Calculus in summer <b>with</b> AP Calculus AB next year	27.0974040 <b>Or</b> 27.3974000 <b>with</b> 27.0720010	
	GSE Accelerated Pre-Calculus Honors	Semester 1 Average is $<80\%$ <b>OR</b> Summative Assessment Average is $<70\%$	Advanced Mathematical Decision Making or Mathematics of Industry and Government or AP Statistics or AP Calculus AB	27.0850000 27.0860000 27.0740010 27.0720010	
		Semester 1 Average is $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 70\%$	Advanced Mathematical Decision Making or AP Statistics or AP Calculus AB	27.0850000 27.0740010 27.0720010	
		Semester 1 Average is $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 80\%$	AP Statistics or AP Calculus AB or AP Calculus BC	27.0740010 27.0720010 27.0730010	
		Identification through AP Potential	AP Statistics or AP Calculus AB or AP Calculus BC	27.0740010 27.0720010 27.0730010	
Grade 11	GSE Algebra II	Semester 1 Average $< 80\%$ <b>OR</b> Summative Assessment Average is $<70\%$	GAVS Mathematics of Finance <b>or</b> Advanced Mathematical Decision Making <b>or</b> Mathematics of Industry and Government <b>or</b> GSE Pre-Calculus	27.3870000 27.0850000 27.0860000 27.0974000	
		Semester Average is $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 70\%$	Advanced Mathematical Decision Making <b>or</b> Mathematics of Industry and Government <b>or</b> GSE Pre-Calculus <b>or</b> AP Statistics	27.0850000 27.0860000 27.0974000 27.0740010	
		Semester Average is $\geq 90\%$ <b>OR</b> Summative Assessment Average is $\geq 90\%$	GSE Pre-Calculus <b>Or</b> Virtual GSE Pre-Calculus in summer <b>with</b> AP Calculus AB next year	27.0974000 <b>Or</b> 27.3974000 <b>with</b> 27.0720010	
		GSE Accelerated Pre-Calculus Honors	Semester 1 Average is $<80\%$ <b>OR</b> Summative Assessment Average is $<70\%$	Advanced Mathematical Decision Making or Mathematics of Industry and Government or AP Statistics or AP Calculus AB	27.0850000 27.0860000 27.0740010 27.0720010
			Semester 1 Average is $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 70\%$	AP Statistics or AP Calculus AB	27.0740010 27.0720010
			Semester 1 Average is $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 80\%$	AP Statistics or AP Calculus AB or AP Calculus BC	27.0740010 27.0720010 27.0730010
			Identification through AP Potential	AP Statistics or AP Calculus AB or AP Calculus BC	27.0740010 27.0720010 27.0730010
		GSE Pre-Calculus Honors	Semester 1 Average is $\geq 70\%$	Advanced Mathematical Decision Making or Mathematics of Industry and Government or AP Statistics or AP Calculus AB	27.0850000 27.0860000 27.0740010 27.0720010
			Semester 1 Average is $\geq 80\%$ <b>OR</b> Summative Assessment Average is $\geq 80\%$	AP Statistics or AP Calculus AB	27.0740010 27.0720010
			Identification through AP Potential	AP Statistics or AP Calculus AB	27.0740010 27.0720010

	AP Statistics	Semester 1 Average is $\geq 70\%$	Advanced Mathematical Decision Making or Mathematics of Industry and Government or GSE Pre-Calculus (for 1 <sup>st</sup> time) or AP Calculus AB	27.0850000 27.0860000 27.0974000 27.0720010
	AP Calculus AB	Anticipated completion of course	AP Statistics AP Calculus BC	27.0740010 27.0730010
	AP Calculus BC	Meets MOWR or ACCEL guidelines	Multivariable Calculus/GA Tech Calculus	27.0770000

**High School ELA Placement Guidelines for 2016-2017 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Language Arts 8 On-Level	Semester 1 Average is $< 80\%$ <b>OR</b> Georgia Milestones Grade 7 ELA Level 1 or 2	9 <sup>th</sup> Grade Literature/Comp	23.0610000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> Georgia Milestones Grade 7 Level 3 or 4	9 <sup>th</sup> Grade Literature Honors	23.0610040
	Language Arts 8 Advanced	Semester 1 Average is $< 80\%$ <b>OR</b> Georgia Milestones Grade 7 ELA Level 1 or 2	9 <sup>th</sup> Grade Literature/Comp	23.0610000
		Semester 1 Average $\geq 80\%$ <b>AND</b> Georgia Milestones Grade 7 Level 3 or 4	9 <sup>th</sup> Grade Literature Honors	23.0610040
	TAG Language Arts 8	Semester 1 Average is $< 80\%$ <b>OR</b> Georgia Milestones Grade 7 ELA Level 1 or 2	9 <sup>th</sup> Grade Literature/Comp	23.0610000
		Semester 1 Average $\geq 80\%$ <b>AND</b> Georgia Milestones Grade 7 Level 3 or 4	9 <sup>th</sup> Grade Literature Honors	TAG Service 23.2610040
Grade 9	9 <sup>th</sup> Grade Literature/Comp On-Level	Semester 1 Average $< 80\%$ <b>OR</b> Georgia Milestones Grade 8 ELA Level 1 or 2	10 <sup>th</sup> Grade Literature/Comp On-Level	23.0620000
		Semester 1 Average $\geq 80\%$ <b>AND</b> Georgia Milestones Grade 8 Level 3 or 4	10 <sup>th</sup> Grade Literature/Comp Honors	23.0620040
	9 <sup>th</sup> Grade Literature/Comp Honors	Semester 1 Average is $< 80\%$ <b>OR</b> Georgia Milestones Grade 8 ELA Level 1 or 2	10 <sup>th</sup> Grade Literature/Comp On-Level	23.0620000
		Semester 1 Average $\geq 80\%$ <b>AND</b> Georgia Milestones Grade 8 Level 3 or 4	10 <sup>th</sup> Grade Literature/Comp Honors	23.0620040
Grade 10	10 <sup>th</sup> Grade Literature/Comp On-Level	Semester 1 Average $< 80\%$	11 <sup>th</sup> Grade Am Literature/Comp On-Level	23.0510000
		Semester 1 Average $\geq 80\%$	11 <sup>th</sup> Grade Am Literature/Comp Honors	23.0510040
		Identification through AP Potential	AP English Language and Composition/American Lit.	23.0530010
	10 <sup>th</sup> Grade Literature/Comp Honors	Semester 1 Average is $< 80\%$	11 <sup>th</sup> Grade Am Literature/Comp On-Level	23.0510000
		Semester 1 Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	11 <sup>th</sup> Grade Am Literature/Comp Honors <b>OR</b> AP English Language and Composition/American Lit.	23.0510040 <b>OR</b> 23.0530010
Grade 11	11 <sup>th</sup> Grade Am Literature/Comp On-Level	Semester 1 Average $< 80\%$	World Literature & Composition (one semester) & Multicultural Literature & Composition (one semester); <b>OR</b> World Literature & Composition (one semester) & English Literature & Composition (one semester)	World Lit 23.0630001 Multi Lit 23.0670001 Eng Lit/Comp 23.0520001
		Semester 1 Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	-World Literature & Composition (one semester) & Multicultural Literature & Composition (one semester); <b>OR</b> World Literature & Composition (one semester) & English Literature & Composition (one semester); <b>OR</b> AP	World Lit 23.0630001 Multi Lit 23.0670001 Eng Lit/Comp 23.0520001 AP Lit/Comp

			Literature and Composition (yearlong)	23.0650010
		Meets MOWR guidelines	College English – MOWR (two semesters)	23.0630430
	11 <sup>th</sup> Grade Am Literature/Comp Honors	Semester 1 Average is < 80%	World Literature & Composition (one semester) & Multicultural Literature & Composition (one semester); <b>OR</b> World Literature & Composition (one semester) & English Literature & Composition (one semester); <b>OR</b> College English – MOWR (two semesters)	World Lit 23.0630001 Multi Lit 23.0670001 Eng Lit/Comp 23.0520001
		Semester 1 Average ≥ 80% Identification through AP Potential	AP Literature and Composition (year-long)	AP Lit/Comp 23.0650010
		Meets MOWR guidelines	College English – MOWR (two semesters)	23.0630430
	AP English Language and Composition/American Lit.	Semester 1 Average is ≥ 70%	World Literature & Composition (one semester) & Multicultural Literature & Composition (one semester); <b>OR</b> World Literature & Composition (one semester) & English Literature & Composition (one semester); <b>OR</b> AP Literature and Composition (year-long)	World Lit 23.0630001 Multi Lit 23.0670001 Eng Lit/Comp 23.0520001 AP Lit/Comp 23.0650010
		Meets MOWR guidelines	College English – MOWR (two semesters)	23.0630430

#### High School Science Placement Guidelines for 2015-2016 School Year

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Science of the Physical World On-Level	Semester 1 Average is < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology OR Physical Science	26.0120000 Or 40.0110000
		Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average is ≥ 80% <b>OR</b> Summative Unit Assessment Average ≥ 80%	Biology Honors OR Physical Science Honors	26.0120040 TAG Service 26.2120040 Or 40.0110040
		Semester 1 Average is < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology OR Physical Science	26.0120000 Or 40.0110000
		Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Summative Unit Assessment Average ≥ 80%	Biology Honors OR Physical Science Honors	26.0120040 TAG Service 26.2120040 Or 40.0110040
	Science of the Physical World Advanced	Semester 1 Average is < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology OR Physical Science	26.0120000 Or 40.0110000
		Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Summative Unit Assessment Average ≥ 80%	Biology Honors OR Physical Science Honors	26.0120040 TAG Service 26.2120040 Or 40.0110040
		Semester 1 Average is < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology	26.0120000
		Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040 TAG Service 26.2120040
	High School Physical Science	Semester 1 Average is < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology	26.0120000
		Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040 TAG Service 26.2120040
		Semester 1 Average is < 80% <b>OR</b> Unit Summative Assessment Average < 70%	Biology	26.0120000
		Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Unit Assessment Average ≥ 70%	Biology Honors	26.0120040 TAG Service 26.2120040
High School Physical Science Honors	Semester 1 Average is < 80% <b>OR</b> Unit Summative Assessment Average < 70%	Biology	26.0120000	
	Georgia Milestones Grade 7 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>OR</b> Unit Assessment Average ≥ 70%	Biology Honors	26.0120040 TAG Service 26.2120040	
Grade 9	Physical Science	Semester 1 Average is < 80% <b>AND/OR</b> < 80% in GSE Algebra I	Biology	26.0120000



		Georgia Milestones Grade 8 Science Level 3 or 4 <b>AND</b> Semester 1 Average is $\geq 80\%$ <b>AND</b> $\geq 80\%$ in GSE Algebra I	Biology Honors	26.0120040
	Physical Science Honors	Semester 1 Average is $< 80\%$ <b>AND/OR</b> $< 80\%$ in GSE Algebra I	Biology	26.0120000
		Georgia Milestones Grade 8 Science Level 3 or 4 <b>AND</b> Semester 1 Average is $\geq 80\%$ <b>AND</b> $\geq 80\%$ in GSE Algebra I	Biology Honors	26.0120040
	Biology	Semester 1 Average is $< 80\%$ <b>AND/OR</b> $< 80\%$ in GSE Algebra I	Physical Science OR Chemistry (if on track mathematically to take physics)	40.0110000 40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> $\geq 80\%$ in GSE Algebra I	Physical Science Honors OR Chemistry Honors	40.0110040 40.0510040
		Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ in GSE Geometry. Student is on track mathematically to take physics.	Chemistry	40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Geometry Average $\geq 80\%$ . Student is on track mathematically to take physics.	Honors Chemistry	40.0510040
	Honors Biology	Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ GSE Geometry. Student is on track mathematically to take physics.	Chemistry	40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Geometry Average $\geq 80\%$ . Student is on track mathematically to take physics.	Honors Chemistry	40.0510040
Grade 10	Physical Science	Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ GSE Geometry Average.	Earth Systems <b>OR</b> Environmental Science <b>OR</b> Chemistry	40.0640000 Or 26.0611000 Or 40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Geometry Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	Honors Chemistry <b>OR</b> AP Environmental Science	40.0510040 Or 26.0620010
	Honors Physical Science	Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ GSE Geometry Average.	Earth Systems <b>OR</b> Environmental Science <b>OR</b> Chemistry	40.0640000 Or 26.0611000 Or 40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Geometry Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	Honors Chemistry <b>OR</b> AP Environmental Science	40.0510040 Or 26.0620010
	Biology	Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ GSE Geometry Average.	Chemistry	40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Geometry Average $\geq 80\%$ .	Honors Chemistry	40.0510040
	Honors Biology	Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ GSE Geometry Average.	Chemistry	40.0510000
		Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Geometry Average $\geq 80\%$ .	Honors Chemistry	40.0510040
	Chemistry	Semester 1 Average is $\geq 70\%$ <b>AND</b> enrolling in GSE Pre-Calculus	Physics	40.0810000
		Semester 1 Average is $\geq 70\%$ <b>AND</b> enrolling in GSE Algebra II <b>OR</b> Identification through AP Potential	Earth Systems <b>OR</b> Environmental Science <b>OR</b> AP Environmental Science <b>OR</b> Physics	40.0640000 Or 26.0611000 Or 26.0620010 Or 40.0810000
		Semester 1 Average is $\geq 70\%$ <b>AND</b> enrolling in GSE Pre-Calculus	Physics	40.0810000
	Honors Chemistry	Semester 1 Average is $\geq 70\%$ <b>AND</b> enrolling in GSE Algebra II <b>OR</b> Identification through AP Potential	Earth Systems <b>OR</b> Environmental Science <b>OR</b> AP Environmental Science <b>OR</b> Physics	40.0640000 Or 26.0611000 Or 26.0620010 Or 40.0810000
		Semester 1 Average is $\geq 70\%$ <b>AND</b> enrolling in GSE Pre-Calculus	Physics	40.0810000

		Semester 1 Average is $\geq 80\%$ <b>AND</b> enrolling in GSE Pre-Calculus <b>OR</b> Identification through AP Potential	AP Science (AP Chemistry, AP Biology, AP Physics 1, AP Physics 2, AP Physics C requires enrollment in Calculus)	*AP Course
Grade 11	Physics	Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Pre-Calculus Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	AP Science Course	*AP Course
		Semester 1 Average is $< 80\%$ <b>AND</b> $< 80\%$ GSE Pre-Calculus.	Earth Systems <b>OR</b> Environmental Science <b>OR</b> Astronomy <b>OR</b> Human Anatomy/Physiology	40.0640000 Or 26.0611000 Or 40.0210000 Or 26.0730000
	Environmental Science, AP Environmental Science, Earth Systems, Chemistry, Honors Chemistry	Anticipated completion of course and enrollment in a 4 <sup>th</sup> year math	Physics	40.0810000
	AP Science Course	Semester 1 Average is $\geq 80\%$ <b>AND</b> GSE Pre-Calculus Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	AP Science Course <b>OR</b> Earth Systems <b>OR</b> Environmental Science <b>OR</b> Astronomy <b>OR</b> Human Anatomy/Physiology	*AP Course Or 40.0640000 Or 26.0611000 Or 40.0210000 Or 26.0730000

\*AP Science Courses

AP Biology: 26.0140010

AP Environmental Science: 26.0620010

AP Chemistry: 40.0530010

AP Physics Part 1: 40.0831010

AP Physics Part 2: 40.0832010

AP Physics C Mechanics: 40.0841010 (with enrollment in Calculus)

AP Physics C Electricity and Magnetism: 40.0842010 (with enrollment in Calculus)

**High School Social Studies Placement Guidelines for 2016-2017 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Georgia Studies 8	Anticipated promotion to Grade 9	American Government/Civics	45.0570001
		Semester 1 Average $\geq 90\%$ <b>OR</b> Unit Assessment Average $\geq 90\%$ <b>AND</b> Georgia Milestones Grade 7 Social Studies Level 3 or 4	Equivalent 9 <sup>th</sup> grade AP course, e.g. AP Government/Civics <b>OR</b> AP Human Geography	AP Gov 45.0520010 AP HuG 45.0770010
	TAG Georgia Studies 8	Anticipated promotion to Grade 9	American Government/Civics	45.0570001
		Semester 1 Average $\geq 90\%$ <b>OR</b> Unit Assessment Average $\geq 90\%$ <b>AND</b> Georgia Milestones Grade 7 Social Studies Level 3 or 4	Equivalent 9 <sup>th</sup> grade AP course, e.g. AP Government/Civics <b>OR</b> AP Human Geography	AP Gov 45.2520010 AP HuG 45.2770010
Grade 9	American Government	Semester 1 Average $\leq 80\%$	World History	45.0830000
		Semester 1 Average $\geq 80\%$ <b>OR</b> Unit Assessment Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	AP World History	45.0811010
	AP American Government	Semester 1 Average $\geq 80\%$ <b>OR</b> Unit Assessment Average $\geq 70\%$ <b>OR</b> Identification through AP Potential	AP World History	45.0811010
Grade 10	World History	Semester 1 Average $\leq 80\%$	US History	45.0810000
		Semester 1 Average $\geq 80\%$ <b>OR</b> Unit Assessment Average $\geq 80\%$ <b>OR</b> Identification through AP Potential	AP US History	45.0820010
	AP World History	Semester 1 Average is $< 80\%$ <b>OR</b> Unit Summative Assessment Average $< 70\%$	US History	45.0810000
		Semester 1 Average $\geq 80\%$ <b>OR</b> Unit Assessment Average $\geq 70\%$ <b>OR</b> Identification through AP Potential	AP US History	45.0820010
Grade 11	US History	Semester 1 Average $\leq 80\%$	Economics	45.0610001

		Semester 1 Average $\geq$ 80% <b>OR</b> Unit Assessment Average $\geq$ 80% <b>OR</b> Identification through AP Potential	AP Macro Economics OR AP Micro Economics	45.0620011 OR 45.0630011
	AP US History	Semester 1 Average is $<$ 80% <b>OR</b> Unit Summative Assessment Average $<$ 70%	Economics	45.0610001
		Semester 1 Average $\geq$ 80% <b>OR</b> Unit Assessment Average $\geq$ 70% <b>OR</b> Identification through AP Potential	AP Macro Economics OR AP Micro Economics	45.0620011 OR 45.0630011

**High School World Language Placement Guidelines for 2016-2017 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Grade 8 Beginning or Continuous WL Course or No WL Course	Average $<$ 70% for either of the two semesters OR No World Language Course	Level 1 WL Course	Chinese 62.0110000 French 60.0110000 German 61.0110000 Japanese 62.0310000 Latin 61.0410000 Spanish 60.0710000
	Grade 8 Continuous WL Course	Semester 1 Average $<$ 80%	Level 2 WL Course	Chinese 62.0120000 French 60.0120000 German 61.0120000 Japanese 62.0320000 Latin 61.0420000 Spanish 60.0720000
		Semester 1 Average $\geq$ 80%	Level 2 Honors WL Course	Chinese 62.0120040 French 60.0120040 German 61.0120040 Japanese 62.0320000 Latin 61.0420040 Spanish 60.0720040
Grades 9-11	Level 1 WL	Semester 1 Average $<$ 80%	Level 2 WL Course	Chinese 62.0120000 French 60.0120000 German 61.0120000 Japanese 62.0320000 Latin 61.0420000 Spanish 60.0720000
		Semester 1 Average $\geq$ 80%	Level 2 Honors WL Course	Chinese 62.0120040 French 60.0120040 German 61.0120040 Japanese 62.0320000 Latin 61.0420040 Spanish 60.0720040
	Level 2 WL	Semester 1 Average $<$ 80%	Level 3 WL Course	Chinese 62.0130000 French 60.0130000 German 61.0130000 Japanese 62.0330000

				Latin 61.0430000 Spanish 60.0730000
		Semester 1 Average $\geq$ 80%	Level 3 Honors WL Course	Chinese 62.0130040 French 60.0130040 German 61.0130040 Japanese 62.0330040 Latin 61.0430040 Spanish 60.0730040
Level 2 Honors WL		Semester 1 Average $<$ 80%	Level 3 WL Course	Chinese 62.0130000 French 60.0130000 German 61.0130000 Japanese 62.0330000 Latin 61.0430000 Spanish 60.0730000
		Semester 1 Average $\geq$ 80%	Level Honors 3 WL Course	Chinese 62.0130040 French 60.0130040 German 61.0130040 Japanese 62.0330040 Latin 61.0430040 Spanish 60.0730040
Level 3 WL		Semester 1 Average $<$ 80%	Level 4 WL Course	Chinese 62.0140000 French 60.0140000 German 61.0140000 Japanese 62.0340000 Latin 61.0440000 Spanish 60.0740000
		Semester 1 Average $\geq$ 80% <b>OR</b> Identification through AP Potential	Level 4 Honors WL Course OR AP Language Course	Chinese 62.0140040 French 60.0140040 German 61.0140040 Japanese 62.0340040 Latin 61.0440040 Spanish 60.0740040 AP Course*
Level 3 Honors WL		Semester 1 Average $<$ 80%	Level 4 WL Course	Chinese 62.0140000 French 60.0140000 German 61.0140000 Japanese 62.0340000 Latin 61.0440000 Spanish 60.0740000
		Semester 1 Average $\geq$ 80% <b>OR</b> Identification through AP Potential	Level 4 Honors WL Course OR AP Language Course	Chinese 62.0140040 French 60.0140040 German 61.0140040 Japanese 62.0340040

				Latin 61.0440040 Spanish 60.0740040 AP Course*
Level 4 WL	Semester 1 Average < 80%		Level 5 WL Course	Chinese 62.0150000 French 60.0150000 German 61.0150000 Japanese 62.0350000 Latin 61.0450000 Spanish 60.0750000
	Semester 1 Average ≥ 80% <b>OR</b> Identification through AP Potential		Level 5 Honors WL Course OR AP Language Course	Chinese 62.01500040 French 60.0150040 German 61.0150040 Japanese 62.0350040 Latin 61.0450040 Spanish 60.0750040
Level 4 Honors WL	Semester 1 Average < 80%		Level 5 WL Course	Chinese 62.0150000 French 60.0150000 German 61.0150000 Japanese 62.0350000 Latin 61.0450000 Spanish 60.0750000
	Semester 1 Average ≥ 80% <b>OR</b> Identification through AP Potential		Level 5 Honors WL Course OR AP Language Course	Chinese 62.01500040 French 60.0150040 German 61.0150040 Japanese 62.0350040 Latin 61.0450040 Spanish 60.0750040
AP Spanish Language Course	Semester 1 Average ≥ 70%		AP Spanish Literature and Culture Course	60.0780010

\*AP Language Course

AP Chinese Language: 62.0196010

AP French Language: 60.0170010

AP German Language: 61.0170010

AP Japanese: 62.0390010

AP Latin: 61.0480010

AP Spanish Language: 60.0770010

# CENTENNIAL HIGH SCHOOL COURSE OFFERINGS

## For the Academic School Year 2016 – 2017

### When using this catalog, please remember the following:

- **Course number** indicates the computer number of the course.
- **Term** indicates the length of the course.
- **Prerequisite** indicates certain courses that must be completed prior to the start of the course, that the course is restricted to certain grade levels, and/or that the student must make application to register for the course. *See FCS High School Placement guidelines for additional grade requirements.*
- **AP/Honors waivers** will be required to override teacher recommendations in instances when a student has not met the FCS High School Placement guidelines requirements.
- **Advanced Placement (AP)** is a program of college-level courses which gives high school students the opportunity to receive advanced placement and/or credit in college through successful completion of an exit examination. *Signing the “AP Commitment Statement” is required for all AP classes.*
- **Work-Based Learning (WBL)** is for juniors and seniors. Please see Mr. Robinson in I-18 for more information.
- **Virtual Classes** are courses students take online via either Fulton Virtual School or GA Virtual School. Virtual classes have specific beginning and ending dates which align with the school calendar. Each class has a specific syllabus the student needs to follow and keep up with every day. A virtual teacher monitors and evaluates the student’s classwork remotely and provides support upon student request. Please see your school counselor for more information.
- **College classes** are offered through the State of Georgia **Move On When Ready (MOWR)** program. MOWR is for students at accredited public or private high schools in the state of Georgia, and is operated in all school terms except summer. The program allows students to pursue postsecondary study at approved public and private colleges and technical colleges while receiving dual high school and college credit for courses successfully completed. Courses pursued by students under this program must come from the approved course directory which is supplied to high school counselors by the state. Courses are available only in the areas of the core graduation requirements for college preparatory students: English; Mathematics; Social Studies; Science; World Language. Students are required to complete the college’s online application by the Fulton County School District’s MOWR enrollment deadline of March 31st. The final deadline to submit all additional, supporting required documents to the college is May 1st.
- When **selecting elective courses**, we make every effort to accommodate all student requests. However, in order to maximize staffing allocations, there must be adequate demand for a course to be taught during a given school year. In instances where course demand is inadequate, we attempt to honor the alternate course request.
- **FCBOE Policy Section I - Instructional Program, Title: Grading & Reporting #IHA:** Students are expected to complete courses for which they are enrolled. If changes are necessary, they should be requested in writing by the parent/guardian within the first ten (10) school days of the course. All course changes must meet the following criteria: ***an FTE-eligible course is available for the student space is available in an already scheduled course the student’s graduation requirements can be met within four years be approved by the teacher and guidance counselor.*** Any parent not satisfied with the decision of the teacher and guidance counselor regarding course changes may contact the principal or his/her designee.

# COURSE DESCRIPTIONS

## LANGUAGE ARTS COURSES

<p><b>Course Name:</b> 9<sup>th</sup> Grade Literature and Composition  <b>Course Number:</b> 23.0610000 <span style="float: right;"><b>Term:</b> Year</span>  <b>Description:</b> Ninth Grade Literature and Composition is a study of literary genres. Students will continue to develop vocabulary and to apply effective reading strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.</p>
<p><b>Course Name:</b> 9<sup>th</sup> Literature and Composition Honors  <b>Course Number:</b> 23.0610040 <span style="float: right;"><b>Term:</b> Year</span>  <b>Prerequisites:</b> Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level including mandatory summer reading. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.  <b>Description:</b> Ninth Grade Literature and Composition is a study of literary genres. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.</p>
<p><b>Course Name:</b> 10<sup>th</sup> Grade Literature and Composition  <b>Course Number:</b> 23.0620000 <span style="float: right;"><b>Term:</b> Year</span>  <b>Description:</b> Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literature and informational texts to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, ad nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.</p>
<p><b>Course Name:</b> 10<sup>th</sup> Grade English Literature and Composition Honors  <b>Course Number:</b> 23.0620040 <span style="float: right;"><b>Term:</b> Year</span>  <b>Prerequisites:</b> Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level including mandatory summer reading. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.  <b>Description:</b> Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.</p>
<p><b>Course Name:</b> Gifted 10<sup>th</sup> Grade English Literature and Composition Honors  <b>Course Number:</b> 23.2620040 <span style="float: right;"><b>Term:</b> Year</span>  <b>Prerequisite:</b> Enrollment in TAG program  <b>Description:</b> Same description as 10<sup>th</sup> Grade Literature and Composition Honors.</p>
<p><b>Course Name:</b> American Literature and Composition  <b>Course Number:</b> 23.0510000 <span style="float: right;"><b>Term:</b> Year</span>  <b>Description:</b> American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse.</p>
<p><b>Course Name:</b> American Literature and Composition Honors  <b>Course Number:</b> 23.0510040 <span style="float: right;"><b>Term:</b> Year</span>  <b>Prerequisites:</b> Teacher recommendation. The honors level course has higher expectations and more</p>

rigorous coursework than the college preparatory level including mandatory summer reading. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse.

**Course Name: AP English Language and Composition (11<sup>th</sup> grade)**

**Course Number:** 23.0430012

**Term:** Year

**Prerequisites: (Application required)**

**Description:** The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Please note that there is required summer reading for this course.

**Course Name: AP English Literature and Composition (12<sup>th</sup> grade)**

**Course Number:** 23.0530010

**Term:** Year

**Prerequisites: (Application required)**

**Description:** The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Please note that there is required summer reading for this course.

**Course Name: World Literature and Composition**

**Course Number:** 23.0630001

**Term:** Semester

**Description:** World Literature and Composition is a **mandatory selective** course. It is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening speaking, and viewing.

**Course Name: Multicultural Literature**

**Course Number:** 23.0670001

**Term:** Semester

**Description:** Multicultural Literature is a **mandatory selective** course. Co-requisite with World Literature and Composition. Students must complete this course to meet graduation requirements. Multicultural Literature and Composition focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. Students will write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

**Course Name: College English**

**Course Number:** 23.0630400

**Term:** Year

**Prerequisites:** Students must apply and be admitted to Georgia Perimeter College to take this course. ***This course earns college credit through Georgia Perimeter College. See Mr. Absher in the Counseling Department for more information.***

**Description:** This course focuses on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.



<p><b>Course Name:</b> <b>Writer's Workshop</b> - Elective  <b>Course Number:</b> 23.0310001  <b>Description:</b> This course is designed to develop and stretch students' writing skills beyond the bounds of theoretical academic frame works. It offers opportunities for students to explore different writing genres: personal and commercial narrative, poetry/song lyrics, flash fiction, screen-play, and persuasive modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently and collaboratively to improve their writing. This course is recommended for students who thoroughly enjoy the writing process.</p>	<p><b>Term:</b> Semester</p>
<p><b>Course Name:</b> <b>SAT Prep</b> - Elective  <b>Course Number:</b> 35.0660001  <b>Prerequisites:</b> 11<sup>th</sup> or 12<sup>th</sup> graders only  <b>Description:</b> SAT Prep is a one semester elective. Students receive intense practice and instruction in the areas of problem solving and advanced grammar. Highly recommended for seniors for fall semester and juniors for spring semester</p>	<p><b>Term:</b> Semester</p>
<p><b>Course Name:</b> <b>Journalism 1/Newspaper</b> - Elective  <b>Course Number:</b> 23.0320000  <b>Prerequisites:</b> This class is open to 10<sup>th</sup>-12<sup>th</sup> graders and students must complete an application. See Ms. Wolfe-Cundiff in G65.  <b>Description:</b> Journalism I/Newspaper is an elective course available to students interested in all elements of journalism production. Students should have a personal interest in news and popular culture and should have a desire to publish work. Much of this class is taught in the journalism lab, which students are expected to use as a real-world work environment. Students will learn the tenants of journalism writing, journalism photography, and page layout design, often working collaboratively in peer newsroom groups. The class produces <i>The Accolade</i> throughout the year that will capture what is happening on and around the CHS campus, spotlight members of the school community, and reflect on trends that interest the student body. Above all, this is a writing course and it is expected that students will leave the course with writing and publishing skills that introduce them to the world of publishing.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> <b>Journalism 1/Annual (Yearbook)</b> - Elective  <b>Course Number:</b> 23.0320007  <b>Prerequisites:</b> This class is open to 10<sup>th</sup>-12<sup>th</sup> graders and students must complete an application. See Mr. Kent in G69.  <b>Description:</b> Journalism 1/Annual is a project based elective course culminating in the production of the school's annual yearbook. The course teaches students the basics in graphic design, journalism, and business management. Students use skill sets they learn in their core classes in real world applications to produce a 500+ page publication.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> <b>Journalism 1/Literary Magazine</b> - Elective  <b>Course Number:</b> 23.0320008  <b>Prerequisites:</b> This class is open to 10<sup>th</sup>-12<sup>th</sup> graders and students must complete an application. See Ms. Smith in G59.  <b>Description:</b> This elective course provides students with an opportunity to experiment with various forms of creative verbal and visual expression. Students gather and critique entries from the Centennial student body for publication of the literary magazine, <i>Avalon</i>. Some word processing or computer programming skills are required as well as an interest in the creative writing process.</p>	<p><b>Term:</b> Year</p>

## ESOL COURSES

<p><b>Course Name:</b> <b>9<sup>th</sup> Grade Lit/Comp Sheltered (ESOL)</b> – Core LA Credit  <b>Course Number:</b> 23.0610020  <b>Description:</b> This course focuses on the continuous development of grammar and usage. Process writing is introduced and comprehension skills are enhanced through continued use of reading strategies and through a variety of printed materials. Instruction is anchored in 9<sup>th</sup> grade English Language Arts CCGPS and instruction is differentiated with WIDA standards. <b><i>(Push-In classes are available based on demand and teacher availability.)</i></b></p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> <b>10<sup>th</sup> Grade Lit/Comp Sheltered (ESOL)</b> – Core LA Credit  <b>Course Number:</b> 23.0620020  <b>Description:</b> This course focuses on developing academic writing across various Language Arts platforms</p>	<p><b>Term:</b> Year</p>

and further strengthening grammar skills. Students will explore literary elements of fiction while enhancing comprehension skills through applying various reading strategies. English Language Arts CCGPS guide instruction and all five WIDA standards contribute to this course, particularly Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of Language Arts. ***(Push-In classes are available based on demand and teacher availability.)***

**Course Name:** 11<sup>th</sup> Grade American Lit/Comp Sheltered (ESOL) – Core LA Credit

**Course Number:** 23.0510020

**Term:** Year

**Description:** This course fulfills a graduation requirement for English, and familiarizes students with the ways in which events in American history affect literature and culture in the United States. Emphasis is placed on an understanding of major American works and its authors, continued development of vocabulary, and oral communication skills. Students employ a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. Students continue to strengthen their understanding and control of the rules of the English language. WIDA Standards are used to differentiate instruction based on English Language Arts CCGPS. ***(Push-In classes are available based on demand and teacher availability.)***

**Course Name:** World Lit/Comp Sheltered (ESOL) – Mandatory selective

**Course Number:** 23.0630021

**Term:** Semester

**Description:** This course will provide practice and opportunities to support and enhance comprehension skills by identifying evidence and main ideas in a variety of texts representative of different genres found in world literature. The students will employ a variety of writing genres to demonstrate a grasp of significant ideas in selected literary works throughout this course. This course will further students' understanding of proper English usage and control of grammar. WIDA standards are used to differentiate instruction based on the English Language Arts CCGPS. ***(Push-In classes are available based on demand and teacher availability.)***

**Course Name:** Multicultural Lit/Comp Sheltered (ESOL) – Mandatory selective

**Course Number:** 23.0670021

**Term:** Semester

**Description:** Co-requisite with World Literature and Composition. This course will provide practice and opportunities to support and enhance comprehension skills by identifying evidence and main ideas in a variety of texts representative of different genres found in world literature. The students will employ a variety of writing genres to demonstrate a grasp of significant ideas in selected literary works throughout this course. This course will further students' understanding of proper English usage and control of grammar. WIDA standards are used to differentiate instruction based on the English Language Arts CCGPS. ***(Push-In classes are available based on demand and teacher availability.)***

**Course Name:** Communication Skills I – Elective

**Course Number:** 55.0210000

**Term:** Year

**Description:** This course will focus on the acquisition of social and instructional language based on the five WIDA standards. The primary emphasis for this course includes building on the initial survival language skills as well as developing interpersonal communication skills while learning about various cultural characteristics of the United States.

**Course Name:** Communication Skills II – Elective

**Course Number:** 55.0220000

**Term:** Year

**Description:** This course is an expansion of Communication Skills I with emphasis upon proficiency Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of Language Arts. This course is designed for those English language learners who need further reinforcement to develop stronger reading and writing skills and who would not otherwise receive this specialized attention.

**Course Name:** Oral Communication in Content Areas – Elective

**Course Number:** 55.0240000

**Term:** Year

**Description:** This course supports and enhances oral/aural skills and references with five basic WIDA standards with emphasis on speaking skills in the content areas. Students will develop critical thinking skills by analyzing talks, speeches, and written communication.

**Course Name:** Reading and Listening in the Content Areas – Elective

**Course Number:** 55.0230000

**Term:** Year

**Description:** This course will provide activities and opportunities to enhance literacy and listening skills necessary for success in the content areas. Guided by the five WIDA standards, the focus will be on the acquisition of fundamental skills: primarily reading and writing reinforced by speaking and listening while developing vocabulary associated with designated themes.

**Course Name:** Writing in the Content Area

**Course Number:** 55.0250000

**Term:** Year

**Description:** The class will focus on refining writing skills following the WIDA standards. The focus will be on expository and persuasive writing, and may include note-taking, steps in the writing process, improving writing in focus and unity, and organization, idea development, mastering writing conventions, research and writing, and writing in specific content areas.

**Course Name: Study Skills 1 (Sheltered)**

**Course Number:** 35.0610020

**Term:** Year

**Description:** The Study Skills class provides focused instruction on time management, organization, and test-taking skills through research-based strategies. Students will develop an understanding of how to improve study habits based on their own learning modalities. During the second half of every class period, students will be able to complete assignments from other classes with teacher support. Study Skills is recommended for students enrolled in mostly Push-In/Team-Taught or General Education classes requiring additional support in the resource setting. This course can be taken at any language level, as appropriate. The course may be repeated.

## MATHEMATICS COURSES

**Course Name: GSE Algebra 1 (9<sup>th</sup> grade)**

**Course Number:** 27.0990000

**Term:** Year

**Description:** The fundamental purpose of Algebra 1 is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Algebra 1 uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name: GSE Accelerated Algebra 1 /Geometry A Honors (9<sup>th</sup> grade)**

**Course Number:** 27.0994040

**Term:** Year

**Prerequisites:** Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** The fundamental purpose of Accelerated Algebra 1 /Geometry A Honors is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Accelerated Algebra 1 /Geometry A Honors uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name: GSE Geometry Honors (9<sup>th</sup> grade)**

**Term:** Year

**Course Number:** 27.0991040

**Prerequisites:** GSE Algebra 1 (8<sup>th</sup> Grade): *The honors level course has the same coursework as the college preparatory level with students a minimum of one year ahead of track.*

**Course Name: GSE Geometry (10<sup>th</sup> grade)**

**Term:** Year

**Course Number:** 27.0991000

**Description:** The focus of Geometry on the coordinate plane is organized into 6 critical areas. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Algebra 1. Circles return with their quadratic algebraic representations on the

coordinate plane. The link between probability and data is explored through conditional probability. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name: GSE Accelerated Geometry B / Algebra 2 Honors (9<sup>th</sup> or 10<sup>th</sup> grade)**

**Course Number:** 27.0995040

**Term:** Year

**Prerequisites:** GSE Accelerated Algebra 1 and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** The focus of this course is organized into 10 critical areas. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Algebra 1. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name: GSE Algebra 2 Honors (9<sup>th</sup> or 10<sup>th</sup> grade)**

**Course Number:** 27.0992040

**Term:** Year

**Prerequisites:** GSE Geometry Honors: *The honors level course has the same coursework as the college preparatory level with students a minimum of one year ahead of track.*

**Course Name: GSE Algebra 2 (11<sup>th</sup> grade)**

**Course Number:** 27.0992000

**Term:** Year

**Description:** Students will analyze polynomial functions of higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

**Course Name: GSE Accelerated Pre-Calculus Honors (10<sup>th</sup> – 11<sup>th</sup> grade)**

**Course Number:** 27.0977040

**Term:** Year

**Prerequisites:** GSE Accelerated Geometry and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** Accelerated Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Course Name: GSE Pre-Calculus Honors (10<sup>th</sup> - 11<sup>th</sup> grade)**

**Course Number:** 27.0974040

**Term:** Year

**Prerequisite:** GSE Algebra 2 Honors and teacher recommendation: *The honors level course has the same coursework as the college preparatory level with students a minimum of one year ahead of track.*

**Course Name: GSE Pre-Calculus (12<sup>th</sup> grade)**

**Course Number:** 27.0974000

**Term:** Year

**Prerequisites:** GSE Algebra 2 and teacher recommendation.

**Description:** This is course designed to prepare students for calculus and similar college mathematics courses. It requires students to investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; find areas of triangles using trigonometric relationships; use sequences and series; understand and use vectors; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

**Course Name: GSE Math of Finance (12<sup>th</sup> grade)**

**Course Number:** 27.0870000

**Term:** Year

**Prerequisite:** GSE Algebra 2 and teacher recommendation. The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics. **This course may not meet the admission requirements for 4 year colleges in Georgia.**

**Course Name: GSE Mathematical Decision Making in Industry and Government (12<sup>th</sup> grade)**

**Course Number:** 27.086000

**Term:** Year

**Prerequisites:** GSE Algebra 2 and teacher recommendation. This course is modeled after operations and research courses.

**Description:** Mathematical Decision Making in Industry and Government allows students to explore decision making in a variety of industries such as: Airline - scheduling planes and crews, pricing tickets, taking reservations, and planning the size of the fleet; Pharmaceutical - R&D management; Logistics companies - routing and planning; Lumber and wood products - managing forests and harvesting timber; Local government - deployment of emergency services, and Policy studies and regulation - environmental pollution, air traffic safety, AIDS, and criminal justice policy. Students learn to focus on the development of mathematical models that can be used to model, improve, predict, and optimize real-world systems. These mathematical models include both deterministic models such as mathematical programming, routing or network flows and probabilistic models such as queuing, and simulation. **This course meets the requirements for admission to four-year colleges in Georgia.**

**Course Name: GSE Advanced Mathematical Decision Making (12<sup>th</sup> grade)**

**Course Number:** 27.0850000

**Term:** Year

**Prerequisites:** GSE Algebra 2 and teacher recommendation.

**Description:** This is a **fourth year mathematics course** designed to follow the completion of GSE Algebra 2 or Accelerated GSE Geometry Honors. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. Refer to the admissions office to determine if this course meets the requirements for admission to GA four-year colleges in Georgia.

**Course Name: AP Statistics**

**Course Number:** 27.0740010

**Term:** Year

**Prerequisites: (Application required)** GSE Algebra 2 and teacher recommendation.

**Description:** The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**Course Name: AP Calculus AB**

**Course Number:** 27.0720010

**Term:** Year

**Prerequisites: (Application required)** GSE Accelerated Pre-Calculus Honors or GSE Pre-Calculus Honors and teacher recommendation. Before studying calculus, all students should study math courses designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the

graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers  $0$ ,  $\pi/6$ ,  $\pi/4$ ,  $\pi/3$ ,  $\pi/2$ , and their multiples.

**Description:** AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**Course Name:** AP Calculus BC

**Course Number:** 27.0730010

**Term:** Year

**Prerequisites:** (*Application required*) GSE Accelerated Pre-Calculus Honors, GSE Pre-Calculus Honors, or AP Calculus AB and teacher recommendation. Before studying calculus, all students should study math courses designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers  $0$ ,  $\pi/6$ ,  $\pi/4$ ,  $\pi/3$ ,  $\pi/2$ , and their multiples.

**Description:** AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**Course Name:** College Calculus

**Term:** Year

**Calculus 2** 27.0770400 – First Semester (Georgia Tech Calculus II Math 1502)

**Calculus 3** 27.0750406 – Second Semester (Georgia Tech Calculus III Math 2401)

**Prerequisites:** Students must apply and be admitted to Georgia Tech to take these courses. Students must have taken AP Calculus and passed the AP Calculus exam as follows: AP Calculus AB with a score of 5 on the AP exam or AP Calculus BC with a score of 3 or higher on the AP exam. **These courses earn college credit through Georgia Tech. See Mr. Absher in the Counseling Department for more information.**

**Description:** The Calculus II course concludes the treatment of single variable calculus, and begins linear algebra—the linear basis of the multivariable theory. The Calculus III course involves multivariable calculus: Linear approximation and Taylor's theorems, Lagrange multiples and constrained optimization, multiple integration and vector analysis including the theorems of Green, Gauss and Stokes.

## SCIENCE COURSES

**Course Name:** Biology

**Course Number:** 26.0120000

**Term:** Year

**Description:** The Biology curriculum is designed to continue student investigations of the life sciences and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

**Course Name:** Biology Honors

**Course number:** 26.0120040

**Term:** Year

**Prerequisites:** Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** The Biology curriculum is designed to continue student investigations of the life sciences and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts

through experience in laboratories and field work using the processes of inquiry. Honors classes will complete an additional number of required labs.

**Course Name: Physical Science**

**Course Number:** 40.0110000

**Term:** Year

**Description:** The Physical Science curriculum is designed to continue student investigations of the physical sciences and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

**Course Name: Physical Science Honors**

**Course Number:** 40.0110040

**Term:** Year

**Prerequisites:** Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** The Physical Science curriculum is designed to continue student investigations of the physical sciences and provide students the necessary skills to have a richer knowledge base in physical science and prepare students for advanced chemistry and physics courses. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Students must have the ability to critically read and analyze information and perform algebraic manipulations easily. Honors classes will complete an additional number of required labs. **Students are required to complete an in-depth, individual literature review and research paper during the first semester.**

**Course Name: Chemistry**

**Course number:** 40.0510000

**Term:** Year

**Prerequisites:** Biology or Physical Science

**Additional information:** *Students who are enrolled in Chemistry should be on track to take Pre-Calculus and Physics the following school year.*

**Description:** The Chemistry curriculum is designed to continue student investigations of the physical sciences and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. This course covers the nature of matter and its classification, law of conservation of matter, modern atomic theory, the periodic table and properties of elements, kinetics, the kinetic-molecular theory, solutions, and acids and bases. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Students must have the ability to critically read and analyze information and perform algebraic manipulations easily.

**Course: Chemistry Honors**

**Course Number:** 40.05110040

**Term:** Year

**Prerequisites:** Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** The Chemistry curriculum is designed to continue student investigations of the physical sciences and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. This course covers the nature of matter and its classification, law of conservation of matter, modern atomic theory, the periodic table and properties of elements, kinetics, the kinetic-molecular theory, solutions, and acids and bases. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Students must have the ability to critically read and analyze information and perform algebraic manipulations easily. Honors classes will complete an additional number of required labs. **Students are required to complete an in-depth, individual literature review and research paper during the first semester.**

**Course: Environmental Science (11<sup>th</sup> grade)**

<p><b>Course Number:</b> 26.0611000</p> <p><b>Prerequisites:</b> Biology and Physical Science, Chemistry, or Physics</p> <p><b>Description:</b> The Environmental Science curriculum integrates the study of many components of our environment, including the flow of energy and the cycling of matter, the interconnection of all life, the stability and change in an ecosystem, conservation and resource allocation, and evaluation of human activity and technology. This curriculum is extensively performance; lab and field based and includes topics on human population growth and cultural revolutions, advent of environments concerns, fossil fuels, nuclear and alternative energies, air pollution and conservation, soil erosion and conservation, waste disposal and management, cycling of Earth's resources, interactions in bio systems.</p>	<p><b>Term:</b> Year</p>
<p><b>Course:</b> Earth Systems (12<sup>th</sup> grade)</p> <p><b>Prerequisites:</b> Biology and Physical Science, Chemistry, or Physics</p> <p><b>Course Number:</b> 26.0640000</p> <p><b>Description:</b> Earth Systems Science is designed to continue student investigations of Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> Physics</p> <p><b>Course Number:</b> 40.0810000</p> <p><b>Prerequisites:</b> Physical Science and Chemistry. <i>Students are required to take Pre-calculus concurrently with Physics.</i></p> <p><b>Description:</b> The Physics curriculum is designed to continue student investigations of the physical sciences and provide students the necessary skills to be proficient in physics. This course covers the full range of physics topics including mechanics, energy and thermodynamics, electricity, magnetism, waves, light, optics, and modern physics. The subjects are treated both conceptually and mathematically. In addition, extensive laboratory work is required including the writing of formal laboratory reports. This course provides the student with a fundamental background in physics and prepares them for a college level course in Physics.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> Forensic Science</p> <p><b>Course Number:</b> 40.0930000</p> <p><b>Description:</b> The Forensic Science curriculum is designed to build upon science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> Astronomy</p> <p><b>Course Number:</b> 40.0210000</p> <p><b>Prerequisites:</b> Biology, Chemistry, and Physical Science or Physics.</p> <p><b>Description:</b> This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> Human Anatomy and Physiology</p> <p><b>Course Number:</b> 26.0730000</p> <p><b>Prerequisites:</b> Biology and Chemistry</p> <p><b>Description:</b> The human anatomy and physiology curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body and essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Dissections are part of the curriculum and all students are expected to participate.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name:</b> AP Biology</p> <p><b>Course Number:</b> 26.0140010</p>	<p><b>Term:</b> Year</p>



**Prerequisites:** (*Application required*) Biology and Chemistry.  
**Additional information:** *Students who are taking this course during their **10<sup>th</sup> grade** year will be required to take Honors Chemistry concurrently with AP Biology.*  
**Description:** AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology, and interactions.

**Course Name: AP Chemistry**  
**Course Number:** 40.0530010 **Term:** Year  
**Prerequisites:** (*Application required*) Chemistry and Accelerated CCGPS Pre-Calculus  
**Description:** The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

**Course Name: AP Environmental Science**  
**Course number:** 26.0620010 **Term:** Year  
**Prerequisites:** (*Application required*) Biology, Chemistry, and Advanced Algebra  
**Description:** The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**Course Name: AP Physics 1**  
**Course Number:** 40.0830010 **Term:** Year  
**Prerequisites:** (*Application required*) Chemistry. *Students are required to take Pre-calculus concurrently with AP Physics 1.*  
**Additional information:** *Students who are taking this course during their **10<sup>th</sup> grade** year will be required to take Honors Chemistry concurrently with AP Physics 1.*  
**Description:** AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

**Course Name: AP Physics 2**  
**Course Number:** 40.0830011 and 40.0830012. **Term:** Year  
**Prerequisites:** (*Application required*) Physics or AP Physics 1. *Students are required to take Pre-calculus concurrently with AP Physics 2.*  
**Description:** AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

**Course Name: AP Physics C- Mechanics**  
**Course Number:** 40.0841010 **Term:** Year  
**Prerequisites:** (*Application required*) Physics or AP Physics 1. *Students are required to take Calculus concurrently with AP Physics C-Mechanics.*  
**Description:** AP Physics C- Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

## **SOCIAL STUDIES COURSES**

**Course Name: World History (10<sup>th</sup> grade)**  
**Course Number:** 45.0830000 **Term:** Year  
**Description:** The World History course provides students with a comprehensive, intensive study of major

events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

**Course Name: World History Honors**

**Course Number:**

**Term:** Year

**Prerequisite:** Teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** The World History course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

**Course Name: United States History (11<sup>th</sup> grade)**

**Course Number:** 45.0810000

**Term:** Year

**Prerequisites:** World History

**Description:** The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century.

**Course Name: AP Human Geography (9<sup>th</sup> or 12<sup>th</sup> grade)**

**Course Number:** 45.0770010

**Term:** Year

**Prerequisites: (Application Required)** Teacher recommendation.

**Description:** The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

**Course Name: AP World History**

**Course Number:** 45.0811010

**Term:** Year

**Prerequisites: (Application Required)**

**Description:** AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

**Course Name: AP United States History**

**Course Number:** 45.0820010

**Term:** Year

**Prerequisites: (Application Required)**

**Description:** AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

**Course Name: AP Economics**

**Term:** Year

**AP Microeconomics** 45.0630011 – First Semester

**AP Macroeconomics** 45.0620011 – Second Semester

**Prerequisites: (Application Required)**

**Description:** *AP Macroeconomics* is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. *AP Microeconomics*

is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

**Course Name: AP Government** **Term: Year**

**AP United States Government and Politics** 45.0520011 – First Semester

**AP Comparative Government and Politics** 45.0530011 – Second Semester

**Prerequisites: (Application Required)**

**Description:** *AP United States Government and Politics* introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. *AP Comparative Government and Politics* introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

**Course Name: AP Psychology**

**Course Number:** 45.0160010

**Term: Year**

**Prerequisites: (Application Required)**

**Description:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

**Course Name: American Government/Civics - Elective**

**Course Number:** 45.0570001

**Term: Semester**

**Description:** American Government/Civics provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

**Course Name: Model UN International Affairs - Elective**

**Course Number:** 45.0910002

**Term: Semester**

**Description:** Model United Nations (International Affairs) is an elective course designed to provide students with an opportunity to learn about the United Nations and the problems facing the international community. This course is different in its approach in that it requires the student not only to acquire information but also to apply that information via the utilization of several major global simulations. The goal of the course is to prepare young adults to become better-informed and practicing citizens of the global community.

**Course Name: Current Issues - Elective**

**Course Number:** 45.0120001

**Term: Semester**

**Description:** In this elective course, students will have the opportunity to study, in depth, major national and international issues that face the American people. Issues such as education reform, abuse of drugs, violence, attempts at censorship, foreign policy and the death penalty are among those that might be studied. Students will engage in discussions, role playing activities, debates, and other class activities. This course focuses heavily on active student participation.

**Course Name: Sociology (11<sup>th</sup> – 12<sup>th</sup> grade) - Elective**

**Course Number:** 45.0310003

**Term: Semester**

**Description:** Sociology is the scientific study of human social interaction. Students will explore the processes by which people form and interact within and between groups. Emphasis will also be placed on the functions and characteristics of the five main social institutions (family, education, religion, economy and government). As sociology is a science, students will be introduced to sociological research methods and use these methods to evaluate current findings and claims in the social sciences. Finally, students will define and explore current social issues and problems facing the world today.

**Course Name: Economics (12<sup>th</sup> grade) - Elective**

**Course Number:** 45.0610001

**Term:** Semester

**Prerequisites:** World History and United States History

**Description:** The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics.

## WORLD LANGUAGES COURSES

For the Class of 2012 and beyond, students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same world language. Many universities now require more than the two basic years as evidence of academic achievement.

**Course Name:** French I

**Course Number:** 60.0110000

**Term:** Year

**Description:** Beginning level French is designed to introduce students to the French language and the culture of French-speaking peoples. Students will use the four language skills listening, speaking, reading and writing to attain proficiency and the ability to communicate in French. Major topics include: Introduction to the French alphabet and French pronunciation; familiar words and phrases; greetings; family & friends; numbers & time; days of the week & dates; weather/seasons; food/meals; city life; shopping; leisure time activities; French culture.

**Course Name:** French II

**Course Number:** 60.0120000

**Term:** Year

**Prerequisites:** French I

**Description:** French II emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use. Major topics include: French pronunciation; money & shopping; school & education; daily activities & house duties; jobs & professions; nature & environment; leisure activities; health; sports & transportation; French culture.

**Course Name:** French II Honors

**Course Number:** 60.0120040

**Term:** Year

**Prerequisites:** French I and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** This course continues emphasis on oral proficiency and fluency, increases emphasis on reading comprehension in the language and on controlled composition, and expects distinct growth in vocabulary and sentence patterns for functional use. Major topics include: money & shopping; school & education; daily activities, house duties; jobs & professions; leisure activities; nature & environment; medical/dental care; sports & transportation; clothing & personal appearance; French culture.

**Course Name:** French III

**Course Number:** 60.0130000

**Term:** Year

**Prerequisites:** French II

**Description:** French III emphasizes advanced structures of the language through a thorough practice in reading, writing, speaking and listening. Major topics include: time & weather; family & friends, relationships; food and restaurants; money & shopping; school & education; daily and leisure-time activities; service & repairs; clothing & personal appearance; transportation; vacation & travel; art and music; Francophone culture.

**Course Name:** French III Honors

**Course Number:** 60.0130040

**Term:** Year

**Prerequisites:** French II and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** French III Honors emphasizes advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. Major topics include: time & weather; family &

friends / relationships; food and restaurants, money & shopping; school & education; daily & leisure time activities; describing oneself, service & repairs, clothing & personal appearance, transportation; vacation & travel, creation of a class newspaper or magazine utilizing the topics listed above; French culture.

**Course Name: French IV**

**Course Number:** 60.0140000

**Term:** Year

**Prerequisites:** French III

**Description:** French IV is an advanced course designed for students continuing from French III. Student skills will be demonstrated and assessed via a variety of activities including, but not limited to, essays, skits, projects, web activities and video/audio recordings. Major topics include: travel; current affairs; music; culture segments; careers; writing enhancement; relationships; French culture; francophone world.

**Course Name: French 4 Honors**

**Course Number:** 60.0140040

**Term:** Year

**Prerequisites:** French III and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** French IV Honors is conducted entirely in French and emphasizes a high level of facility of advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. Skills will be demonstrated and assessed via a variety of activities including, but not limited to, essays, skits, projects, web activities and video/audio recordings. This course is geared to prepare students for the rigors of the AP French Language course. Major topics include: Children's literary themes; visual arts; literary selections; current events; daily life; writing enhancement; French culture.

**Course Name: French V Honors**

**Course Number:** 60.0160040

**Term:** Year

**Prerequisite:** French IV and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** French V Honors is conducted entirely in French and emphasizes a high level of facility of advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. This course integrates a systematic review of concepts learned in the first four years of French. Continued emphasis is placed upon communicative skills and cultural information. Major topics include: careers; music; film and theater; art; various kinds of media; French culture.

**Course Name: AP French Language**

**Course Number:** 60.0170010

**Term:** Year

**Prerequisites:** (*Application Required*) French IV or V

**Description:** The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Course Name: Spanish I**

**Course Number:** 60.0710000

**Term:** Year

**Description:** This beginning level Spanish course is designed to introduce students to the Spanish language and culture of Spanish-speaking peoples. Students will use the four language skills listening, speaking, reading and writing to attain proficiency and ability to communicate in Spanish. Major Topics: Spanish pronunciation, greetings & common expressions, family & school, time, shopping/purchases, food/meals & celebrations, house/locations, beach activities, leisure time activities, transportation, Spanish culture.

**Course Name: Spanish II**

**Course Number:** 60.0720000

**Term:** Year

**Prerequisites:** Spanish I

**Description:** The objective of this course is to continue development in the four basic skills of communication in Spanish: listening comprehension, reading, speaking, and writing in order to promote an appreciation and understanding of the Spanish-speaking people, their culture and civilization. Major Topics include: Spanish pronunciation, greetings & introductions, conversational starters, shopping, food/meals, celebrations, house/neighborhood, beach activities, weather; school, leisure time activities, travel, Spanish culture.

**Course Name: Spanish II Honors**

**Course Number:** 60.0720040

**Term:** Year

**Prerequisites:** Spanish I and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** This class moves at an accelerated pace and integrates a systematic review of first year concepts along with the new second year material. Continued emphasis upon communication skills is stressed. As this class is taught almost exclusively in Spanish, honors students are expected to use Spanish as the primary means of communication. This course continues the development of listening comprehension, reading, speaking and writing skills in order to promote an appreciation and understanding of the Spanish-speaking people, their culture and civilization.

**Course Name: Spanish III**

**Course Number:** 60.0730000

**Term:** Year

**Prerequisites:** Spanish II

**Description:** This course integrates a systematic review of first and second year concepts with third year materials. Continued emphasis on communicative skills is stressed. Integration of cultural information pertaining to the designated topics of this course occurs in skill areas where appropriate. Major topics: Spanish pronunciation, vacations & hobbies, health & diet, urban life & culture/music, geography & politics/citizenship, clothing & celebrations, occupations, job search/interviews, trade & industry of Latin America, Spanish culture.

**Course Name: Spanish III Honors**

**Course Number:** 60.0730040

**Term:** Year

**Prerequisites:** Spanish II and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** This course integrates material and skills from Spanish I and II with the new third year concepts and vocabulary, at an accelerated pace. Integration of cultural information pertaining to the designated topics occurs where appropriate. Major topics: Weekend activities & vacations, healthful eating & applying for a job, personal interests and hobbies; geography & culture; clothing & celebrations; music of the youth; Spanish influence in North America; Spanish art and handcrafts; trade and industry of Latin America; students participate in and create additional communicative activities based on the unit topics which require additional target language research.

**Course Name: Spanish IV**

**Course Number:** 60.0740000

**Term:** Year

**Prerequisites:** Spanish III

**Description:** This course is primarily a culture and conversation class, with the class being conducted almost entirely in Spanish. Continued emphasis is on communicative skills. Students are encouraged to be able to understand and use the target language, both orally and written. Literary works related to social issues & communities, as well as cultural roles is presented. The students are exposed to various and diverse Hispanic & Spanish Literature, media, music, culture, idiomatic expressions, current affairs, among others topics. Some activities include Internet Web Quests, picture sequence, portfolios, performance based assessments and alternate assessments, etc.

**Course Name: Spanish IV Honors**

**Course Number:** 60.0740040

**Term:** Year

**Prerequisites:** Spanish III and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** Spanish IV Honors is conducted entirely in Spanish and emphasizes a high level of facility of advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. This advanced level Spanish course is designed to help students master the four language skills listening, speaking, reading and writing while learning about the culture of the Spanish speaking world. Cultural information pertaining to the topics of this course is included where appropriate. Music and art from Spanish speaking countries are included and some literature will be introduced. The topical content provides a springboard for communication practice and the incorporation of supplemental materials. Major topics: Children's literary themes, visual arts, literary selections, current events, daily life, writing enhancement.

**Course Name: Spanish V Honors**

**Course Number:** 60.0750040

**Term:** Year

**Prerequisites:** Spanish IV and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** Spanish V Honors is conducted entirely in Spanish and emphasizes a high level of facility of advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. This course integrates a systematic review of first through fourth year concepts. Continued emphasis on communication skills is stressed, and integration of cultural information pertaining to the designated topics of this course occurs in skill areas where appropriate. Emphasis is placed on sharpening speaking, listening, reading and writing skills in preparation for college placement.

**Course Name: Workplace Spanish – Legal & Medical Interpreter**

**Course Number:** 60.0715000

**Term:** Year

**Prerequisites:** Spanish IV

**Description:** In Workplace Spanish, students learn specific vocabulary and phrases related to the work environment in such concerns as work safety, security, and simple directions appropriate to communicating with employees whose first language is Spanish. Emphasis is placed on oral and listening applications of the language in the workplace, especially as a means of effecting better functional cross-communication between English and Spanish speakers.

**Course Name: AP Spanish Language**

**Course Number:** 60.0770010

**Term:** Year

**Prerequisites:** (*Application Required*) Spanish IV or V

**Description:** The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Course Name: German I**

**Course Number:** 61.0110000

**Term:** Year

**Description:** Beginning level German is designed to introduce students to the German language and the culture of German-speaking peoples. Students will use the four language skills listening, speaking, reading and writing to attain proficiency and the ability to communicate in German. Major topics include: German pronunciation; greetings, alphabet & numbers; family & house; days of the week & time; youth activities & school life; weather & shopping; ordering food; special occasions; hobbies & sports; German culture.

**Course Name: German II**

**Course Number:** 61.0120000

**Term:** Year

**Prerequisites:** German I

**Description:** German II emphasizes oral fluency and expects distinct growth in vocabulary and sentence

patterns for functional use. Major topics include: Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.

**Course Name: German II Honors**

**Course Number:** 61.0120040

**Term:** Year

**Prerequisites:** German I and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** German II Honors emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use, at an accelerated pace. Major topics include: Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.

**Course Name: German III Honors**

**Course Number:** 61.0130040

**Term:** Year

**Prerequisites:** German II or German II Honors and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** German III Honors emphasizes advanced structures of the language through a thorough practice in reading, writing, speaking and listening, at an accelerated pace. Major topics include: offering & accepting gifts; inquiring about prices & travel arrangements; obtaining information, identifying people; sequencing events & expressing wishes; describing daily routines; inquiring about details; asking & giving directions; expressing preferences/politeness; describing talents & abilities and current situations; developing & supporting an argument; proposing solutions to problems; comparing cultural trends over time; creation of a class newspaper or magazine; German culture.

**Course Name: German IV Honors**

**Course Number:** 61.0140040

**Term:** Year

**Prerequisites:** German III or German III Honors and teacher recommendation. The honors level course has higher expectations and more rigorous coursework than the college preparatory level. Honors classes will move at a faster pace, require more independent study, and cover topics in greater depth. Characteristics of an honors student include: adequate ability level, a strong sense of responsibility, heightened motivation, and desire to excel. The honors student should also continually apply himself or herself in order to maintain his or her position in the honors program.

**Description:** German IV Honors is conducted entirely in German and emphasizes a high level of facility of advanced structures of the language through intensive, fast-paced practice in reading, writing, speaking and listening. Skills will be demonstrated and assessed via a variety of activities including, but not limited to, essays, skits, projects, web activities and video/audio recordings. This course is geared to prepare students for the rigors of the AP German Language course. Major topics include: Children's literary themes, visual arts, literary selections, current events, daily life, writing enhancement, and German culture.

**Course Name: AP German Language**

**Course Number:** 61.0170010

**Term:** Year

**Prerequisites:** *(Application Required)* German IV

**Description:** The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## **TALENTED AND GIFTED (TAG)**

The TAG Program has numerous participation options for gifted students including seminars, individual projects, TAG Directed Study, TAG Career Internships, and Advanced Placement courses.

**Course Name: Gifted Participation**

**Course Number**



9 <sup>th</sup>	70.2330008
10 <sup>th</sup>	70.2330009
11 <sup>th</sup>	70.2340008
12 <sup>th</sup>	70.2340009

**Prerequisites:** Enrollment in TAG program

**Description:** Students will receive Gifted Participation if they participate and complete one of the following TAG services:

- Seminar
- AP Class or GT Math or College English
- Directed Studies
- Internship
- Independent Project

Student must participate and complete at least one of the services during one semester each year to receive the course on their transcript.

**Course Name: TAG Directed Study (11<sup>th</sup> – 12<sup>th</sup> grade)**

<b>First Year Directed Study</b> 70.2320000- Yearlong 70.2320001- Fall Semester 70.2320002- Spring Semester	<b>Second Year Directed Study</b> 70.2330000- Yearlong 70.2330001- Fall Semester 70.2330002- Spring Semester
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**Prerequisites: (Application & Interview)** Application can be obtained in the TAG office and must be approved by the TAG teacher coordinating directed studies. Directed Studies may be taken in all academic areas. Student and teacher will write a curriculum contract that lists goals, objectives, and requirements. Students must have a signed Directed Study sheet.

**Description:** The Gifted Directed Study, an elective course for gifted students, provides for carefully designed research experiences for individual TAG students under the supervision of a TAG teacher. The course is designed to encourage the development of the whole student as a researcher and problem solver. In collaboration with a TAG teacher, the student defines and schedules the directed study by contract. The majority of contract objectives are derived from the analysis, synthesis, and evaluation levels of Bloom's Taxonomy, and the processes employed include the major elements of Treffinger's creative problem solving techniques.

**Course Name: TAG Career Internship (11<sup>th</sup> – 12<sup>th</sup> grade)**

<b>First Year Internship</b> 70.2210000- Yearlong 70.2210001- Fall Semester 70.2210002- Spring Semester	<b>Second Year Internship</b> 70.2220000- Yearlong 70.2220001- Fall Semester 70.2220002- Spring Semester
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**Prerequisites:** Approval of TAG teacher and completion of the seminar "Hire Me!"

**Description:** The TAG Career Internship Advisor will match students with professionals in a career area of interest. While selecting an internship site for a student, TAG Career Internship Advisors must take into consideration availability of sites, the qualifications of individual students, the drive radius of individual students, and the needs of all students in the program. By participating during one or two class periods, students will engage in professional occupational experiences for elective credit on a non- paid basis.

## **CAREER TECHNOLOGY PATHWAYS**

### **AUDIO-VIDEO TECHNOLOGY & FILM**

**Course Name: Audio-Video Technology and Film**

**Course Number:** 10.5181000

**Term:** Year

**Prerequisites:** None

**Description:** This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses. **Extracurricular productions are a requirement in this program.**

**Course Name: Audio-Video Technology and Film II****Course Number:** 10.5191000**Term:** Year**Prerequisites:** Audio & Video Technology & Film

**Description:** This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. *Extracurricular productions are a requirement in this program.*

**Course Name: Audio-Video Technology and Film III (Required for pathway completion)****Course Number:** 10.5201000**Term:** Year**Prerequisites:** Audio & Video Technology & Film II

**Description:** This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. *Extracurricular productions are a requirement in this program.*

**Course Name: Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)****See Ms. Robinson I-18****Prerequisite: (Application Required)**

## BUSINESS FINANCIAL SERVICES

**Course Name: Introduction to Business & Technology****Course Number:** 07.4413000**Term:** Year

**Description:** Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, Banking, and Insurance pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

**Course Name: Financial Literacy****Course Number:** 07.4260000**Term:** Year**Prerequisites:** Introduction to Business and Technology

**Description:** This course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical

concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Financial Literacy is the second course in the Financial Services pathway.

**Course Name: Banking, Investing, & Insurance** *(Required for pathway completion)*

**Course Number:** 07.4310000

**Term:** Year

**Prerequisites:** Financial Literacy

**Description:** Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Banking, Investing, & Insurance is the third course in the Financial Services pathway.

**Course Name: Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)**

*See Ms. Robinson I-18*

**Prerequisite: (Application Required)**

## WEB DEVELOPMENT

**Course Name: Introduction to Digital Technology**

**Course Number:** 11.4150000

**Term:** Year

**Description:** Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.

**Course Name: Computer Science Principles**

**Course Number:** 11.4710000

**Term:** Year

**Prerequisites:** Introduction to Digital Technology

**Description:** Computer Science Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these

computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the Web Development pathway.

**Course Name: AP Computer Science Principles\***

**Course Number:** 11.0190000

**Term:** Year

**Prerequisites:** *(Application Required)*

**Description:** AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. AP Computer Science Principles is the second course in the Web Development pathway.

**\*AP Computer Science Principles can be taken as a stand-alone elective.**

**Course Name: Web Development** *(Required for pathway completion)*

**Course Number:** 11.4250000

**Term:** Year

**Prerequisites:** Computer Science Principles or AP Computer Science Principles

**Description:** This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services. This course will also allow students to learn about content management systems, client side languages, server side languages, and database concepts. The course is designed to give students foundational knowledge of "front-end" and "back-end" development to address the presentation and data access layers of web site development. Web Development is the third course in the Web Development pathway. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Computer Science Principles. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career area.

**Course Name: Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)**

*See Ms. Robinson I-18*

**Prerequisite:** *(Application Required)*

## GAME DESIGN

**Course Name: Introduction to Digital Technology**

**Course Number:** 11.4150000

**Term:** Year

**Description:** Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.

**Course Name: Computer Science Principles**

**Course Number:** 11.4710000

**Term:** Year

**Prerequisites:** Introduction to Digital Technology

**Description:** Computer Science Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content,

practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the Game Design pathway.

**Course Name: AP Computer Science Principles\***

**Course Number:** 11.0190000

**Term:** Year

**Prerequisites:** *(Application Required)*

**Description:** AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. AP Computer Science Principles is the second course in the Game Design pathway.

**\*AP Computer Science Principles can be taken as a stand-alone elective.**

**Course Name: Game Design: Animation & Simulation** *(Required for pathway completion)*

**Course Number:** 11.4290000

**Term:** Year

**Prerequisites:** Computer Science Principles or AP Computer Science Principles

**Description:** Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and a number of other important career options. Schools offering this program can provide a foundation of traditional drawing, illustration, and art courses to make way for the 2D and 3D animation, storytelling, character development, audio, and game technology.

**Course Name: Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)**

**See Ms. Robinson I-18**

**Prerequisite:** *(Application Required)*

## COMPUTER SCIENCE

**Course Name: Introduction to Digital Technology**

**Course Number:** 11.4150000

**Term:** Year

**Description:** Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students.

**Course Name: Computer Science Principles**

**Course Number:** 11.4710000

**Term:** Year

**Prerequisites:** Introduction to Digital Technology

**Description:** Computer Science Principles is an intellectually rich and engaging course that is focused on

building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the Computer Science pathway.

**Course Name: AP Computer Science Principles\***

**Course Number:** 11.0190000

**Term:** Year

**Prerequisites: (Application Required)**

**Description:** AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. AP Computer Science Principles is the second course in the Computer Science pathway.

**\*AP Computer Science Principles can be taken as a stand-alone elective.**

**Course Name: AP Computer Science A\*** (Required for pathway completion)

**Course Number:** 11.0160010

**Term:** Year

**Prerequisites: (Application Required)** Computer Science Principles. Students should be comfortable with functions and the concepts found in the uses of function notation, such as  $f(x) = x + 2$  and  $f(x) = g(h(x))$ . It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

**Description:** AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

**\*AP Computer Science A can be taken as a stand-alone elective.**

**Course Name: Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)**

*See Ms. Robinson I-18*

**Prerequisite: (Application Required)**

## ENGINEERING & TECHNOLOGY

**Course Name: Foundations of Engineering Technology**

**Course Number:** 21.4250000

**Term:** Year

**Description:** The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM.

**Course Name: Engineering Concepts**

**Course Number:** 21.4710000

**Term:** Year

**Prerequisites:** Foundations of Engineering Technology

**Description:** Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.

**Course Name: Engineering Applications**

**Course Number:** 21.4720000

**Term:** Year

**Prerequisites:** Engineering Concepts

**Description:** Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering.

**Course Name:** Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)

*See Ms. Robinson I-18*

**Prerequisite:** (Application Required)

## FOOD & NUTRITION

**Course Name:** Food, Nutrition and Wellness

**Course Number:** 20.4161000

**Term:** Year

**Description:** Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.

Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**Course Name:** Food for Life

**Course Number:** 20.4140000

**Term:** Year

**Prerequisites:** Food, Nutrition and Wellness

**Description:** Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

**Course Name:** Food Science (Required for pathway completion)

**Course Number:** 20.4181000

**Term:** Year

**Prerequisites:** Food for Life

**Description:** Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world. Related careers will be explored.

**Course Name:** Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)

*See Ms. Robinson I-18*

**Prerequisite:** (Application Required)

## HEALTH SCIENCE: THERAPEUTIC SERVICES

**Course Name:** Introduction to Healthcare Science

**Course Number:** 25.5210000

**Term:** Year

**Description:** Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

**Course Name:** Essentials of Healthcare

**Course Number:** 25.4400000

**Term:** Year

**Prerequisites:** Introduction to Healthcare Science

**Description:** Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

**Course Name: Allied Health and Medicine\*** (Required for pathway completion)

**Course Number:** 25.4370000

**Term:** Year

**Prerequisites:** Essentials of Healthcare

**Description:** This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

**Course Name: Emergency Medical Responder\*** (Required for pathway completion)

**Course Number:** 25.4500000

**Term:** Year

**Prerequisites:** Essentials of Healthcare

**Description:** The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally-Recognized Body (American Heart Association or Red Cross, etc.).

**Course Name: Medical Services Internship (12<sup>th</sup> grade)**

*See Ms. Cochrane F-40*

**Course Number:** 25.5260000

**Prerequisite:** (*Application Required*) Introduction to Healthcare Science Technology, Essentials of Healthcare, and Emergency Medical Responder, or Allied Health & Medicine.

**Description:** This internship of experiences in hospital, medical, dental, physical therapy and/or veterinary offices reinforce learning in the classroom. Students are at the clinical sites three to four days/week and are in the classroom one to two days/week to earn additional certifications in oxygen administration, blood borne pathogens, and HIPPA. Students must provide their own transportation to and from clinical sites.

**\*Students can choose either Allied Health & Medicine OR Emergency Medical Responder to complete the Health Science: Therapeutic Services Pathway**

## JROTC/Army

**Course Name: JROTC Army Leadership Education Training I**

**Course Number:** 28.0310000

**Term:** Year

**Description:** Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21<sup>st</sup> Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.



**Course Name: JROTC Army Leadership Education Training III\*****Course Number:** 28.0330000**Term:** Year**Prerequisites:** JROTC II

**Description:** This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

**Course Name: JROTC Army Leadership Education Training IV****Course Number:** 28.0340000**Term:** Year**Prerequisites:** JROTC III

**Description:** Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21<sup>st</sup> Century leadership responsibilities. This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

*\*JROTC II and JROTC III can be taken concurrently.*

## LAW ENFORCEMENT SERVICES/FORENSIC SCIENCE

**Course Name: Introduction to Law, Public Safety, Corrections, and Security****Course Number:** 43.4500000**Term:** Year

**Description:** Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

**Course Name: Criminal Justice Essentials****Course Number:** 43.4510000**Term:** Year**Prerequisites:** Introduction to Law, Public Safety, Corrections, and Security

**Description:** Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

**Course Name: Forensic Science and Criminal Investigations** *(Required for pathway completion)***Course Number:** 43.4520000**Term:** Year**Prerequisites:** Criminal Justice Essentials

**Description:** Forensic Science and Criminal Investigations is a course designed to contextualize scientific principles within the career studies of students interested in criminal justice. The course will utilize scientific equipment; therefore, instructors should have access to a science lab if their Career and Technical Education lab is not equipped. Students will study the forensic application of principles of chemistry, biology, physics and other disciplines. Students will utilize chromatography, electrophoresis, microscopic observation, and other scientific techniques in their studies. Students will also learn some investigative techniques and crime scene investigation skills through the lens of the scientific method.

**Course Name: Work-Based Learning (11<sup>th</sup> – 12<sup>th</sup> grade)***See Ms. Robinson I-18***Prerequisite:** *(Application Required)*

## **FINE ART ELECTIVES**

### **ART**

<p><b>Course Name: Introduction to Art</b> <b>Course Number:</b> 50.0211001 <b>Description:</b> This semester long introductory course establishes a standard and consistent foundation in the discipline of visual art. Students will be introduced to all aspects of visual art including but not limited to art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. There are no required prerequisites for this course.</p>	<b>Term:</b> Semester
<p><b>Course Name: Ceramics I</b> <b>Course Number:</b> 50.4411001 <b>Prerequisites:</b> Introduction to Art <b>Description:</b> This semester long course in ceramics covers the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course.</p>	<b>Term:</b> Semester
<p><b>Course Name: Ceramics II</b> <b>Course Number:</b> 50.0412001 <b>Prerequisites:</b> Introduction to Art and Ceramics I <b>Description:</b> This semester long course provides in-depth work with clay beyond that of Ceramics 1. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice. Students will continue to investigate ceramics from around the world and throughout time.</p>	<b>Term:</b> Semester
<p><b>Course Name: Ceramics III</b> <b>Course Number:</b> 50.0413001 <b>Prerequisites:</b> Introduction to Art, Ceramics I, and Ceramics II <b>Description:</b> This semester long advanced course provides in-depth work with clay. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres.</p>	<b>Term:</b> Semester
<p><b>Course Name: Ceramics IV</b> <b>Course Number:</b> 50.0414001 <b>Prerequisites:</b> Introduction to Art, Ceramics I, Ceramics II, and Ceramics III <b>Description:</b> This semester long advanced course provides in-depth work with clay. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio.</p>	<b>Term:</b> Semester
<p><b>Course Name: Drawing and Painting I</b> <b>Course Number:</b> 50.0313001 <b>Prerequisites:</b> Introduction to Art <b>Description:</b> This semester length course instructs students in fundamental drawing skills and prepares them to make the transition to painting. Course work builds on drawing skills introduced in Introduction to Art. Drawing approaches include contour, value to model form, gesture, perspective and color; students work with drawing media such as pencil, charcoal, conte, oil pastels. Art history, criticism and aesthetics are incorporated with studio production of drawings and paintings.</p>	<b>Term:</b> Semester
<p><b>Course Name: Drawing and Painting II</b> <b>Course Number:</b> 50.0314001 <b>Prerequisites:</b> Introduction to Art and Drawing and Painting I <b>Description:</b> This semester long course develops fundamental painting skills and continues to strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of media and techniques. Students will work in watercolor, acrylics and oils. Art history, criticism, and aesthetics are incorporated with studio production of drawings and paintings.</p>	<b>Term:</b> Semester
<p><b>Course Name: Drawing and Painting III</b> <b>Course Number:</b> 50.0321001 <b>Prerequisites:</b> Introduction to Art, Drawing &amp; Painting I, and Drawing &amp; Painting II <b>Description:</b> This semester long course continues to develop painting skills and strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of media and techniques. Students begin working on creating a unique artistic style and developing a portfolio. <b><i>This is considered a</i></b></p>	<b>Term:</b> Semester

<b>Pre-AP Drawing Portfolio class.</b>	
<b>Course Name: Drawing and Painting IV</b> <b>Course Number:</b> 50.0322001 <b>Prerequisites:</b> Introduction to Art, Drawing & Painting I, Drawing & Painting II, and Drawing & Painting III <b>Description:</b> This advanced semester long course continues to develop painting skills and strengthen composition and drawing skills. Students work on creating a unique artistic style and develop a portfolio of work for future career or college. <b><i>This is considered a Pre-AP Drawing Portfolio class.</i></b>	<b>Term:</b> Semester
<b>Course Name: Photography I</b> <b>Course Number:</b> 50.0711001 <b>Prerequisites:</b> Introduction to Art <b>Description:</b> This semester long course is an introduction to black and white photography and darkroom processing. Students will construct their own pinhole camera, take photos, and develop photos in the darkroom creating a photographic portfolio as they learn the technical and artistic aspects of photography. A brief introduction to digital photography will be included. Photo history, critiques of photos, aesthetics and design will be addressed throughout the semester. Students will have assignments to make some photos at home and keep a visual journal. Students will provide their own light sensitive paper which can be purchased in bulk for a discount.	<b>Term:</b> Semester
<b>Course Name: Photography II</b> <b>Course Number:</b> 50.0712001 <b>Prerequisites:</b> Introduction to Art and Photography I <b>Description:</b> Is a semester long course that builds on basic skills and darkroom techniques learned in Photo Design I. Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, they develop and print images from black and while film and refine their darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and a brief introduction to digital photography.	<b>Term:</b> Semester
<b>Course Name: Photography III</b> <b>Course Number:</b> 50.0713001 <b>Prerequisites:</b> Introduction to Art, Photography I, and Photography II <b>Description:</b> Is a semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All art work created in this class becomes the property of the student. <b><i>This is considered a Pre-AP Photo class.</i></b>	<b>Term:</b> Semester
<b>Course Name: Photography IV</b> <b>Course Number:</b> 50.714001 <b>Prerequisites:</b> Introduction to Art, Photography I, Photography II, and Photography III <b>Description:</b> Is an advanced semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will create a portfolio of prints in the form of a concentration. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All art work created in this class becomes the property of the student. <b><i>This is considered a Pre-AP Photo class.</i></b>	<b>Term:</b> Semester
<b>Course Name: Art History I</b> <b>Course Number:</b> 50.0911001 <b>Description:</b> Art History I is the study of paintings, sculpture, architecture, and various minor art forms from the Paleolithic to the Late International Gothic eras. Aesthetics and art criticism will be incorporated into the course.	<b>Term:</b> Semester
<b>Course Name: Art History II</b> <b>Course Number:</b> 50.0912001 <b>Prerequisites:</b> Art History I <b>Description:</b> Art History II is the study of painting, sculpture, architecture, and various minor art forms from the Early Renaissance to Contemporary eras. Aesthetics and art criticism are incorporated into the course.	<b>Term:</b> Semester
<b>Course Name: AP Art History</b> <b>Course Number:</b> 50.0921000 <b>Prerequisites: (Application Required)</b> Art History I and Art History II <b>Description:</b> The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set	<b>Term:</b> Year

of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

**Course Name: AP Studio Art**

The AP Studio Art Program consists of three portfolios: 2-D Design, 3-D Design and Drawing corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios.

Course Name	Course Number	Term
AP Drawing Portfolio	50.0811000	Year
AP Two-Dimensional Design Portfolio	50.0813000	Year
AP Three-Dimensional Design Portfolio	50.0814000	Year

**Prerequisites (Application Required)** At least three art classes, including Introduction to Art

**Description:** The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. ***AP Studio Art is not based on a written examination. Instead, candidates submit a portfolio of work for evaluation in early May.***

## THEATRE

**Course Name: Acting I**

**Course Number:** 52.0610000

**Term:** Year

**Description:** This is a year-long introduction to acting class. Beginning actors will be exposed to several different performance styles and methods which will improve their performance skills. This course uses theatre to encourage cooperative learning, team work, organization, and leadership skills. Theatre's forte is in the emotional arena, where participants are able to not only express emotion in a safe environment, but more pertinently, able to learn how to calibrate their emotional responses to various stimuli. The class allows all students the opportunity to perform on a regular basis.

**Course Name: Advanced Drama I** (10<sup>th</sup> – 12<sup>th</sup> grade)

**Course Number:** 52.0510000

**Term:** Year

**Prerequisites:** Audition

**Description:** This year long course focuses on the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Students should be advised that rehearsals may be required after school hours as a part of this course.

**Course Name: Advanced Drama II** (10<sup>th</sup> – 12<sup>th</sup> grade)

**Course Number:** 52.0520000

**Term:** Year

**Prerequisites:** Advanced Drama I

**Description:** This year long course is an intermediate study of the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Advanced Drama III** (11<sup>th</sup> – 12<sup>th</sup> grade)

**Course Number:** 52.05230000

**Term:** Year

**Prerequisites:** Advanced Drama II

This year long course is an intermediate study of the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

<p><b>Course Name: Technical Theatre I</b> (9<sup>th</sup> – 12<sup>th</sup> grade)  <b>Course Number:</b> 52.0410000  <b>Description:</b> This course is an introduction to the design and production process for theater. Students will gain practical experience in lighting, sound, set construction, makeup, costuming, &amp; stage management. This course will explore the fundamentals of play production, encompassing a range of activities from designing to constructing scenery for school productions. Students gain hands-on experience by providing technical support for school productions.</p>	<b>Term:</b> Year
<p><b>Course Name: Technical Theatre II – IV</b> (10<sup>th</sup> – 12<sup>th</sup> grade)  <b>Course Number:</b> 52.0420000 (II), 52.0430000 (III) , 52.0440000(IV)  <b>Prerequisites:</b> Technical Theater 1  <b>Description:</b> This course continues to advance the experience in lighting, sound, set construction, makeup, costuming, and stage management as well as exploring the fundamentals of play production, encompassing a range of activities from designing to constructing scenery for school productions. Students gain hands-on experience by providing technical support for school productions.</p>	<b>Term:</b> Year
<p><b>Course Name: Musical Theatre I</b> (11<sup>th</sup> – 12<sup>th</sup> grade)  <b>Course Number:</b> 52.0310001  <b>Prerequisites:</b> Two years of theatre <b>OR</b> two years of chorus  <b>Description:</b> This is an introductory class that establishes basic principles used in the process and production of modern theatre. Students will be introduced to a wide variety of Musical Theatre elements including musicality, movement, vocalization, artistry, acting, puppetry, and staging. The student discovers storyline and characters that exist in musicals, plays, and original pieces of drama. The student develops an understanding of performance techniques required for various roles and styles needed for specific performances and will gain experience in the creative process through active individual and group involvement.</p>	<b>Term:</b> Year

## MUSIC

<p><b>Course Name: Music Technology</b>  <b>Course Number:</b> 53.0221000  <b>Description:</b> This course will introduce students to the concepts of music technology, and its use in current music production methods. Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Music Technology students will also compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.</p>	<b>Term:</b> Year
<p><b>Course Name: Beginning Guitar I</b>  <b>Course Number:</b> 53.0841001  <b>Description:</b> This is a beginning music course for students with little or no formal training on the guitar. Basic guitar techniques will be introduced to the students. Music fundamentals such as basic theory, notation, and rhythm will be covered. It will also covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.</p>	<b>Term:</b> Semester
<p><b>Course Name: Beginning Guitar 2</b>  <b>Course Number:</b> 53.0842001  <b>Prerequisites:</b> Beginning Guitar 1  <b>Description:</b> This course builds upon the fundamentals learned in Guitar I such as basic theory, notation, and rhythm. The course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. It will also covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.</p>	<b>Term:</b> Semester
<p><b>Course Name: Beginning Guitar 3</b>  <b>Course Number:</b> 53.0843001  <b>Prerequisites:</b> Beginning Guitar 1 and 2  <b>Description:</b> This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. This course will also cover techniques with a heavy emphasis on classical guitar and advanced pop/rocks songs. Songwriting/composition, improvisation, and soloing will be covered. Students are expected to read music and tablature at a higher level.</p>	<b>Term:</b> Semester
<p><b>Course Name: Beginning Keyboarding (Piano Lab I)</b>  <b>Course Number:</b> 53.0941001</p>	<b>Term:</b> Semester

<p><b>Description:</b> The course introduces basic piano keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. An individualized setting will be provided. This semester course is for beginning piano students. Students work individually at their own pace on electronic keyboards with headphones.</p>	
<p><b>Course Name: Beginning Keyboarding (Piano Lab II)</b>  <b>Course Number:</b> 53.0942001  <b>Prerequisites:</b> Beginning Keyboarding (Piano Lab I)  <b>Description:</b> The course builds upon the basic piano keyboard techniques learned in Piano Lab I. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music.</p>	<p><b>Term:</b> Semester</p>
<p><b>Course Name: Intermediate (Mixed) Chorus</b>  <b>Course Number:</b> 54.0221000  <b>Prerequisites:</b> At least <u>one</u> year of involvement in chorus (this includes middle and high school choruses)  <b>Description:</b> Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name: Advanced Women's Chorus</b>  <b>Course Number:</b> 54.0261000  <b>Prerequisites:</b> Audition  <b>Description:</b> Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name: Intermediate Band I, II, III, IV</b>  <b>Course Number:</b> 53.0371000 (I), 53.0372000 (II), 53.0373000 (III), 53.0374000 (IV)  <b>Prerequisites:</b> Director Recommendation, placement is by audition only  <b>Description:</b> This yearlong course is similar to Advanced Band, but includes more complex rhythms, pitch discrimination through singing and playing, expression, and music vocabulary. Major wind band literature is studied and performed; advanced knowledge of instrumental technique and music vocabulary is a must. Course content expectations are high. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name: Advanced Band I, II, III, IV</b>  <b>Course Number:</b> 53.0381000 (I), 53.0382000 (II), 53.0383000 (III), 53.0384000 (IV)  <b>Prerequisites:</b> Previous Director Recommendation, no audition required, <b>ALL incoming 9<sup>th</sup> grade Band students should enroll in this class; placement auditions will be taken into consideration.</b>  <b>Description:</b> This yearlong course develops an awareness of music literature through performance and listening. Explore techniques of playing instruments, note reading, simple rhythm, and pitch discrimination. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name: Mastery Band I,II, III, IV</b>  <b>Course Number:</b> 53.0391000 (I), 53.0392000 (II), 53.0393000 (III), 53.0394000 (IV)  <b>Prerequisites:</b> Director Recommendation, placement is by audition only  <b>Description:</b> This yearlong course is similar to Intermediate Band, but for the most advanced musicians; this is our top performance ensemble. Course requires very specific commitment to this ensemble. Major wind band literature is studied and performed; extensive knowledge of advanced instrumental technique and music vocabulary is a must. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.</p>	<p><b>Term:</b> Year</p>
<p><b>Course Name: Percussion I</b>  <b>Course Number:</b> 53.0761000  <b>Prerequisites:</b> Director Recommendation; <b>ALL 9<sup>th</sup> grade percussion students should sign up for this class. This class meets as a separate class and is percussion only, no winds.</b>  <b>Description:</b> This course develops the basic techniques in solo and chamber percussion playing as well as concert band materials. Emphasis is placed on percussion techniques, composers, percussion literature, and</p>	<p><b>Term:</b> Year</p>

performance etiquette. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Percussion II**

**Course Number:** 53.0762000

**Term:** Year

**Prerequisites:** Director Recommendation, by audition

**Description:** This course is a continuation of Percussion I and develops the intermediate techniques in solo and chamber percussion playing as well as concert and wind band materials. Emphasis is placed on percussion techniques, composers, percussion literature, and performance etiquette. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Percussion III and IV**

**Course Number:** 53.0763000 (III), 53.0764000 (IV)

**Term:** Year

**Prerequisites:** Director Recommendation, by audition

**Description:** This course teaches advanced percussion techniques and concepts through study of percussion études, solo and chamber music, concert and wind band, and symphony literature. Emphasis is placed on musicality, technique, current percussion literature, and preparation for college music study. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Beginning Orchestra I, II, III, IV**

**Term:** Year

**Course Number:** 53.0561000 (I), 53.0562000 (II), 53.0563000 (III), 53.0564000 (IV)

**Prerequisites:** Previous Director Recommendation, no audition required, **ALL incoming 9<sup>th</sup> grade Orchestra students should enroll in this class; placement auditions will be taken into consideration.**

**Description:** This course provides opportunities to develop performance skills and precision on orchestral stringed instruments. The course emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and ensemble experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Intermediate Orchestra I, II, III, IV**

**Term:** Year

**Course Number:** 53.0371000 (I), 53.0372000 (II), 53.0373000 (III), 53.0374000 (IV)

**Prerequisites:** Director Recommendation, placement is by audition only

**Description:** This course provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Advanced Orchestra I, II, III, IV**

**Term:** Year

**Course Number:** 53.0581000 (I), 53.0582000 (II), 53.0583000 (III), 53.0584000 (IV)

**Prerequisites:** Director Recommendation, placement is by audition only

**Description:** This course provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. The objectives of the course for self-paced progress are organized through all four levels. It stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: Mastery Orchestra I, II, III, IV**

**Term:** Year

**Course Number:** 53.0591000 (I), 53.0592000 (II), 53.0593000 (III), 53.0594000 (IV)

**Prerequisites:** Director Recommendation, placement is by audition only

**Description:** This course provides opportunities for mastery-level performers to increase performance skills and precision on orchestral stringed instruments. The course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

**Course Name: AP Music Theory**

**Course Number:** 53.0230010

**Term:** Year

**Prerequisites:** *(Application Required)*

**Description:** The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

## HEALTH AND PHYSICAL EDUCATION

### Course Name: General Health

**Course Number:** 17.0110001

**Term:** Semester

**Prerequisites:** This course is recommended for all rising 9th graders, but can be taken at other grade levels.

**Description:** This course introduces personal health, wellness concepts; human sexuality/sex education; State ADAP requirements; CPR Training; First Aid Procedures; safety practices, responsibility for health decisions, decision-making skills, mental health, emotions, stress, nutrition, and alcohol, drug and tobacco use/abuse. This course fulfills the requirement for graduation and the State of Georgia Drug and Alcohol Awareness component required for obtaining a driver's license.

### Course Name: Personal Fitness\*

**Course Number:** 36.0510001

**Term:** Semester

**Prerequisites:** This course is recommended for all rising 9th graders, but can be taken at other grade levels.

**Description:** This course topics and activities include personal fitness program, stress management, fitness games, nutrition, and weight training. A variety of cardiovascular fitness activities will be implemented to encourage each student to work within their Target Heart Rate Zone. Weight lifting and flexibility exercises are included in this course. A personal workout plan is designed and implemented in the course. Graduation Requirement.

*\*Some students who meet certain criteria may have the option to waive out of this course required by the Georgia Department of Education. See Coach Kirk (H75), Colonel Nepute (B11) or Mr. Reid (F46) for more information.*

### Course Name: General Physical Education

**Course Number:** 36.0110001

**Term:** Semester

**Description:** This course introduces the rules, skills and strategy of flag football, basketball, volleyball, team handball, Frisbee games, tennis, soccer, softball, and table tennis. Team and tournament play is emphasized.

### Course Name: Recreational Games

**Course Number:** 36.0270001

**Term:** Semester

**Description:** This course introduces the rules, skills and strategy of table tennis, Frisbee games, badminton, bowling, pickle ball, horseshoes and shuffleboard. Team and tournament play is emphasized.

### Course Name: Weight Training

**Course Number:** 36.0520001

**Term:** Semester

**Description:** In this course, students work on total body strength and fitness. The student will be required to perform all major lifts and will be given a weightlifting program designed to build strength and muscle size. Cardiovascular training is included in this course.

### Course Name: Outdoor Education

**Course Number:** 36.0250001

**Term:** Semester

**Description:** This course introduces outdoor safety/survival, archery, outdoor cooking, team and individual sporting activities including: soccer, ultimate Frisbee, volleyball, and table tennis.

### Course Name: Body Sculpting

**Course Number:** 36.0550001

**Term:** Semester

**Description:** This course is design for students to learn how to eat and cook healthy foods by understanding how to read food labels and developing healthy menus. Students will also learn the benefits of exercise, maintaining a healthy weight, and incorporating fitness related activities into a daily routine.

### Course Name: Athletic Training

**Course Number:** 36.0150001

**Term:** Semester

**Description:** This course is designed to introduce students to the profession of athletic training and sports medicine; including history, function, career opportunities and professional standards of athletic training.



## PEER FACILITATION AND MENTORSHIP ELECTIVES

*These are elective courses reserved for seniors who have met the graduation requirements.*

**Course Name: Peer Facilitation (Special Education {CBI}Teacher Aide)** **Term:** Semester

**Course Number:** 35.0410001 Available to seniors during the fall semester

**Course Number:** 35.0410002 Available to seniors during the spring semester

**Prerequisites:** Seniors only; application; excellent attendance and discipline required.

**Description:** Students provide assistance to selected teachers in their classrooms and must be able to interact with students and adults in a variety of settings.

**Course Name: Peer Leadership (SWAT Peer Tutors)** **Term:** Semester

**Course Number:** 45.0590001 Available to seniors during the fall semester

**Course Number:** 45.0590002 Available to seniors during the spring semester

**Prerequisites:** Seniors only; excellent attendance and discipline required.

**Description:** Students in this course are school leaders who work towards implementing school wide student initiatives to make a positive impact to the school community. The focus of this initiative is a peer tutoring program call SWAT (Seniors Working And Tutoring). During lunch, seniors provide one-to-one tutoring to students in various academic areas. Additionally, SWAT tutors will have the opportunity to serve as tutors for students in the Centennial AVID program by providing them with direct instructional support. The AVID tutor must have taken or be enrolled in an AP, IB or Dual Enrollment (MOWR) course to work as a tutor and be trained (16 hours) prior to being an AVID tutor. The AVID teacher will serve as the Mentor/Supervisor.

**Course Name: Mentorship (Office Aide)** **Term:** Semester

**Course Number:** 70.0110001 Available to seniors during the fall semester

**Course Number:** 70.0110002 Available to seniors during the spring semester

**Prerequisites:** Seniors only; excellent attendance and discipline required.

**Description:** Students assist in the school offices and Learning Commons and must be able to interact with students and adults in a variety of settings.

## INTERRELATED RESOURCES (IRR)

**Course Name: Study Skills 1, 2, 3, 4**

**Course Number:** 35.8610080, 35.8620080, 35.8630080, 35.8640080

**Term:** Year

**Prerequisites:** *Currently enrolled in TT or GE classes*

**Description:** Study Skills is available to 9th – 12th grade students served through an IEP in the IRR Program; students earn elective credit. The Study Skills class provides focused instruction on time management, organization, and test-taking skills through research-based strategies. Students will develop an understanding of how to improve study habits based on their own learning modalities. During the second half of every class period, students will be able to complete assignments from other classes with teacher support. Study Skills is recommended for students enrolled in mostly Team-Taught or General Education classes requiring additional support in the resource setting.

# Centennial High School

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*More information is available at*  
<http://school.fultonschools.org/hs/centennial>  
[www.mycentennialcounseling.com](http://www.mycentennialcounseling.com)

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