

Note: Rising 9<sup>th</sup> graders must use the “[2019-2020 Freshman Registration Handbook](#)” available online

# ALLATOONA HIGH SCHOOL



**2019-2020**  
**Course Catalog**  
(for current high school students)

Allatoona High School  
3300 Dallas-Acworth Hwy  
Acworth, GA 30101  
770-975-6503  
<http://www.cobbk12.org/Allatoona/>

ADMINISTRATION

Principal ..... Candace Wilkes  
Assistant Principal.....David Church  
Assistant Principal.....Jason Faklaris  
Athletic Director/Assistant Principal..... Amie Howard  
Assistant Principal.....Chris Murray  
Assistant Principal ..... Carrie O’Connor  
Support Services Administrator..... Susan Vaughn

SCHOOL COUNSELING DEPARTMENT

Counselor A-D ..... Dawn Neely  
Counselor E-K.....Robin Rohrbach  
Counselor L-Q..... Kristi Turner  
Counselor L-Q..... Haley Welch  
Counselor R-Z..... Melody McAllister

Dear Students and Parents,

The Course Catalog is provided as a means of assisting students and parents in planning their high school course of study. It is Allatoona's hope that our students become life-long learners with the knowledge, skills and attitudes necessary to compete successfully as honorable and productive citizens in a global society. We expect our students to continue their education after high school graduation and throughout adulthood. Post-secondary education could be a traditional four-year college or university, a two-year (community) college, a technical college or institute, or a vocational program. Other students may choose to enter the world of work or the military service after high school graduation.

As you begin your course selection for the 2019-2020 school year, please keep in mind your post-secondary plans. The course of study for graduation from Allatoona High School is based upon minimum *state* requirements. ***Many colleges have admissions' criteria that exceed these basic requirements.*** Please become familiar with the requirements and criteria of the college(s) that interest you. Do your homework! Requirements can differ from college to college and between courses of study. Requirements may also change from year to year. [www.gafutures.org](http://www.gafutures.org) is a great resource for career and college planning. The best place to find college admissions' information is directly from the college website. Allatoona counselors are always here to assist you, but it is best to begin the discussion earlier in your high school career rather than later for the most effective planning.

Please be aware that Allatoona students register for the ENTIRE 2019-2020 SCHOOL YEAR at one time during the spring registration period. We try to make the registration process as smooth as possible. One way we do that is by building the master schedule for both teachers and students only after we have received all student requests for courses during registration. The master schedule, therefore, is determined by student registration and provides the maximum accommodation for the courses desired by Allatoona students, with a minimum of schedule conflicts. Since the master schedule is based entirely upon initial student registration, it is essential that students remain in the courses for which they have registered, unless it is determined that the academic placement is not appropriate. Be aware that the school builds a master schedule and employs teachers based on student requests; therefore, schedule changes ***after March 15<sup>th</sup> will not be considered.*** Select your elective courses after a thorough study and consideration by you and your parents.

### **Registration Timeline**

February 25<sup>th</sup>-27<sup>th</sup> – 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders will receive their core recommendations and begin elective registration

February 28<sup>th</sup>-March 1<sup>st</sup> – Registration forms due; students will receive a copy of their course requests

March 15<sup>th</sup> – Last day to request any course changes for the 2019-2020 school year; waiver forms are due

Candace Wilkes

Principal

## **Academic Programs**

Allatoona High School operates on a 4x4 block. Each semester is approximately 18 weeks long. Credit is established in units. Each semester course meets every day for about 90 minutes and carries a one unit credit. Quarter courses (Government, Economics, Health and Personal Fitness) meet for 9 weeks in a semester and carry a ½ unit credit. It is possible for students to earn 4 units of credit each semester, or a total of 8 each year.

A variety of course offerings provided by each department gives students ample opportunities for future activities in college, technical school, the military or work. Some courses require a prerequisite. A prerequisite is a course that must be taken prior to taking another course. Some courses are considered sequential and must be taken in order. World Language and Mathematics require courses to be taken in sequential order. Students in the Class of 2015 and beyond must pass the course in which a Georgia Milestone End of Course Assessment is given. This test makes up 20% of the student's overall final grade in the course.

## **Grades/Grading Scale**

The Cobb County School District uses the following grading scale:

A=90-100      B=80-89      C=74-79      D=70-73      F=69 Below

A student's grade point average is based on quality points awarded for each grade earned. All regular courses earn the following:

A=4 quality points      B=3 quality points      C=2 quality points      D=1 quality point      F=0 quality points

Honors courses are designated with an asterisk in this booklet. Advanced Placement (AP) courses are awarded an extra 1 quality point. These courses are designated with 2 asterisks. No additional quality points are awarded if the student fails the course.

## **Promotion and Retention**

Per Cobb County School Board Policy, a student will be retained in a grade level if he/she does not earn enough credits to be on track to advance with the graduating class with whom he/she entered as a ninth grader. To be promoted, the students must meet these requirements:

10<sup>th</sup> grade-5 units, including one full credit in English, math and science

11<sup>th</sup> grade-10 units, including two full credits in English, math and science

12<sup>th</sup> grade-16 or more units, including two full credits in English, math and science and have completed three years in high school.

## **Graduation Requirements**

The State Board of Education uses one common set of high school graduation requirements. In order to receive a high school diploma, students must meet the minimum graduation requirements. Starting with the class of 2017, all students must complete either an Academic, Fine Arts, CTAE or World Language Pathway.

### **Advanced Academic Pathway:**

An Advanced Academic Pathway may be followed in any of the following content areas: English, mathematics, science or social studies. Students complete an Advanced Academic Pathway when they have completed the required courses for graduation and one of the courses is either AP or dual enrollment. Additionally, students must earn credits in two sequential courses in one world language.

### **World Language Pathway:**

Students complete a World Language Pathway when they have completed three sequential courses in one world language.

### **Fine Arts Pathway:**

Students complete a Fine Arts Pathway when they have completed three sequential courses in Visual Arts, Theater Arts, Band, Chorus, Orchestra or Journalism/Yearbook.

### **CTAE Pathway:**

Students complete a CTAE Pathway when they have completed a series of three or four specific courses in a CTAE approved pathway.

## High School Graduation Course Requirements (for students entering the 9<sup>th</sup> grade for the first time in 2008-2009 and subsequent years)

Subjects	Georgia High School Diploma
English	<b>4 Units Including:</b> 1 Unit 9 <sup>th</sup> Grade Literature/Composition 1 Unit American Literature/Composition 2 additional English units
Mathematics	<b>4 Units Including:</b> GSE Algebra I or Accelerated Alg I/Geom A GSE Geometry or Accelerated Geom B/Alg II GSE Algebra II or Accelerated Precalculus 1 additional math unit 1 additional math unit
Science	<b>4 Units Including:</b> 1 Unit Biology 1 Unit Chemistry or Earth Systems or Environmental Science 1 Unit Physics or Physical Science 1 additional science unit
Social Studies	<b>3 Units including:</b> 1 Unit World History 1 Unit United States History ½ Unit American Government/Civics ½ Unit Economics
CTAE and/or World Language/Latin and/or Fine Arts	<b>3 Units from any of these areas</b> All students are encouraged to earn two units of credit in the same world language/Latin.  <b>NOTE:</b> Students planning to enter or transfer into a University System of Georgia institution <b>MUST</b> take two units of the same world language; some schools require 3 units of the same language.  <b>NOTE:</b> Some colleges require a unit of Fine Arts such as the University of South Carolina and the University of Tennessee.  All students must complete a college and/or career pathway through a coherent series of courses leading to college readiness and/or a career readiness certificate endorsed by related industries. Students may choose from any of the CTAE pathways, a fine arts pathway, a world language pathway, or an advanced academic pathway. Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries. See your professional school counselor for specific pathway courses.
Health and Physical Education	<b>1 Unit Including:</b> ½ Unit Health ½ Unit Personal Fitness
Electives	<b>4 Units</b>
TOTAL UNITS MINIMUM	23 Units

\*Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GSE requirements.

\*No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

\*Completion of diploma requirements does not necessarily qualify a student for the HOPE Scholarship Program.

### High School Graduation Assessment Requirements

Students who enter grade 9 for the first time in SY2011-2012 or after:

-Must pass courses associated with an EOC, with EOC contributing 20% to course grade.

## Course Selection Process

The following information will be helpful in having a smooth and successful registration.

1. For all CORE classes (English, Math, Social Studies, Science and World Language), the current teacher will make recommendations for the next level. While each teacher will make a recommendation based on the specific core area, it is important to consider the overall course load. If a student and/or parent disagrees with the teacher recommendation, or has concerns about the academic placement, a WAIVER form must be completed. Waivers are due to the school by **March 15<sup>th</sup>** and will not be accepted after that date unless the teacher recommendation has changed. All waivers must be turned in to the school counseling office.
2. For ELECTIVE classes, students will choose four electives and two alternates. Students should choose their alternate electives carefully as it is possible that one or more will end up on their schedule.
3. Registration for year-long courses (classes with a semester 1 and semester 2) may not be dropped at the end of the first semester.
4. Seniors may not request Minimum Day once the semester has started. Seniors must request minimum day during registration. ***Applications are available in the counseling office.*** All minimum day forms for the 2019-2020 school year must be turned in by March 15<sup>th</sup> of the junior year. Students registered for minimum day must have transportation to leave school the last period of the day. Students may be placed in Minimum morning if there is a conflict with taking it 4<sup>th</sup> block. Athletes considering Minimum Day are encouraged to request minimum morning versus Minimum Day.
5. Students interested in Dual Enrollment should discuss this option with their counselor before registration.
6. Students interested in taking online classes through the Georgia Virtual School (GAVS) or the Cobb Virtual Academy (CVA) should choose this option during the registration process. ***Applications are available in the counseling office.*** Once the semester begins, online courses will not replace any course that a student is scheduled to take in the building at Allatoona.
7. Courses selected during registration should be considered final. Please understand that it is not possible to honor requests for specific teachers, lunch periods or class placement within the school day. All 1750+ students have preferences, and it would be impossible to honor the requests of all students. **The last day to request schedule changes for the 2019-2020 school year will be Friday, March 15<sup>th</sup>.** Students will not be able to change their courses or make level changes (i.e. move from Advanced Placement to Honors or Honors to On-level) after March 15<sup>th</sup>.
8. Students who do not complete the registration process will have their courses for next year selected for them. Requests for schedule changes will not be honored.
9. COURSE SELECTIONS ARE CHANGED FOR THE FOLLOWING REASONS ONLY:
  - A. If a student failed or has not had the prerequisite for the particular course
  - B. If the student is a senior and needs a specific course to graduate
  - C. If the student has previously received credit for the course

Courses with a \* earn a .5 quality point. Courses with \*\* earn a 1.0 quality point

<b>English</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>World Lit/Comp (Y)</b> is a college prep course which surveys the words of the early literature of the world through present day.	23.0630011	1.0	1 unit of English credit
<b>ESOL World Lit/Comp (Y)</b> contains the same standards as regular World Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ELL students.	23.0630099	1.0	1 unit of English credit
<b>Honors World Lit/Comp (Y)*</b> is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It includes literary selections from the entire world of writers.	23.0630003	1.0	1 unit of English credit Teacher Rec
<b>American Lit/Comp (Y)</b> is a college prep class which surveys American works and authors and will provide writing experiences related to the interpretation of literature. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0510011	1.0	2 units of English credit
<b>ESOL American Lit/Comp (Y)</b> contains the same standards as regular American Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ELL students. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0510099	1.0	2 units of English credit
<b>Honors American Lit/Comp (Y)*</b> is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It covers a variety of literary genres and American writers in a chronological or thematic pattern. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0510003	1.0	2 units of English credit Teacher Rec
<b>AP Eng Language (w/Amer Lit) Comp(Y)**</b> is a college level course that conforms to the College Board recommendations for the Advanced Placement Language and Composition Examination. Emphasis on critical thinking, reading, and writing through the study and discussion of expository, analytical, and argumentative essays. <i>(Students will take the Georgia Milestone EOC at the end of this course.)</i>	23.0530095	1.0	2 units of English credit Teacher Rec
<b>British Lit/Comp (Y)</b> is a college prep course which surveys British works and authors and provides writing experiences related to the interpretations of literature.	23.0520011	1.0	3 units of English credit
<b>ESOL British Lit/Comp (Y)</b> contains the same standards as regular British Lit/Comp. Adaptations in presentation are made to accommodate the needs of the ELL students.	23.0520099	1.0	3 units of English credit
<b>Hnrs British Lit/Comp (Y)*</b> is an accelerated college prep course designed for the student who has a serious interest in interpreting literature. It offers opportunities to improve reading, writing, speaking/listening and critical thinking skills	23.0520003	1.0	3 units of English credit Teacher Rec

through the study of literary selections from British writers organized chronologically or thematically.			
<b>AP English Literature &amp; Comp (Y)**</b> is a college-level accelerated and enriching course that focuses on the reading and analysis of literary works and the writing of critical essays.	2 3 . 0 6 5 0 0 9 5	1.0	3 units of English credit Teacher Rec
<b>Mathematics</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>GSE Geometry Support (Y)</b> is used to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. <i>Support courses are academic electives and do not fulfill math graduation requirements.</i>	2 7 . 0 9 9 8 0 1 1 (Support replaces one elective and is taken the semester preceding GSE Geometry)	1.0	Teacher Rec. S1
<b>GSE Geometry (Y)</b> is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications ( <i>Students will take the Georgia Milestone EOC test at the end of the course.</i> )	2 7 . 0 9 9 1 0 1 1	1.0	GSE Algebra I Teacher Rec.
<b>GSE Honors Geometry (Y)*</b> The 2 <sup>nd</sup> course in the math sequence. This course contains all of the standards as the on-level course with a few additional standards and more depth. The course is intended for students who completed Algebra in the 8 <sup>th</sup> grade or excelled in Algebra in the 9 <sup>th</sup> grade. ( <i>Students will take the Georgia Milestone EOC test at the end of the course.</i> )	2 7 . 0 9 9 1 0 0 3	1.0	GSE Algebra I Teacher Rec.
<b>College Readiness Math</b> is a course option for students designed to serve as a bridge prior to taking Algebra II in the semester before taking Algebra II.	2 7 . 0 8 9 0 0 1 1	1.0	Alg I & GSE Geometry Teacher Rec.
<b>GSE Algebra II (Y)</b> is the third course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits.	2 7 . 0 9 9 2 0 1 1	1.0	Alg I & GSE Geometry Teacher Rec.
<b>GSE Honors Algebra II (Y)*</b> This course contains all of the standards as the on-level course with a few additional standards and more depth. The course is intended for students who complete Honors Geometry.	2 7 . 0 9 9 2 0 0 3	1.0	GSE Honors Geometry or GSE Geometry Teacher Rec.
<b>GSE Accelerated Pre-Calculus (Y)*</b> is a fourth mathematics course option designed to prepare students to take AB or BC Advanced Placement Calculus.	2 7 . 0 9 7 7 0 0 3	1.0	Accelerated GSE Geometry/ Alg II or Hnrs Alg II Teacher Rec.
<b>GSE Pre-Calculus (Y)</b> is a fourth mathematics course option designed to prepare students for calculus and other college level mathematics courses.	2 7 . 0 9 7 4 0 1 1	1.0	GSE Alg II Teacher Rec.



<b>Adv Mathematical Decision Making (Y)</b> This 4th year math course option is intended for students attending a 4-yr. university for a non-STEM major. 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.	27.0850011	1.0	3 core units of math Teacher Rec.
<b>AP Calculus AB (Y)**</b> is a course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. It is equivalent to at least one semester of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized.	27.0720095	1.0	Acc GSE Pre-calculus or GSE Pre-calculus Teacher Rec.
<b>AP Calculus BC (Y)**</b> is a course in single-variable calculus that includes all the topics of Calculus B plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series.	27.0730095	1.0	Acc GSE Pre-calculus Teacher Rec.
<b>Multivariable Calculus (Y)**</b> is a fourth-year course option for students who have completed AP Calculus BC. It includes three-dimensional coordinate geometry; matrices and determinants; eigenvalues and eigenvectors of matrices; limits and continuity of functions with two independent variables; partial differentiation; multiple integration; the gradient; the divergence; the curl; Theorems of Green, Stokes, and Gauss; line integrals; integrals independent of path; and linear first-order differential equations. <b>(If students apply to GA Tech and get accepted for this course, there may be an application fee. Students who do not get accepted to GA Tech have the opportunity to take the course at school as a satellite class. Discuss this option with your current math teacher.)</b>	27.0770003	1.0	AP Calculus AB or BC Teacher Rec. Application Process
<b>AP Statistics (Y)**</b> is divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference.	27.0740095	1.0	2 core units of math
<b>Science</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Chemistry I (Y)</b> is a study of the structure, properties and functions of matter, and is the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. There is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis.	40.0510011	1.0	Biology and Alg Teacher Rec.
<b>Honors Chemistry I (Y)*</b> is an accelerated introduction to the study of the structure, properties and functions of matter, and is	40.0510003	1.0	Hnrs Biology and

the foundation for a variety of fields of study as well as the basis for much of modern day industry and economics. There is a strong conceptual component in its study, including both qualitative and quantitative laboratory work and mathematical analysis. At the honors level there is a significant amount of mathematics.			Alg  or Biology & Teacher Rec.
<b>Earth Systems (Y)</b> develops 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. Instruction will focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena.	4 0 . 0 6 4 0 0 1 1	1.0	Biology  (may also be taken as a 4 <sup>th</sup> science)
<b>Physics (Y)</b> is a detailed study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics, electricity, and magnetism. Vector mathematics and Algebraic analysis are used.	4 0 . 0 8 1 0 0 1 1	1.0	2 units of Science
<b>Honors Physics (Y)*</b> is an accelerated, in-depth study of energy and its relation to matter, beginning with mechanics (the study of motion) and extending to nuclear, sound, and electromagnetic energies. Electromagnetic energies include optics and electricity and magnetism. Vector mathematics and Algebraic analysis are used extensively.	4 0 . 0 8 1 0 0 0 3	1.0	Hrs Chem <b>and</b> Acc Geom/Alg II <b>or</b> Chemistry & Teacher Rec.
<b>Forensics (Y)</b> is designed for students to 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.	4 0 . 0 9 3 0 0 1 1	1.0	3 units of Science including Chemistry
<b>Hrs Human Anatomy/Physiology (Y)*</b> is designed to give the student an overview of the structures and functions of the major systems of the human body. The course is intended for a student who is interested in pursuing a career in various medical fields and physical education.	2 6 . 0 7 3 0 0 0 3	1.0	3 units of Science Teacher Rec.
<b>Zoology (Y)</b> is a systematic study of the animal kingdom and their basic identification characteristics. Emphasis will be placed on comparative anatomy and on the methods that each phyla uses to accomplish basic life process.	2 6 . 0 7 1 0 0 1 1	1.0	3 units of Science
<b>AP Chemistry (Y)**</b> is designed to be the equivalent of a college introductory chemistry course usually taken by students who have an interest in biological sciences, physical sciences, or engineering. The Advanced Placement Chemistry course expands the knowledge and skills gained during the introductory high school chemistry course.	4 0 . 0 5 3 0 0 9 5	1.0	Honors Chemistry Teacher Rec.

<b>AP Biology (Y)**</b> is designed to be the equivalent of a college introductory biology course usually taken by biology or other science majors. The Advanced Placement course in biology differs significantly from the usual first high school course in biology with respect to the textbook used, the range and depth of topics covered, laboratory work done by students, and the time and effort required of students.	26.0140095	1.0	Honors Biology <b>and</b> Honors Chemistry Teacher Rec.
<b>AP Environmental Science (Y)**</b> is the scientific systematic examination of the interrelationships of the natural world. The student will be able to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions.	26.0620095	1.0	Grades 10-12 Biology <b>and</b> Chemistry Teacher Rec.
<b>AP Physics I (Y)**</b> is Algebra-Based and is the equivalent of a first-semester college course in algebra-based physics. The course covers Newtonian mechanics, work, energy, and power; mechanical waves and sound.	40.0831095	1.0	Hnrs Bio, Hnrs Chem, Hnrs Physics and Alg II Teacher Rec.
<b>Social Studies</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>World History (Y)</b> is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilizations from the time of recorded history to present.	45.0830011	1.0	None For Grade 10
<b>Honors World History (Y)*</b> is a survey of people and nations of both Western and non-Western civilizations. This course explores the political, cultural, and economic heritage of civilization from the time of recorded history through the industrial revolution and from the rise of nationalism to contemporary times. Extensive reading and writing are required.	45.0830003	1.0	Teacher Rec. For Grade 10
<b>AP World History (Y)**</b> highlights the nature of changes in international frameworks and their causes and consequences, as well as comparison among major societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human state.	45.0811095	1.0	Teacher Rec. For Grade 10
<b>US History (Y)</b> is a survey of the development of the United States from discovery through the present. The purpose of this course is to increase knowledge, awareness, and appreciation of America's social, political, and economic evolution from colonization to its current position as a world leader. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i>	45.0810011	1.0	None For Grade 11
<b>Honors US History (Y)*</b> is a survey of the development of the United States from discovery through the present. The purpose of	45.0810003	1.0	Teacher Rec. For Grade 11

<p>this course is to increase knowledge, awareness, and appreciation of America’s social, political, and economic evolution during the formative years to present. Extensive reading/writing are required. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>			
<p><b>AP US History (Y)**</b> The course targets political and social aspects of history, but also includes diplomatic, economic and intellectual history. The course will involve extensive readings, independent study and frequent written analysis to prepare students for the AP examination. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	4 5 . 0 8 2 0 0 9 5	1.0	Teacher Rec. For Grade 11
<p><b>American Government</b> is a study of the local, state, and federal governmental functions. Citizenship rights and responsibilities are emphasized. Focus areas include development of our political system, federalism, civil liberties, political parties, political theory and comparative government. Study of the functions of our executive, legislative, and judicial branches.</p> <p><b>Economics</b> is a study of fundamental concepts and essential elements of the market economic system in a problem/issues orientation. Focus areas include opportunity costs and scarcity, supply/demand analysis, competitive markets, macroeconomics measurement, business cycles, inflation, unemployment, monetary/fiscal policies, &amp; international trade. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	4 5 . 0 5 7 0 0 1 0  4 5 . 0 6 1 0 0 1 0	½  ½	US History For Grade 12
<p><b>Honors American Govt.*</b> is an accelerated and deeper study of the American Government curriculum.</p> <p><b>Honors Economics*</b> is an accelerated and deeper study of the Principles of Economics curriculum. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	4 5 . 0 5 7 0 0 0 2  4 5 . 0 6 1 0 0 0 2	½  ½	US History Teacher Rec. For Grade 12
<p><b>AP U.S. Government &amp; Politics (Y)**</b> conforms to the College Board topics for AP US Government &amp; Politics which is the study of local, state, &amp; federal government functions. Focus areas include the development of the political system, federalism, political parties, &amp; political theory.</p>	4 5 . 0 5 2 0 0 9 5	1.0	Hnrs or AP US History Teacher Rec.
<p><b>AP Microeconomics (Y)**</b> conforms to College Board topics for the AP Microeconomics Examination. Covers basic economic concepts, measurement and economic performance, national income and price determination and international economics and growth. <i>(Students will take the Georgia Milestone EOC test at the end of the course.)</i></p>	4 5 . 0 6 3 0 0 9 5	1.0	Hnrs or AP US History Teacher Rec.

<b>World Languages</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>French I (Y)</b> is an introduction to the language and culture of France and other French-speaking countries.	60.0110011	1.0	None
<b>French II (Y)</b> is designed to further develop skills learned in French I.	60.0120011	1.0	French I
<b>Honors French II (Y)*</b> is designed for the student who has demonstrated superior facility in world language and offers a variety of opportunities for enrichment and oral work.	60.0120003	1.0	French I and Teacher Rec.
<b>Honors French III (Y)*</b> is designed to further develop a student's communication skills and cultural appreciation of the French-speaking world. The student will be able to participate in a variety of oral and written activities.	60.0130003	1.0	French II or Hnrs Fren II Teacher Rec.
<b>Honors French IV (Y)*</b> is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the French-speaking world.	60.0140003	1.0	Honors French III Teacher Rec.
<b>AP French Language (Y)**</b> is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	60.0170095	1.0	Honors French IV Teacher Rec.
<b>Spanish I (Y)</b> is an introduction to the language and culture of Spain and other Spanish-speaking countries.	60.0710011	1.0	None
<b>Spanish II (Y)</b> is designed to further develop skills learned in Spanish I.	60.0720011	1.0	Spanish I
<b>Honors Spanish II (Y)*</b> is designed for the student who has demonstrated superior facility in world language and offers a variety of opportunities for enrichment and oral work.	60.0720003	1.0	Spanish I and Teacher Rec.
<b>Honors Spanish III (Y)*</b> is designed to further develop a student's communication skills and cultural appreciation of the Spanish-speaking world. The student will be able to participate in a variety of oral and written activities.	60.0730003	1.0	Spanish II or Hnrs Span II Teacher Rec.
<b>Honors Spanish IV (Y)*</b> is designed to increase oral and written fluency and to provide intensive study of the culture, geography and history of the Spanish-speaking world.	60.0740003	1.0	Honors Spanish III Teacher Rec.
<b>Honors Spanish VII (Y)*</b> emphasizes Spanish achievements in cuisine, art, music, history, medicine, and technology	60.0711003	1.0	Honors Spanish IV Teacher Rec.
<b>AP Spanish Language (Y)**</b> is designed to prepare students to take the AP language test by in-depth study of grammar and intensive practice of listening, speaking, reading, and writing.	60.0770095	1.0	Hnrs Span IV Teacher Rec.
<b>Latin I (Y)</b> is an introduction to the language and civilization of the Romans.	61.0410011	1.0	None

<b>Latin II (Y)</b> is designed to develop reading comprehension of texts written in Latin. The course will provide additional study of grammar, vocabulary, translation, derivatives, mythology, and Roman civilization.	6 1 . 0 4 2 0 0 1 1	1.0	Latin I
<b>Honors Latin II (Y)*</b> is designed for the student who has demonstrated superior facility in Latin I.	6 1 . 0 4 2 0 0 0 3	1.0	Latin I Teacher Rec.
<b>Honors Latin III (Y)*</b> is designed to provide the student with the opportunity to understand works of classical authors with emphasis on prose selections. Additionally, the student will study grammar, prepare translations, and study the culture and history corresponding to the period in which the literary selections were written.	6 1 . 0 4 3 0 0 0 3	1.0	Latin II Teacher Rec.
<b>Honors Latin IV(Y)*</b> is designed to provide the student with the opportunity to understand the works of classical authors and transition from edited to authentic text selections. Course work will include transitional readings, grammar review, reading comprehension, literary analysis and an introduction to lyrical Latin poetry.	6 1 . 0 4 4 0 0 0 3	1.0	Hnrs Latin III Teacher Rec.
<b>AP Latin (Y)**</b> is designed to prepare the student to take the AP language test by in-depth study of grammar and intensive translation from Latin poetry and prose indicative to the examination to be taken.	6 1 . 0 4 7 0 0 9 5	1.0	Hnrs Latin IV Teacher Rec.

<b>Academic Electives</b>				
<b>Course Name/Description</b>		<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Journalism: Annual I-IV (Y)</b> are courses that explore journalistic writing through the analysis of yearbooks. It concentrates on the purpose, influence and structure, and language use. It also covers news gathering, ethics, copy writing, editing and revising. The course includes layout, circulation and production as minor aspects. Must take <b>BOTH</b> semesters.	I	2 3 . 0 3 2 0 0 1 1	1.0	9 <sup>th</sup> Lit/Comp credit <b>Application/Teacher Rec. Required</b> (See Ms. Williams-Rm 2202)
	II	2 3 . 0 3 3 0 0 1 1	1.0	
	III	2 3 . 0 3 5 0 0 1 1	1.0	
	IV	2 3 . 0 3 6 0 0 1 1	1.0	
<b>Speech</b> focuses on developing public speaking skills. The students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective oral delivery. The course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. The students analyze professional speeches to enhance their knowledge of solid speech writing.		2 3 . 0 4 2 0 0 1 1	1.0	9 <sup>th</sup> Lit/Comp credit
<b>Current Issues (Y)</b> provides an opportunity for in-depth examination of contemporary local, state, national and international issues. The purpose of this course is to assess, assimilate, and analyze political/economic situations. Intense reading and detailed research are required.		4 5 . 0 1 2 0 0 9 9	1.0	Grades 10-12

<b>Sociology (Y)</b> is a study of human society and social behavior. The purpose of the course is to provide students with a basic understanding of how humanity is shaped largely by the groups to which people belong and by the social interaction that takes place within those groups.	4 5 . 0 3 1 0 0 9 9	1.0	Grades 10-12
<b>AP Psychology (Y)**</b> is a college level survey course with study in Learning Theory, Abnormal Behavior, and Social Psychology. Extensive reading, writing, and statistical analysis are required by students.	4 5 . 0 1 6 0 0 9 5	1.0	Grades 11-12 Previous AP classes and/or Teacher Rec.
<b>Fine Arts</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Visual Arts: Comprehensive (Y)</b> introduction to art history, criticism and studio production using elements of art and principles of design	5 0 . 0 2 1 1 0 9 9	1.0	None (9 <sup>th</sup> -11 <sup>th</sup> Only)
<b>Drawing &amp; Painting I (Y)</b> exploration of drawing and painting techniques and media	5 0 . 0 3 1 3 0 9 9	1.0	Visual Art: Comp
<b>Drawing &amp; Painting II (Y)</b> increased skill development of previous course with exhibition and presentation opportunities	5 0 . 0 3 1 4 0 9 9	1.0	Visual Art: Comp Draw/Paint I
<b>Drawing &amp; Painting III (Y)</b> enhances level two skills in advanced drawing and painting.	5 0 . 0 3 1 5 0 9 9	1.0	Visual Art: Comp Draw/Paint I & II
<b>Photography (Y)</b> introduces photography as an art form and covers the historical development of photography and photographic design.	5 0 . 0 7 1 1 0 9 9	1.0	Visual Art: Comp
<b>Ceramics/Pottery I (Y)</b> introduction to medium of clay, including methods for forming clay objects, pinching, coiling, and slab. Create as well as appreciate expressive, 3D clay forms	5 0 . 0 4 1 1 0 9 9	1.0	Visual Art: Comp
<b>Ceramics/Pottery II (Y)</b> enhances skills learned in the level 1 course and provides additional opportunities for various clay techniques in hand building and wheel throwing.	5 0 . 0 4 1 2 0 9 9	1.0	Visual Art: Comp Ceramics/ Pottery I
<b>AP 2-D Visual Arts (Y)</b> students continuing their Visual Arts pathway in two-dimensional media will receive an “AP 2D” label for any of these courses: Drawing & Painting III    AP Drawing AP 2D Design	5 0 . 0 8 1 3 0 9 5	1.0	Teacher Rec.
<b>AP 3-D Visual Arts (Y)</b> students continuing their Visual Arts pathway in three-dimensional media will receive an “AP 3D” label for any of these courses: Ceramics III                      Sculpture II AP 3D Design	5 0 . 0 8 1 4 0 9 5	1.0	Teacher Rec.

<b>Music</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Intermediate Band</b> are band performance classes that focus on the basic fundamentals of tone, production, music reading and performance. <i>For registration purposes, this course number is for the 2<sup>nd</sup> year band student.</i> Students will be placed in the appropriate level band after auditions.	5 3 . 0 3 7 1 0 9 9	1.0	Audition 9-12
	5 3 . 0 3 7 2 0 9 9	1.0	
<b>Advanced Band</b> are band performance classes for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature. <i>For registration purposes, this course number is for the 3<sup>rd</sup> year band student.</i> Students will be placed in the appropriate level band after auditions.	5 3 . 0 3 8 1 0 9 9	1.0	Audition 9-12
	5 3 . 0 3 8 2 0 9 9	1.0	
<b>Mastery Band</b> are advanced band performance classes for instrumentalists that have solid training in performance fundamentals. Students will deepen their understanding of individual and ensemble performance skills through the performance of advanced literature. <i>For registration purposes, this course number is for the 4<sup>th</sup> year band student.</i> Students will be placed in the appropriate level band after auditions.	5 3 . 0 3 9 1 0 9 9	1.0	Audition 9-12
	5 3 . 0 3 9 2 0 9 9	1.0	
<b>Women's Chorus</b> provides opportunities for young women to develop performance skills in all-female chorus singing. <i>For registration purposes, this course number is for the 1<sup>st</sup>-4<sup>th</sup> year chorus student.</i> Students are placed in the appropriate level chorus after auditions.	5 4 . 0 2 4 1 0 9 9	1.0	Audition
	5 4 . 0 2 4 2 0 9 9	1.0	
<b>Men's Chorus</b> provides opportunities for young men to develop performance skills in all-male chorus singing. <i>For registration purposes, this course number is for the 1<sup>st</sup>-4<sup>th</sup> year male chorus student.</i> Students are placed in the appropriate level chorus after auditions.	5 4 . 0 2 7 3 0 9 9	1.0	Audition
	5 4 . 0 2 7 4 0 9 9	1.0	
<b>Intermediate Orchestra</b> is an intermediate string instrument performance class for instrumentalists that have previous experience. <i>For registration purposes, this course number is for the 2<sup>nd</sup> year orchestra student.</i> Students will be placed in the appropriate level orchestra after auditions.	5 3 . 0 5 7 1 0 9 9	1.0	Audition
	5 3 . 0 5 7 2 0 9 9	1.0	
<b>Advanced Orchestra</b> provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. <i>For registration purposes, this course number is for the 3<sup>rd</sup> year orchestra student.</i> Students will be placed in the appropriate level orchestra after auditions.	5 3 . 0 5 8 1 0 9 9	1.0	Audition
	5 3 . 0 5 8 2 0 9 9	1.0	
<b>Mastery Orchestra</b> is an advanced string instrument performance class for instrumentalists that have solid training in performance fundamentals. <i>For registration</i>	5 3 . 0 5 9 1 0 9 9	1.0	Audition
	5 3 . 0 5 9 2 0 9 9	1.0	



<i>purposes, this course number is for the 4<sup>th</sup> year orchestra student. Students will be placed in the appropriate level orchestra after auditions.</i>			
<b>Music Appreciation</b> is a study of music literature and styles that is intended to raise awareness of music fundamentals and the role of music in our world. Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.	5 3 . 0 1 4 0 0 9 9	1.0	None
<b>AP Music Theory</b> conforms to College Board topics for the Advanced Placement Music Theory Examination. This course will require students to read, notate, and compose music, as well as, develop skills in harmonization, techniques of modulation, key relationships, and notational skills.	5 3 . 0 2 3 0 0 9 5	1.0	Teacher Rec 10-12
<b>Theatre Arts</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Fundamentals of Drama I (Y)</b> Focus on introductory knowledge of acting, technical and theater history	5 2 . 0 2 1 0 0 9 9	1.0	None
<b>Acting I (Y)</b> introduces an intermediate acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, conviction and ideas; enhances self-confidence and self-awareness. Focuses on monologue and scene study.	5 2 . 0 6 1 0 0 9 9	1.0	Fundamentals of Drama I
<b>Advanced Drama I (Y)</b> Students continuing their Theatre Arts Drama pathways will receive an “Adv Drama” label for the following courses: Advanced Drama II, III, & IV	5 2 . 0 5 1 0 0 9 9	1.0	Teacher Rec
<b>Technical Theatre I (Y)</b> introduces and develops the technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes. Students continuing their pathway in Technical Theater will received a Technical Theater I label for II, III, & IV.	5 2 . 0 4 1 0 0 9 9	1.0	None
<b>Musical Theatre I (Y)</b> introduces and develops the style and characteristic elements of modern musical theatre. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Students continuing their pathway in Musical Theater II, III, & IV will get a sticker for Musical Theater.	5 2 . 0 3 1 0 0 9 9	1.0	None

<b>Business/Career Technology</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<p><b>Industry Fund. &amp; Occupational Safety</b> is the first course in the construction core curriculum that encompasses the basics and fundamentals of common skills spanning a variety of construction occupations. These basic skills include safety, mathematics, hand tools, power tools, blueprint reading.</p> <p><b>Pathway Courses:</b> Fine Furniture Making</p>	4 6 . 5 4 5 0 0 9 9	1.0	None
<p><b>Fine Furniture/Cabinetmaking I</b> is to introduce students to the world of woodworking to develop competencies essential to the Fine Furniture/Cabinetmaking Industry. The competencies include safety, applied math skills, woodworking materials, hand tools and machinery operations, wood joints, as well as gluing and clamping.</p> <p><b>Pathway Courses:</b> 1. Fine Furniture/Cabinetmaking I 2. Fine Furniture/Cabinetmaking II 3. Fine Furniture/Cabinetmaking III (This is the 1<sup>st</sup> course in the “Fine Furniture/Cabinetmaking Pathway.”)</p>	4 6 . 4 5 4 0 0 9 9	1.0	Industry Fund. & Occupational Safety
<p><b>Fine Furniture/Cabinetmaking II</b> is designed to provide students with more in-depth knowledge of hand-tool and machine safety, craftsmanship, and technology used in Fine Furniture/Cabinetmaking</p> <p>(This is the 2<sup>nd</sup> course in the “Fine Furniture/Cabinetmaking Pathway.”)</p>	4 6 . 4 5 5 0 0 9 9	1.0	Industry Fund. & Occupational Safety <u>and</u> Fine Furniture Making I
<p><b>Fine Furniture/Cabinetmaking III</b> provides students with a more in-depth knowledge of wood working, as well as an introduction to the business side of the profession. Students will further their understanding of the design, plan of procedure, as well as assembling and finishing wood projects.</p> <p>(This is the 3<sup>rd</sup> course in the “Fine Furniture/Cabinetmaking Pathway.”)</p>	4 6 . 5 6 0 0 0 9 9	1.0	Industry Fund. & Occupational Safety <u>and</u> Fine Furniture Making I <u>and</u> Fine Furniture Making II
<p><b>Audio &amp; Video Technology and Film I (Y)</b> 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.</p> <p><b>Pathway Courses:</b> 1. Audio &amp; Video Tech &amp; Film I 2. Audio &amp; Video Tech &amp; Film II 3. Audio &amp; Video Tech &amp; Film III</p>	1 0 . 5 1 8 1 0 9 9	1.0	None
<p><b>Audio-Video Technology &amp; Film II (Y)</b> will prepare students for a career in Audio Video Technology and Film production and/or transfer to a postsecondary program for further study.</p> <p>(This is the 2<sup>nd</sup> course in the “Audio &amp; Video Technology and Film Pathway.”)</p>	1 0 . 5 1 9 1 0 9 9	1.0	Audio and Video Technology & Film I 10 <sup>th</sup> -12 <sup>th</sup> grade students only

<p><b>Audio-Video Technology &amp; Film III (Y)</b> enhances level-two skills and provides entry-level occupational skills. <b>(This is the 3<sup>rd</sup> course in the “Broadcast Media Pathway.”)</b></p>	1 0 . 5 2 0 1 0 9 9	1.0	AVTF I and AVTF II 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Intro to Business &amp; Technology (Y)</b> 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 career pathways. Students will learn essentials for working in a business environment, and managing and owning a business. <b>Pathway Courses:</b> 1. Intro to Bus &amp; Tech 2. Legal Env of Bus 3. Entrepreneurship</p>	0 7 . 4 4 1 3 0 9 9	1.0	None
<p><b>Legal Environment of Business (Y)</b> Addresses statutes and regulations affecting businesses, families, and individuals. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. <b>(This is the 2<sup>nd</sup> course in the “Entrepreneurship Pathway.”)</b></p>	0 6 . 4 1 5 0 0 9 9	1.0	Intro to Business & Technology 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Entrepreneurship (Y)</b> focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Preparation of a business plan allows students to apply business’ functional areas of accounting, finance, marketing, and management-and the legal and economic environments in which a new venture operates. <b>(This is the 3<sup>rd</sup> course in the “Entrepreneurship Pathway.”)</b></p>	0 6 . 4 1 6 1 0 9 9	1.0	Legal Environment of Business 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Examining Teaching Profession</b> is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education.</p>	1 3 . 0 1 1 0 0 9 9	1.0	None
<p><b>JROTC Navy–(NS1) Cadet Field Manual</b> includes the study of naval heritage, organization, sea power and naval history from colonial times to the 1850’s, the study of naval ship missions &amp; organization, an introduction to navigation and maritime geography, basic seamanship including rig and shipboard watch procedures, military drill w/rifles, &amp; physical development.</p>	2 8 . 0 2 1 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Cadet Field Manual & Intro to NJROTC so that they are enrolled in JROTC both semesters.)	1.0	None 9 <sup>th</sup> -12 <sup>th</sup>
<p><b>JROTC Navy (NS1) – Intro to NJROTC</b> includes the study of nautical plotting, rules and regulations, and aids to navigation, as well as the study of American maritime history from 1860 to the end of World War I. Other topics covered include naval career planning, leadership development, oceanography, physical development, military drills, commands shipboard evaluations, health and first aid, physical fitness, and military drill and ceremonies.</p>	2 8 . 0 2 2 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Cadet Field Manual & Intro to NJROTC so that they are enrolled in JROTC both semesters.)	1.0	NS 1 9 <sup>th</sup> -12 <sup>th</sup>

<p><b>JROTC Navy (NS2) – Maritime History</b> builds on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time.</p>	<p>2 8 . 0 2 3 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Maritime and Nautical so that they are enrolled in JROTC both semesters.)</p>	1.0	NS1 10 <sup>th</sup> -12 <sup>th</sup>
<p><b>JROTC Navy (NS2) – Nautical Science</b> introduces the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather.</p>	<p>2 8 . 0 2 4 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Maritime and Nautical so that they are enrolled in JROTC both semesters.)</p>	1.0	NS1 10 <sup>th</sup> -12 <sup>th</sup>
<p><b>JROTC Navy (NS3) - Naval Knowledge</b> further the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of United States citizenship with knowledge of uses of the world’s waterways through the viewpoint of National power and International law.</p>	<p>2 8 . 0 2 5 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Naval Knowledge and Naval Orientation so that they are enrolled in JROTC both semesters.)</p>	1.0	NS2 11 <sup>th</sup> -12 <sup>th</sup>
<p><b>JROTC Navy (NS3) – Naval Orientation and Skills</b> further the foundation in citizenship and leadership established in Naval Science One and to provide classroom and practical application in Naval Organization and ship.</p>	<p>2 8 . 0 2 6 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Naval Knowledge and Naval Orientation so that they are enrolled in JROTC both semesters.)</p>	1.0	NS2 11 <sup>th</sup> -12 <sup>th</sup>
<p><b>JROTC Navy (NS4) Naval Leadership &amp; Ethics</b> takes a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life.</p>	<p>2 8 . 0 2 7 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Naval Leadership and Effective Communications so that they are enrolled in JROTC both semesters.)</p>	1.0	NS3 12 <sup>th</sup>
<p><b>JROTC Navy (NS4) Effective Communications</b> teaches the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful.</p>	<p>2 8 . 0 2 8 0 0 9 9 (Cadets are <b>encouraged</b> to choose both Naval Leadership and Effective Communications so that they are enrolled in JROTC both semesters.)</p>	1.0	NS3 12 <sup>th</sup>
<p><b>Introduction to Healthcare Science (Y)</b> 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. <b>(This is the foundation course for ALL Health Science Pathways.)</b> <b>Pathway Courses:</b> 1. Intro to Healthcare Science 2. Essentials of Healthcare 3. Sports Medicine</p>	<p>2 5 . 5 2 1 0 0 9 9</p>	1.0	None

<p><b>Essentials of Healthcare (Y)</b> is a medical-focused anatomy course addressing the physiology of each body system along with the investigation of common diseases, disorders and emerging diseases. <b>(This is the 2<sup>nd</sup> course in the “Sports Medicine Pathway.”)</b> <b><u>EMBEDDED COURSE-Students also receive a science credit for Human Anatomy.</u></b></p>	2 5 . 4 4 0 0 0 9 9	2.0	Intro to Healthcare Science 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Sports Medicine (Y)</b> is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, or rehabilitation including careers in Sports Medicine. <b>(This is the 3<sup>rd</sup> course in the “Sports Medicine Pathway.”)</b></p>	2 5 . 4 4 6 0 0 9 9	1.0	Essentials of Healthcare 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Intro to Culinary Arts (Y)</b> is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. <b>Pathway Courses:</b> 1. Intro to Culinary Arts 2. Culinary Arts I 3. Culinary Arts II</p>	2 0 . 5 3 1 0 0 9 9	1.0	None
<p><b>Culinary Arts I (Y)</b> course of study includes the development of skills in food safety and sanitation, accident &amp; injury prevention, kitchen basics, operating and maintaining commercial utensils and equipment, preparation of commercial food items, the art of service, controlling costs, food management functions, and customer relations. <b>(This is the 2<sup>nd</sup> course in the “Culinary Arts Path.”)</b></p>	2 0 . 5 3 2 1 0 9 9	1.0	Intro to Culinary Arts 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Culinary Arts II (Y)</b> enhances level-one competencies by providing a broader exposure to the food and hospitality industry. Class experiences build on previous instruction. <b>(This is the 3<sup>rd</sup> course in the “Culinary Arts Path.”)</b></p>	2 0 . 5 3 3 1 0 9 9	1.0	Culinary Arts I 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Intro to Digital Technology (Y)</b> is the foundational course for Web &amp; Digital Communications, Programming, and Advanced Programming pathways. <b>(This is the foundation course for ALL Informational Technology Pathways.)</b> <b>Pathway Courses:</b> 1. Intro to Digital Tech 2. Computer Science Prin 3. Prgrmmng, Gaming, &amp; Apps</p>	1 1 . 4 1 5 0 0 9 9	1.0	None
<p><b>Computer Science Principles (Y)</b> is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. <b>(This is the 2<sup>nd</sup> course in the “Programming Pathway.”)</b></p>	1 1 . 4 7 1 0 0 9 9	1.0	Intro to Digital Tech 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<p><b>Programming, Games, Apps, &amp; Society (Y)</b> is designed for students to strategize, design, and develop games and mobile and desktop applications</p>	1 1 . 4 7 2 0 0 9 9	1.0	Computer Science Principles

that can be produced in the real world. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. <b>(This is the 3<sup>rd</sup> course in the “Programming Pathway.”)</b>			10 <sup>th</sup> -12 <sup>th</sup> grade students only
<b>AP Computer Science** (Y)</b> Conforms to the College Board syllabus for the Advanced Placement Computer Science Examination. Covers programming methodology, features of programming languages, fundamental data structures, algorithms, and computer systems.	1 1 . 4 1 6 0 0 9 5	1.0	Teacher Rec. See Coach Hansen
<b>Digital Design (Y)</b> using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. <b>(This is the 2<sup>nd</sup> course in the “Web and Digital Design Pathway.”)</b>	1 1 . 4 5 1 0 0 9 9	1.0	Intro to Digital Tech 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<b>Web Design (Y)</b> this course will equip students will the ability to plan, design, and create a website. Students will move past learning how to write code and progress to designing a professional looking website using graphical authoring tools that contains multimedia elements. <b>(This is the 3<sup>rd</sup> course in the “Web and Digital Design Pathway.”)</b>	1 1 . 4 5 2 0 0 9 9	1.0	Intro to Digital Tech <b>and</b> Digital Design 10 <sup>th</sup> -12 <sup>th</sup> grade students only
<b>Work Based Learning (Y)</b> is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. Employment is required.	1 7 . 7 1 1 4 0 9 8	1.0	Application Coach Hansen Room 1113
<b>Health/PE</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Health</b> provides a direct and factual approach to health education that is practical, personal, and positive. Health topics include safety, drug education, nutrition, personal health, growth and development building self-esteem and relation-ship skills. By acquiring the knowledge, attitudes, and skills necessary to a healthful life, students learn to take responsibility for their own health. <i>(Required course for graduation.)</i>	1 7 . 0 1 1 0 0 9 8	½	None
<b>Personal Fitness: BPE</b> is designed to help students understand why exercise and fitness are important in developing a healthy and active lifestyle. The course will emphasize successful strategies for maintaining good cardiovascular endurance, flexibility, muscular strength, muscular endurance and body composition. It will follow a conceptual approach dealing with: the nature of fitness, assessing individual fitness, developing and maintaining a life-long fitness program, and developing an appreciation for efficient movement by viewing it as both an art and a science. <i>(Required course for graduation.)</i>	3 6 . 0 5 1 0 0 9 8	½	None

<p><b>Introductory Team Sports (Y)</b> is designed to introduce students to three different team sports, ranging from basketball, gym hockey, soccer, speedball, flag football, ultimate Frisbee, team handball, softball, and volleyball. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.</p>	3 6 . 0 2 1 0 0 9 9	1.0	None
<p><b>Intermediate Team Sports (Y)</b> provides an opportunity for the students to become more proficient in team sports by advancing their level of skill, strategy and officiating.</p>	3 6 . 0 3 1 0 0 9 9	1.0	Intro Team Sports
<p><b>Introductory Lifetime Sports (Y)</b> is designed to introduce students to three different lifetime sports to include the following: archery, badminton, bowling, golf, handball, racquetball, table tennis, tennis and wall ball. This course will offer students the opportunity to learn the history, rules and regulations, etiquette, strategy and judgment, and the basic motor skills of each selected activity.</p>	3 6 . 0 2 2 0 0 9 9	1.0	None
<p><b>Intermediate Lifetime Sports (Y)</b> is designed for students to refine existing skills and become more aware of the technical aspects of lifetime sports.</p>	3 6 . 0 3 2 0 0 9 9	1.0	Intro Lifetime Sports
<p><b>Introductory Outdoor Education (Y)</b> promotes an appreciation of the outdoors; provides physical activities and adventure in an outdoor laboratory. The course activities include: archery, fishing, outdoor cooking, orienteering, hiking and conservation.</p>	3 6 . 0 2 5 0 0 9 9	1.0	None
<p><b>Intermediate Outdoor Education (Y)</b> is designed to promote a more advanced level of proficiency in the skills associated with outdoor education activities.</p>	3 6 . 0 3 5 0 0 9 9	1.0	Intro Outdoor Sports
<p><b>Aerobic Dance (Y)</b> is designed to introduce female students to a rhythmic program of activities, which promote the development of health related fitness. The course will provide a balance of instruction each week developing cardiovascular endurance, flexibility, and muscular strength and endurance. Activities may include rhythmic jogging, running, aerobic dance, slimmastics, stretching exercises, and creative movement exercises.</p>	3 6 . 0 5 3 0 0 9 9	1.0	None
<p><b>Advanced Aerobics (Y)</b> offers continuation of activities covered in the Introductory Aerobics course. It includes the continuation of cardiovascular and muscular strength training and emphasizes diet and stress mgt. for females.</p>	3 6 . 0 6 3 0 0 9 9	1.0	Aerobic Dance
<p><b>Fall Weight Training (Y)</b> is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight</p>	3 6 . 0 5 4 0 0 9 9	1.0	None

equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting			
<b>Spring Weight Training (Y)</b> is designed to introduce students to a weight-training program that will promote over-all body fitness. The student will be exposed to different types of weight equipment and methods of training with weights. The student will also gain knowledge of the different types of exercises, correct techniques of executing the various exercises, proper breathing, and the safety factors involved in spotting	3 6 . 0 6 4 0 0 9 9	1.0	None
<b>Introductory Track and Field (Y)</b> provides opportunities for students to participate in a variety of speed and agility activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits and assessment of personal fitness levels.	3 6 . 0 2 3 0 0 9 9	1.0	None
<b>Introductory Recreational Games (Y)</b> Enhances recreational game skills in spike ball, can-jam, cornhole, Frisbee, horseshoes, darts and croquets.	3 6 . 0 2 7 0 0 9 9	1.0	None
<b>Miscellaneous</b>			
<b>Course Name/Description</b>	<b>Course Number</b>	<b>Credit</b>	<b>Prerequisite</b>
<b>Mentorship I (Y)</b> enables students to serve as an administrative aide during one period of the daily schedule. <b>Application Required-Available in front office</b>	3 5 . 0 6 4 0 0 5 8	1.0	(11 <sup>th</sup> & 12 <sup>th</sup> grade only)
<b>Mentorship II (Y)</b> enables students to serve again as an administrative aide during one period of the daily schedule. <b>Application Required-Available in front office</b>	3 5 . 0 6 6 0 0 5 7	1.0	(11 <sup>th</sup> & 12 <sup>th</sup> grade only)
<b>Minimum Day-Semester I (Y)</b> See your counselor for requirements and course label.	0 0 . 0 0 0 1 7 0 0	No Credit	12 <sup>th</sup> Grade Only
<b>Minimum Day-Semester II (Y)</b> See your counselor for requirements and course label.	0 0 . 0 0 0 3 2 0 0	No Credit	12 <sup>th</sup> Grade Only

**\*\* Minimum Day: Seniors must pass all classes to maintain athletic eligibility**

**\*\* Mentorship: Mentorship may not be taken with minimum day; students must be on track for graduation.**

<b>Special Education</b>
Students receiving services through the special education department have had an Individualized Education Plan (IEP) developed to meet their educational needs. Each student should complete his or her registration form with the help of his or her IEP team (parent, case manager, special education lead teacher, and regular education teacher) to ensure that requirements in the IEP are met.



