Creekside High School

Course Catalog

Forward Together with P.R.I.D.E.

Fulton County Board of Education

All information is current as of August 7, 2023.

470-254-4300

fultonschools.org/creeksidehs

@Creekside_High

Dr. Terrell A.G. Awak, Principal

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Fulton County School System Graduation Requirements		
Core Areas	**Units of Credit**	**Courses**
Language Arts	4	1 unit of 9th grade Literature and Composition 1 unit of American Literature and Composition 2 additional units, including equivalent AP/DE courses
Science	4	1 unit of Biology 1 unit of Physical Science or Physics 1 unit of Chemistry, Earth Systems, Environmental Science 1 unit of an approved 4th science, including an AP/DE Science or course on approved list: GA DOE Fourth Science Options
Mathematics	4	1 unit of GSE Algebra or GSE Accel Alg I/Geo A 1 unit of GSE Geometry or GSE Accel Geo B/Algebra 2 1 unit of GSE Algebra 2 GSE Accel Pre-Calculus 1 additional math unit (GSE Pre-Calculus or any higher-level mathematics course, including AP/DE) Update
Social Studies	3	1 unit of World History 1 unit of United States History ½ unit of Economics ½ unit of American Government/Civics (excludes AP Comparative Government)
World Language* AND/OR CTAE (Career, Technical and Agricultural Education) AND/OR Fine Arts**	3	World Language – French and Spanish CTAE - Agriculture, Computer Science, Engineering, Entrepreneurship, Graphic Design, JROTC, and Law and Public Safety Fine Arts - Art, Drama, and Music
Health/Physical Education	1	½ unit of Health ½ unit of Personal Fitness
Electives	4	4 additional elective courses
Total Units (Minimum)	23	

*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.
**Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.

The above represent minimum graduation requirements.

Georgia Milestones End of Course Tests (EOC)

The following courses have an End of Course test: Algebra, US History, American Lit/Comp, Biology. Students must take the Georgia Milestones EOC, and it will count as 20% of the course grade.

Grading

Teachers conduct ongoing evaluations of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must accurately measure the level of attainment of standards and the learning objectives in the curriculum. Fulton County Schools operate on a semester system with two semesters making up the regular academic year. Teachers frequently report student progress using a variety of informal methods such as class progress reports and phone calls. Student progress is reported formally using Interim Reports and Report Cards. Interim reports provide a "snap-shot" in time at six and twelve weeks. Report cards are issued after the completion of 18 weeks, and report final grades and credits earned. Conferences are scheduled as needed to discuss progress with parents. Teachers also regularly communicate with parents, using such means as telephone calls, written notes, emails, and/or examples of student work. The school must contact parents/guardians if a student is performing at U or F level or is experiencing a significant decline in achievement. This contact must be made early enough for a student to have a reasonable amount of time to improve the grade before the next grading period. No grade (NG) is required on a report card if the student has been enrolled fewer than 20 school days in the grading period and if there have been no grades received from the previous school for that time period.

Grading Scale

As mandated by the state, students earn numeric grades. Passing grades are 70 and above. A cumulative numerical average will be computed at the end of every semester. For scholarship and college entrance requirements the scale shown below appears at the bottom of each student's transcript. Students enrolled in Advanced Placement, Honors, International Baccalaureate and joint enrollment/postsecondary options courses receive an additional seven points to be added to a passing final grade. Parents and students should note that the HOPE state scholarship program recalculates grade point averages (GPA) using a different weighting system. For more information about GPA calculation for HOPE, please visit www.gafutures.org. Listed in the chart below are the academic symbols used for the Report Card and the Interim Progress Reports.

Report Card Grades 9 -12

A (90 – and above)
B (80 – 89)
C (70 – 79)
F (below 70)
NG (no grade)
.5 credit for each semester of course passed.

Recovery

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester. Teachers will determine when and how students with extenuating circumstances may improve their grades.

Fulton County Grading and Recovery Policy

At Creekside, we practice **A**cceleration, **R**e-engagement and **R**eassessment **O**pportunities **W**hile in **S**chool

Introduction

The ARROWS Program is designed to ensure all students reach their maximum potential by providing them multiple opportunities to demonstrate mastery of course standards.

- Students will be offered one designated day in each class each month to accelerate learning, re-engage in content, and reassess content standards to support work in demonstrating mastery in order to earn course credit to remain on track for graduation.
- The ARROWS Program will allow teachers additional opportunities to differentiate instruction by meeting individual student needs in the remediation of non-mastered standards and/or enrichment of mastered standards.
- The ARROWS Program aligns with Fulton County Schools board policy and Creekside High School's Semester Action Plan.
- Per FCS Board Policy IHA-L, Appendix A
    - *Fulton County Schools believes students who have not yet provided evidence of mastery should have the opportunity for reteaching, relearning, and/or reassessment."*
- Per CHS Big Rock #2: Tier 1 Instruction
    - PLCs will use a data analysis cycle to develop action plans in response to interim/school-based assessments.

Program Overview

- ARROWS will occur for the entire block in ***all classes*** on a monthly basis as outlined on the calendar for the duration of the current school year.
- Students who have failed to demonstrate mastery on the targeted standards on majors/minors for ARROWS will receive reteaching and reassessment for the specific standards and/or complete missing assignments.
- Students who have demonstrated mastery on the targeted standards for the ARROWS session will be provided enrichment tasks for the specific standard(s).
- Teachers will update grades from ARROWS Day assignments within 5 working days within Infinite Campus.

Grade Reporting Dates

Term	Dates	Posting Window Dates	Transcript Posting Deadline	Grade Reports Visible in Portal
4.5 Weeks Progress Report	8/7/23 - 9/6/23	9/5/23 - 9/11/23		9/13/23
***9 Weeks Progress Report**	**9/7/23 - 10/6/23**	**10/5/23 - 10/11/23**	**10/12/23**	**10/13/23**
13.5 Weeks Progress Report	10/12/23 - 11/8/23	11/7/23 - 11/13/23		11/15/23
***S1**	**8/7/23 - 12/15/23**	**12/11/23 - 1/10/24**	**1/11/24**	**1/12/24**
4.5 Weeks Progress Report	1/3/24 – 2/6/2024	2/5/24- 2/12/24		2/14/24
***9 Weeks Progress Report**	**2/6/24 - 3/8/24**	**3/7/24 – 3/12/24**	**3/13/24**	**3/15/24**
13.5 Weeks Progress Report	3/13/24 - 4/17/24	4/16/24 – 4/22/24		4/24/24
Seniors ONLY *S2	**1/3/24 - 5/23/24**	**4/29/24 – 5/15/24 5/16/24 - 5/28/24**	**5/31/24**	**6/1/24**

Counseling Caseloads by Last Name

Mrs. Terryn Daughtry-Prior
Priort@fultonschools.org
Last Names A - C

Mrs. Candace Dixon
Dixon@fultonschools.org
Last Names D - Ha

Dr. Fontella Jones
JonesF@fultonschools.org
Last Names He - Mc

Mr. Eric Charles
CharlesE@fultonschools.org
Last Names Me - Sh

Mr. Tariq Davis
DavisT1234@fultonschools.org
Last Names Si - Z

Ms. Melanie Smith
smithmk@fultonschools.org
TRIBE Academy

Course Registration

Scheduling Policy and Schedule Change Policy

Students and parents provide input into scheduling decisions during the schedule verification process each spring. Final scheduling decisions, however, are the school administrator's responsibility. Once classes are scheduled in the spring of each year, it is difficult to make schedule changes. Students along with parents must carefully consider all courses being requested, including the combined time commitment of multiple Honors and AP courses with respect to a student's total school work-load. During the first 10 school days, schedule changes will only be considered by the scheduling team if:

- The student has failed a required course and must repeat the course.
- The student has failed a course prerequisite and is not eligible to continue in the course sequence.
- The student has failed to enroll in a course required for graduation.
- The student demonstrates poor achievement in a prerequisite course and is advised by the teacher, counselor, and Curriculum Assistant Principal not to enroll in a more advanced course.
- There is a scheduling conflict or a course has been canceled. Requests for teacher changes or specific courses will not be permitted.

Creekside High School reserves the right to make adjustments to student schedules due to changes in enrollment and/or to balance class sizes.

Dual Enrollment

Juniors and Seniors may enroll at a two-year, four-year, or technical college and take one or more courses which simultaneously count toward their high school diploma requirements as well as to their college degree. Students may attend college full- or part-time. Various sources are available that cover tuition costs and other expenses. Students should discuss dual enrollment with their counselor and must apply to the institute and meet residency and minimum GPA plus SAT/ACT requirements to be accepted. Please contact Mrs. Prior at PriorT@fultonschools.org for more information related to Dual Enrollment.

Work-Based Learning

Enrollment in a work-based learning course is an extension of the student's work in their College and Career pathway. Credit earned for enrollment in work-based learning may count toward graduation as part of the student's cluster or pathway. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in the Work-Based component of Career-Related Education. This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include Cooperative Education, Internship, Youth Apprenticeship, and Clinical Experiences. For questions related to Work-Based Learning, please contact Ms. Edwards at EdwardsR@fultonschools.org.

Advisory

Creekside High School's Advisory class meets daily and provides a key point of check-in, relationship building, and teaching the non-academic skills students need for lifelong success:

- Sense of Belonging
- Self Awareness
- Self Management
- Social Competence
- Collaborative Problem Solving
- Reflective Learning Strategies

Advanced Placement (AP)

College Board's Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond.

Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores; more than 3,300 institutions worldwide annually receive AP scores. Please contact Ms. Lee at Leep2@fultonschools.org for more information related to AP.

AVID

AVID - Advancement Via Individual Determination is an in-school academic support program that prepares students for college and career success. Students who are accepted into the AVID Elective classes will enter into a specialized college preparatory experience. AVID Elective students will receive daily instruction and support to prepare for college from a trained AVID Elective teacher, AVID trained teachers in content areas on their grade level, and an AVID on-site support team.

AVID students will participate in a rigorous academic curriculum. They will receive tutoring and support, grow leadership skills, learn strategies for organization and time management, explore colleges through research and campus visits and engage in family nights to educate and inform parents. Students must be accepted into the AVID via an acceptance process. Please contact Ms. Lee at Leep2@fultonschools.org for more information related to AVID.

Course Waiver Process

Course assignments are aligned to the State of Georgia and Fulton County's graduation requirements. Students are placed in these courses based on a combination of academic performance, standardized test performance, teacher recommendation, and guidance counseling. We strongly advise against students taking courses against the teacher and/or system recommendation. Students who wish to enroll in a class against a teacher/counselor recommendation may do so by having their parent /guardian sign the academic course waiver, and attaching appropriate documentation of extenuating circumstances. Students must have met the minimum course mastery and prerequisite requirements. The Fulton County School System also offers recovery opportunities for courses failed during the regular sessions of school. These courses are not designed for first-time course takers. Please schedule a meeting with your student's guidance counselor for more information concerning course recovery opportunities.

By waiving into a course, the student and parent understand the following:

- You are choosing to register for a course which goes against the recommended academic placement of your teacher, counselor, and administrator.
- You are making a commitment to stay in this course for the entire academic year.
- It is your responsibility to ensure that you make every effort to earn a passing grade in this course.
- It is your responsibility to find and complete the summer reading assignments related to the course you are waiving into by the deadline determined by the teacher. All summer assignment information can be found on the school website.

Personal Fitness Waiver

Students must complete the Personal Fitness Waiver Request Form and receive approval prior to the end of their junior year of high school.

Requirements (completion of one of the following):

- **1 Season of a GHSA sport***
- **1 Season of a Non-GHSA sport****
- **1 Season of Marching Band**
- **.5 credit of Dance, Cirque or Physical Education electives**
- **3 credits of JROTC**

***Excludes One-Act Play, Literary Competitions and Esports**

****Non-GHSA sports must have a clear start and end date, defined practice schedule, involve physical activity, and include a record of participation. Program sponsors must provide documentation ensuring that a student has completed the above requirements in good standing.**

Sample Schedules

* - End of Course Exam Associated with Course

Sample Freshman Schedule

	Fall	Spring
1	9th grade literature	
2	Algebra: Concepts & Connections*	
3	Algebra Support	
4	American Gov't	Health
5	Environmental Science	
6	Pathway choice #1	
7	Pathway choice #2	
8	Open Elective	

OR

	Fall	Spring
1	9th grade literature	
2	Algebra: Concepts & Connections*	
3	Open Elective	
4	American Gov't	Health
5	Biology *	
6	World Language	
7	Pathway choice #1	
8	Pathway choice #2	

OR

	Fall	Spring
1	9th grade literature Honors	
2	Algebra Honors* **or** Geometry Honors	
3	AP United States Gov't and Politics	
4	Health	Elective
5	Biology Honors*	
6	World Language	
7	Pathway choice #1	
8	Open Elective/ AVID Tools for Success I	

Sample Sophomore Schedule

	Fall	Spring
1	10th grade literature	
2	Geometry: Concepts & Connections	
3	World History	
4	Biology*	
5	World Language	
6	Pathway choice #1	
7	Pathway choice #2	
8	Open Elective	

OR

Fall	Spring
10th grade literature Honors	
Geometry Honors or Enhanced Advanced Algebra H	
AP World History	
Chemistry or Honors Chemistry/AP Chemistry	
World Language	
Pathway choice #1	
Open Elective/Pathway choice #2	
Open Elective/ AVID Tools for Success II	

Sample Schedules

* - End of Course Exam Associated with Course

Sample Junior Schedule

	Fall	Spring
1	American Literature*	
2	Advanced Algebra	
3	U.S. History*	
4	Physical Science or Physics	
5	World Language	
6	Pathway choice #1	
7	Pathway choice #2	
8	Open Elective	

OR

Fall	Spring
AP Language & Composition with American Literature*	
Enhanced Advanced Algebra H or AP Pre-Caclulus	
AP U.S. History (EOC exempt - see SBOE Rule 160-3-1-.07)	
Physics or AP Physics	
World Language	
Pathway choice #1	
Open Elective/Pathway choice #2/Dual Enrollment	
Open Elective/ AVID Tools for Success III	

Sample Senior Schedule

	Fall	Spring
1	British Literature	
2	College Readiness or AP Pre-Calculus	
3	Personal Finance & Economics	
4	Forensic Science	
5	Open Elective/Work Based Learning	
6		
7		
8		

OR

Fall	Spring
AP Literature & Composition	
AP Statistics or Dual Enrollment	
AP Macroeconomics	
AP Biology or AP Physics	
Open Elective/ AVID Tools for Success IV	
Open Elective/Work Based Learning/Dual Enrollment	

Career Pathways at Creekside

Career, Technical, and Agricultural Education	Courses Required
Agriculture: Companion Animal Systems	Basic Agricultural, Animal Science and Biotechnology, Small Animal Care
Agriculture: Nursery & Landscaping	Basic Agricultural Science, General Horticulture and Plant Science, Nursery and Landscape
Computer Science	Introduction to Software Technology, Computer Science Principles, AP Computer Science
Graphic Design	Introduction to Graphics and Design, Graphic Design and Production, Advanced Graphic Design
Entrepreneurship	Introduction to Business and Technology, Legal Environment of Business, Entrepreneurship
Engineering	Foundations of Engineering and Technology, Engineering Concepts, Engineering Applications
JROTC	JROTC 1, JROTC 2, JROTC 3, JROTC 4
Law: Criminal Investigations	Introduction to Law, Public Safety, Corrections, and Security, Criminal Justice Essentials, Criminal Investigations
Law: Public Safety Communications	Introduction to Law, Public Safety, Corrections, and Security, Essentials of Fire and Emergency Services, Public Safety Communications

English and Language Arts			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**
9th Literature	9	None	Reading strategies, interpretation of literature, writing, vocabulary, and grammar.
9th Literature Honors	9	Teacher Recommendation	Advanced reading strategies, interpretation of literature, writing, vocabulary, and grammar.
World Literature	10	9th Literature	Study of world literature and informational texts; an exploration of commonalities and differences among works of literature from different times and places around the world. Narrative, argument and synthesis writing; vocabulary and grammar instruction.
World Literature Honors	10	9th Literature, Teacher Recommendation	Advanced study of world literature and informational texts; an exploration of commonalities and differences among works of literature from different times and places around the world. Narrative, argument and synthesis writing; vocabulary and grammar instruction.
American Literature	11	9th Literature and World Literature	Reading strategies, interpretation of American literature, vocabulary, writing, and grammar
AP Language and Composition	11	World Literature, Teacher Recommendation	Focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text— from a range of disciplines and historical periods.
British Literature	12	American Literature	This course focuses on the study of British literature (England, Scotland, Ireland and Wales), writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the

			chronology of a work affects its meaning. The students will demonstrate competency in research and a variety of writing genres. The reading, writing, and discussion require senior level depth and maturity and are geared to preparing all students for college
AP Literature and Composition	12	American Literature, Teacher Recommendation	Focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Mathematics			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**
Algebra: C&C	9	None	Students will formalize and extend the mathematics that they learned in the middle grades; 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; use algebra to deepen and extend understanding of geometric knowledge from prior grades; and tie together the algebraic and geometric ideas studied.
Geometry: C&C	10	Algebra: C&C	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. The link between probability and data is explored through conditional probability.
Geometry: C&C Honors	10	Algebra: C&C, Teacher Recommendation	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. The link between probability and data is explored through conditional probability.
Advanced Algebra: C&C	9	Geometry: C&C	Students will pull together and apply the accumulation of learning from their previous mathematics courses. Methods from probability and statistics will be used to draw inferences and conclusions from data. Students will expand their repertoire of functions to include polynomial, rational, and radical functions. The study of right triangle trigonometry will be expanded and then used to model periodic phenomena. Experiences with functions and geometry will help students to create models and solve contextual problems.
Enhanced Advanced Algebra & Pre-Calculus	11-12	Geometry C&C H, Teacher Recommendation	This course is a thoughtful blend of Advanced Algebra: Concepts & Connections and Precalculus. Students will be provided the opportunity to develop a deep understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. The course includes the

			study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.
AP Precalculus	11-12	Teacher Recommendation	AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses. Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning.
College Readiness Math	12		College Readiness Mathematics is a fourth course option for students who have completed GSE Algebra I, GSE Geometry, and GSE Algebra II, but continue to struggle with high school mathematics standards essential for success in first year

			post-secondary mathematics courses required for non-STEM majors. The course is designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study and will serve to meet the high school fourth course graduation requirement. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Algebra II for non-STEM majors, so the course will meet the needs of college-bound seniors who will not pursue STEM fields. Graphing calculator is required, TI 84 or better ***Not NCAA sanctioned**
AP Statistics	12	Teacher Recommendation	Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Science			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**
Environmental Science	9	None	Environmental Science is an interdisciplinary course of how nature works and how things in nature are interconnected. The following themes are central to the study of environmental science: sustainability; natural resources; natural resource degradation; solutions to environmental problems; tradeoffs in finding acceptable solutions; the importance of individual actions in implementing solutions; and sound science. Areas of study include the interconnection of all life, the flow of energy and cycling of matter, the stability and change in an ecosystem, conservation and resource allocation, and the evaluation of human activity and technology on the environment.
Biology	9 - 10	For 9th grade, teacher recommendation	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems,

			and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution.
Biology Honors	9-10	For 9th grade, teacher recommendation	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences
Physical Science			This course is designed as a survey course of chemistry and physics. This curriculum includes 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. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, solutions, acid/base chemistry, phase changes, Laws of motion and forces, energy transformation, electrical/magnetic forces, and wave properties.
Chemistry			This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity,

			bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry.
Chemistry Honors	10	Teacher Recommendation	This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences
Physics	11		This curriculum includes abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include kinematics, energy and its transformations, Electricity, magnetism, and wave properties.
Forensic Science	12		This curriculum includes abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include kinematics, energy and its transformations, Electricity, magnetism, and wave properties.
AP Biology	12	Teacher Recommendation	Students should have successfully completed Biology and Chemistry or are taking Chemistry concurrently with AP Biology. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. The following are Big Ideas: • The process of evolution explains the diversity and

			unity of life. • Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. • Living systems store, retrieve, transmit, and respond to information essential to life processes. • Biological systems interact, and these systems and their interactions possess complex properties. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.
AP Chemistry	10-12	Teacher Recommendation	The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. They encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. The following are Big Ideas: • The chemical elements are the building blocks of matter, which can be understood in terms of the arrangements of atoms. • Chemical and physical properties of materials can be explained by the structure and the arrangement of atoms, ions, or molecules and the forces between them. • Changes in matter involve the rearrangement and/or reorganization of atoms and/or the transfer of electrons. • Rates of chemical reactions are determined by details of the molecular collisions. • The laws of thermodynamics describe the essential role of energy and explain and predict the direction of changes in matter. • Bonds or attractions that can be formed can be broken. These two processes are in constant competition, sensitive to initial conditions and external forces or changes. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions,

			design experiments, analyze data, and construct arguments in a collaborative setting
AP Physics 1		Teacher Recommendation	AP Physics 1 is an algebra-based, introductory college level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are Big Ideas: • Objects and systems have properties such as mass and charge. Systems may have internal structure. • Fields existing in space can be used to explain interactions. • The interactions of an object with other objects can be described by forces. • Interactions between systems can result in changes in those systems. • Changes that occur as a result of interactions are constrained by conservation laws. • Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Social Studies			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**
American Government	9	None	The state-mandated American Government course 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. The course will cover U.S. constitutional principles, the branches of the federal government, factors influencing the political process, the role of the media and political parties, civil rights and responsibilities, and the United States' role in foreign policy. Students will construct and evaluate arguments, use documents, political cartoons, charts/graphs, and primary source data to analyze points of view, analyze and interpret information, evaluate government at the state and local levels, and use current events to reinforce their learning of American Government.
AP Government and Politics	9-12	Teacher Recommendation	AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.
World History	10	None	The high school 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. Topics include prehistoric culture, ancient civilizations, classical civilizations, the medieval world, the Age of Exploration, Enlightenment, French Revolution, decline of colonial empires in America, Industrial Revolution, nationalism and imperialism, totalitarianism, WWI, WWII, and the modern world.
AP World History	10	Teacher Recommendation	Teaching students to think historically, to construct historical arguments and to analyze data within an historical context will be the focus of AP World History. With material from 8000 BCE to the present serving as the basis for study, students will explore multiple perspectives as they analyze global patterns that have occurred over time. Students will spend a great deal of time writing, reading, and interpreting artifacts as they strive to become true historians themselves.
United States History	11	None	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. Topics include colonization, the revolutionary and colonial eras, manifest destiny, Civil War and reconstruction, urbanization and Industrialism, progressive era, imperialism, WWI & WWII, The Cold War, Vietnam, and the Decades of 1950 – 2000.
AP United States History	11	Teacher Recommendation	In AP U.S. History, students investigate significant events, individuals, developments, and processes in 9 historical periods from 1491 to present. Students develop and use the same skills and methods employed by historians: analyzing primary/secondary sources, developing historical arguments; making historical connections; and utilizing reasoning about comparison causation, and continuity & change over time. The course also provides 8 themes that students explore throughout the course in order to make connections among historical developments in different times and places. APUSH is equivalent to a two-semester college seminar course in U.S. History. Students should be able to read, critically think, and

			write at the college level; as well as possess the organizational and study skills expected at the college level. Students should also consider their entire course load when choosing classes, as to ensure balance in their schedule.
AP Macroeconomics	12	Teacher Recommendation	AP Macroeconomics is a semester-long 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. Extensive math skills are not required; however, students must learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. In order for a student to be successful in this class, he/she should possess these specific skills: ability to read college level texts independently; ability to critically analyze graphs; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits. This semester-long course will prepare students for the AP Macroeconomics exam in May and also satisfies the Georgia graduation requirement for Economics.
AP Psychology	10-12	Teacher Recommendation	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, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. The AP Psychology course is designed to be the equivalent of the Introduction to Psychology course usually taken during the first college year.
AP Human Geography	9-12	Teacher	Human Geography is a branch of geography that

		Recommendation	deals with the way humans interact with their environment. We will study demographics, migration, linguistics, religion, political geography, urbanization and industrialization. Specific skills for success: above average reading ability and above average writing skills. Outside commitments: vocabulary quizzes and bi-weekly map quizzes in addition to nightly textbook reading. This course is equivalent to a college course and will be more rigorous than a middle school TAG course or a high school honors course.
AP African American Studies	10-12	Teacher Recommendation	AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora.
Current Issues	12	None	Students will discuss relevant issues that impact society.
Sports in U.S. Society	9	None	The Sports in United States Society course examines the vital sociological role of sport in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented.

World Languages			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**
French I		None	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, weather/seasons, food/meals, city life, shopping, leisure, and culture.
French 2		French 1	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations
French 2 Honors		French 1, Teacher Recommendation	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations.
French 3		French 2	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature.
French 3 Honors		French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French 4 Honors		French 3, Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP French; near-exclusive use of French in class.
Spanish I		None	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography.
Spanish 2		Spanish 1	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Spanish-speaking countries and Latino culture in the U.S.

Spanish 2 Honors		Spanish 1, Teacher Recommendation	In-depth study of all topics in Spanish 2 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; beginning preparation for AP Spanish.
Spanish 3		Spanish 2	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Spanish- speaking countries and Latino culture in the U.S.
Spanish 3 Honors		Spanish 2, Teacher Recommendation	In-depth study of all topics in Spanish 3 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; continuing preparation for AP Spanish.
Spanish 4 Honors		Spanish 3, Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP Spanish; near-exclusive use of Spanish in class.
AP French Language and Culture		French 3, Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic francophone sources; in-depth reading, writing, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of French in class.
AP Spanish Language and Culture		Spanish 3, Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic Spanish-language sources; in-depth reading, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of Spanish in class.

CTAE		
Course Title	**Prerequisite(s)**	**Description**
Basic Agriculture Science See course details here	None	This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
Animal Science and Biotechnology See course details here	Basic Agriculture Science	This course is designed to introduce students to the scientific principles that underlie the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. This course introduces scientific principles applied to the animal industry; covers reproduction, production technology, processing, and distribution of agricultural animal products. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
Small Animal Care See course details here	Animal Science and Biotechnology	The goal of this course is designed to provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
General Horticulture and Plant Science See course details here	Basic Agriculture Science	The goal of this course is designed to provide students with skills and concepts involved with the care and management of companion animals. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.
Nursery and Landscape See course details here	General Horticulture and Plant Science	This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities
Introduction to Software Technology See course details here	None	Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development 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 programming languages, software development, app creation, and user interfacing applications are all

		taught in a computer lab with hands-on activities and project-focused tasks.
Computer Science Principles **See course details here**	Introduction to Software Technology	Computer Science (CS) 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.
AP Computer Science See course details here	Computer Science Principles	AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.
Introduction to Graphics and Design See course details here	None	This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. Prerequisite for this course is adviser approval.
Graphic Design and Production See course details here	Introduction to Graphics and Design	As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. The prerequisite for this course is Introduction to Graphics and Design.
Advanced Graphic Design See course details here	Graphic Design and Production	Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. This is the final course in the Graphic Design pathway.

Introduction to Business and Technology See course details here	None	Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management 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.
Legal Environment of Business See course details here	Introduction to Business and Technology	Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices.
Entrepreneurship See course details here	Legal Environment of Business	How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small

		business owner will be fulfilled in this course.
Foundations of Engineering and Technology See course details here	None	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.
Engineering Concepts See course details here	Foundations of Engineering and Technology	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. The prerequisite for this course is Foundations of Engineering and Technology.
Engineering Applications See course details here	Engineering Concepts	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. The prerequisite for this course is Engineering Concepts.
JROTC 1 See course details here	None	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 21st Century leadership responsibilities.
JROTC 2 See course details here	JROTC 1	This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes.

JROTC 3 See course details here	JROTC 2	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.
JROTC 4 See course details here	JROTC 3	This laboratory course is designed to 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 academics..
Introduction to Law, Public Safety, Corrections, and Security See course details here	None	Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the prerequisite 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.
Criminal Justice Essentials See course details here	Introduction to Law, Public Safety, Corrections, and Security	Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e. mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security.
Criminal Investigations	Criminal Justice	This course is designed to provide students with an opportunity to

See course details here	Essentials	explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. This course is one of two choices that may be selected for the law enforcement pathway. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Criminal Justice Essentials.
Essentials of Fire and Emergency Services See course details here	Introduction to Law, Public Safety, Corrections, and Security	This course addresses the essential components needed for fire and emergency services. Students will be prepared for their third-course options that include the following: firefighting, emergency medical responder, and public safety communications. Students will explore career options, interagency communications, medical services, and basic firefighting standards. The prerequisites for this course are Introduction to Law, Public Safety and Corrections and Security.
Public Safety Communications See course details here	Essentials of Fire and Emergency Services	This course is based on the Georgia Public Safety Training Center Basic Communications Officer Training program. Extensive training on communication skills, legal and ethical responsibilities, stress management, laws and regulations, and successful inter-agency interaction and support are the standards laying the groundwork for this course. In a fast-paced environment, students learn to handle law enforcement, as well as fire and emergency calls and medical calls. Students will complete CPR, AED, and First Aid training. A minimum of 8 hours of simulated training is required for the course. This course may be taken as the third course in the Public Safety Communications pathway in the Health Science cluster or the Law, Public Safety, Corrections and Security Cluster. Students may become eligible for certification through GA POST.

Health and P.E.			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**

Athletic Training	10-12	None	These activities shall include weights, aerobics, circuits, physical conditioning, and running. Beginning, intermediate, and advanced training methods will be addressed. Individual weight training programs are designed and followed throughout the course and catered for individual student needs.
Body Sculpting	10-12	None	In this course, students will work on power lifting techniques to improve muscular strength and endurance and will be given a weight training program. Cardiovascular training is included in this course.
Health	9	None	Wellness concepts, human sexuality, State ADAP requirements, CPR training, first aid procedures, safety practices, and responsibility for health decisions are all discussed. Course is required to graduate high school.
Introduction to Team Sports	10-12	None	Introduces the rules, skills and strategy of basketball, Team Handball, & softball. Team & tournament play are emphasized.
Intermediate Team Sports	10-12	None	Continues the rules, skills and strategy of basketball, Team Handball, & softball. Team & tournament play are emphasized.
P.E. 1-4	10-12	None	This course will spend one day covering the rules and basic fundamentals, then two days playing a variety of sports. The sports that will be covered in this class are basketball, flag football, ultimate frisbee, softball, kickball, soccer, pickleball, table tennis, badminton, and volleyball.
Personal Fitness	9	None	This course helps students develop a physical fitness program. Students are introduced to the concepts of stress management, weight training and conditioning, and proper nutrition. Progress toward individual fitness goals is measured throughout the semester. This course is required to graduate high school, unless an approved Personal Fitness waiver is on file.
Physical Conditioning	10-12	None	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.
Weight Training	10-12	None	Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.

Fine Arts			
Course Title	**Grade Level**	**Prerequisite(s)**	**Description**
Beginning Band I-III	9-12	None	Explore techniques of playing instruments, note reading, simple rhythm, and pitch discrimination; also discrimination through singing and playing, expression, and music vocabulary.
Intermediate Band I-III	9-12	Teacher Recommendation	This course provides opportunities for intermediate level performers to increase performance skills and precision on a wind or percussion instrument. It includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. Concert Band will help prepare the students for advanced playing demands of upper high school literature and technique. After school rehearsals will be required. Concert Band will perform several required concerts during the year. Students will be auditioned and placed in the most suitable class based on student ability and instrumentation. They will involve all major scales and sight-reading.
Beginning Music Technology	9-12	None	Edit and mix simple and complex projects using the most advanced, industry-standard software and hardware tools and equipment. Studio production involving creative use of

			synthesizers, audio effects, processors, and more. Edit, mix and remix studio sessions by professional artists with an emphasis on training to use Pro Tools Digital Audio Workstation
Songwriting	9-12	None	Topics will include basic chords and note-reading on acoustic guitars applied to a wide variety of styles. Students will also gain experience with basic music theory and songwriting.
Percussion I-IV	9-12	None	This yearlong 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 performance etiquette.
Advanced Band	9-12	Teacher Recommendation	This course will help prepare the students for advanced playing demands of upper high school literature. The class provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. The class organizes objectives for self-paced progress through all four levels. It stresses individual progress and learning strategies and ensemble experiences. After school rehearsals will be required. Symphonic Band will perform several required concerts during the year. Students will be auditioned and placed in the most suitable class based on student ability and instrumentation.
AP Music Theory	10-12	Teacher Recommendation	AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.
Chorus I-II	9-12	None	Students will perform music of all styles and time periods and become proficient at

			sight-singing and music theory to prepare each student for the upper-level choirs.
Dance I	9-12	None	Modern dance is a dance style that focuses on a dancer's own interpretations instead of structured steps, as in traditional ballet dancing. Modern dancers reject the limitations of classical ballet and favor movements derived from the expression of their inner feelings.
Jazz Dance	9-12	None	Jazz dance combines techniques of classical ballet and modern dance with the current forms of popular dance. Jazz also has its own movement vocabulary ranging from the isolation of certain body parts to the movement of the entire body with the accents of musical rhythms.
Fundamentals of Theatre	9-12	None	This course will offer theatre exercises to develop acting and production skills at all levels. It is an exploration of theatre as an artistic form that focuses on the appreciation and value of theatre in society. The students will participate in theatre games that utilize their inner resources of imagination, observation, and concentration. Included will be performance and production demonstrations of creative team building scenes as well as open scenes.
Acting I-III	9-12	None	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, teamwork, 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. After-school rehearsal time may be required.
Introduction to Art	9-10	None	This course is the prerequisite for all other studio art courses. Introduction to Art is an entry-level class that 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 such as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. Students develop basic skills that increase critical thinking, problem solving, self-evaluation and the ability to complete long-term projects.
Ceramics I-IV	9-12	None	Ceramics introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration, and glaze applications. Covers styles of ceramic works from Western and non-Western cultures. In addition to learning a lifelong skill, ceramic courses help improve observation skills, self-discipline, organization, ability to evaluate one's own performance, problem-solving abilities, and ability to complete long-term projects.
Drawing I-IV	9-12	None	Drawing & Painting will instruct students in fundamental drawing skills and prepare 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 and oil pastels. Art history, criticism and aesthetics are incorporated with studio production of drawings and paintings. In addition to learning a lifelong skill, drawing courses help increase observation skills, self-discipline, ability to evaluate one's own performance, problem-solving abilities, and ability to complete long-term projects.
Sculpture I-IV	9-12	None	Sculpture introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive, and modeling

			methods. Explores traditional and nontraditional materials for sculpted works and the work of both historical and contemporary sculpture artists. Sculpture courses help improve problem solving skills, self-discipline, organization, ability to evaluate one's own performance and ability to complete long term projects.
AP 2D Design Portfolio	10-12	Teacher Recommendation	AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course.
AP 3D Design Portfolio	10-12	Teacher Recommendation	AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply 3-D skills to ideas they develop throughout the course.
AP Drawing	10-12	Teacher Recommendation	AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course.