

Riverwood International Charter School

Course Catalogue  
2023-2024



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## Table of Contents

Programs of the Curriculum at Riverwood .....	3
Fine Arts .....	7
Career, Technical, and Agricultural Education .....	10
Audio/Video Technology and Film Pathway .....	10
Computer Science Pathway.....	10
Engineering and Technology Pathway .....	11
Culinary Arts Pathway.....	12
Business Management and Administration Pathway.....	12
HealthCare Pathway .....	13
English .....	16
Mathematics .....	18
Non-Departmental Courses .....	21
Performing Arts.....	22
Physical Education .....	26
Science.....	27
Social Studies.....	29
Talented and Gifted.....	31
World Languages .....	31

## Riverwood International Charter School

Riverwood is a comprehensive high school offering Fulton County’s 9th through 12th grade International Baccalaureate (IB) Program and is the site of Fulton County’s International Studies Magnet Program. This prestigious college preparatory institution has a diverse, talented student body and faculty and aims to instill in students an international mindedness that prepares them to be global leaders. Our students are regularly awarded scholarships, regularly achieve high scores on standardized tests, and regularly are admitted to notable post-secondary institutions. Our state of Georgia Standards of Excellence is bolstered by several programs highlighted below.

### Mission Statement

Riverwood International Charter School prepares students to be confident, creative, compassionate global citizens through high expectations for learning, excellence in teaching, seamless curriculum, community service participation, and engagement of parents and community.

### Programs of the Curriculum at Riverwood

Program Title	Duration	Grade Level of Participation	Prerequisite(s)	Major Components
<b>International Studies Magnet Program</b>	4 years	Accepts students in 9 <sup>th</sup> and 10 <sup>th</sup> grade students in good standing	Application and acceptance in spring preceding 9th grade (both in attendance zone and out of attendance zone).	<p>Focus:</p> <ul style="list-style-type: none"> <li>• Cultural, Geographical, Political Diversity</li> <li>• MYP Programme grades 9 and 10 for every Riverwood student</li> <li>• Magnet students have rigorous courses that will help prepare them for IB.</li> </ul> <p>Requirements of Magnet Program:</p> <ul style="list-style-type: none"> <li>• 5 Social Studies Credits</li> <li>• 2 World Language Credits (in the same language)</li> <li>• Maintain an 80 or higher average</li> <li>• Magnet students can continue in grades 11 and 12 in the International Baccalaureate Diploma Program.</li> <li>• Students who successfully complete the Magnet requirements earn a Magnet Seal on diploma</li> <li>• Special recognition at graduation</li> </ul>
<b>Middle Years Program of the International Baccalaureate (IB)</b>	2 years	9th and 10th grades	<p>All 9th and 10th grade students participate to prepare them for possible participation in the Diploma Program</p> <p>All 9<sup>th</sup> and 10<sup>th</sup> Grade classes are MYP courses</p>	<p>The Middle Years Programme (MYP) is a preparatory program of the International Baccalaureate (IB).</p> <ul style="list-style-type: none"> <li>• Offered only by authorized IB World Schools.</li> <li>• The MYP curriculum framework is a planning and implementation method that uses Georgia Standards of Excellence in all classes and all subject areas.</li> <li>• The challenging framework encourages students to make practical connections between their studies and the real world through the lens of “global contexts”.</li> <li>• Teachers’ assessments and activities address these contexts as a means of exposure to global thinking for students.</li> <li>• Students who complete the MYP are well prepared to undertake the IB Diploma Program in grades 11 and 12.</li> </ul>

				<ul style="list-style-type: none"> <li>The MYP is implemented in partnership with Ridgeview Middle School.</li> </ul>
<b>Diploma Program of the International Baccalaureate (IB)</b>	2 years	11th and 12th grades	Application and acceptance in spring of 10th grade	<p>The International Baccalaureate Diploma Program (DP) is offered only by authorized IB World Schools.</p> <p>Diploma Programme Core Components:</p> <ul style="list-style-type: none"> <li>Theory of Knowledge (TOK)</li> <li>Creativity, Activity, and Service (CAS)</li> <li>Extended Essay (EE)</li> </ul> <p>Diploma Programme Curriculum:</p> <ul style="list-style-type: none"> <li>Language and Literature (Mother tongue)</li> <li>Language Acquisition (Non-Mother Tongue)</li> <li>Individuals and Societies</li> <li>Sciences</li> <li>Mathematics</li> <li>The Arts</li> </ul> <p>The curriculum consists of a diverse and rigorous combination of Standard Level (SL) courses and Higher Level (HL) courses from which to choose.</p> <p>Students also have the opportunity to complete course candidacy in one or more IB Courses.</p> <p>Students who complete the DP successfully graduate with an internationally-recognized diploma.</p>
<b>Advancement Via Individual Determination Program (AVID)</b>	4 years	Encouraged start in 9th grade	Application and acceptance	<p>AVID brings research-based strategies and curriculum to education that develops students' critical thinking, literacy, and math skills across all content areas.</p> <ul style="list-style-type: none"> <li>AVID educators use research-based proven practices to prepare students for success in high school, college, and a career.</li> <li>AVID teaches skills and behaviors for academic success, provides intensive support, strong student/teacher relationships, creates a positive peer group for students, and develops a sense personal achievement gained through hard work and determination.</li> </ul>

<b>Community-Based Instruction (CBI)</b>	Varies	Students with Intellectual Disabilities	Special Education Services	<p>CBI is educational instruction in naturally occurring community environments providing students “real life experiences”.</p> <ul style="list-style-type: none"> <li>• Goals: to provide a variety of hands on learning opportunities at all ability levels to help students acquire the skills to live in the world today.</li> <li>• In addition to traditional classroom activities, students participate in vocational training on and off campus.</li> </ul>
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### Course Scheduling and Scheduling Policies

Core course recommendations are made each spring for students by the teacher using pre-requisite standards described in the placement guidelines set forth in this catalog and their professional judgment. Opportunities to provide preferences regarding elective courses are provided to students each spring. Students and parents are expected to carefully review course information and requirements before selecting or agreeing to a particular course. Questions or concerns about the appropriateness of a course should be directed to the teacher of that course, a guidance counselor, or a school administrator. Students and parents provide valuable review of scheduling decisions during what is called the schedule verification process which also occurs in the spring after recommendations and requests are made. Students and parents are strongly encouraged to review the student's overall proposed enrollment based on recommended and requested courses and to request any necessary changes during the schedule verification process.

**The deadline to solidify course recommendations and requests for course enrollment is March 27, 2023. Parents will receive their child's final verification form via email. After Spring Break 2023, Riverwood will enroll students in the verified courses and will not honor additional requests for change. If any change in what has been verified is necessitated after March 27, an attempt at notification from the school will be made to the student/parent, and if possible or applicable, an attempt at additional input from the student/parent will be made. However, final scheduling enrollment decisions are the school administration's responsibility, and final scheduling determinations are left to the Principal and designees, in this case the Curriculum Assistant Principal and the Guidance Counselor(s).**

According to Fulton County School Board Policy IHA, students are expected to complete the year long courses in which they are enrolled. At Riverwood, the enrollment process ends on April 28, 2023. If a change is still necessitated after March 27, 2023, according to Riverwood Operating Guidelines, the parent/guardian may make a written request of the principal's designees in the first 10 school days only. The written request for a schedule change should be made to the Guidance Counselor, and that individual will work with the Curriculum Assistant Principal to review the request. **All course changes must meet the following criteria: an FTE-eligible course is available for the student, space is available in an already scheduled course, the student's graduation requirements can be met within four years, be approved by the teacher and guidance counselor.**

If a parent/guardian is not satisfied with the outcome of a schedule change request, he or she may contact the Principal. **Final scheduling enrollment decisions are the school administration's responsibility, and final scheduling determinations are left to the Principal.** After the first 10 days of school, requests for schedule changes will not be considered unless an error in scheduling has been made or exceptional hardship is documented. Riverwood must reserve the right to make schedule changes inside and outside of the first 10 days to perform necessary tasks such as to correct errors, to adjust based on enrollment changes, and to balance class sizes. See policy JBCD and IHA for additional information about hardships and complete Fulton County Schools Class Placement for High School.

Fine Arts

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>VA/CI Intro to Art M</b> (prerequisite for ALL other art courses)	S1	9-12	None	<b>Visual Art Comprehensive 1</b> - an entry-level class that establishes a standard and consistent foundation in the discipline of visual art. Introduces art history, art criticism, aesthetic judgment, and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes, and visual resources. Explores master artworks for historical and cultural significance. <i>(Successful completion of this course is the prerequisite for all art courses.)</i>
<b>VA/CII Design Fundamentals M</b>	S2	9-12	Introduction to Art	<b>Visual Art Comprehensive 2</b> - Enhances level-one skills in art history, art criticism, aesthetic judgment, and studio production. Emphasizes and reinforces knowledge and application of the design elements and their relationship to the principles of design. Explores different two- and three-dimensional art media and processes. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies.
<b>Ceramics 1 M</b>	S1	9-12	Introduction to Art	<p><b>Ceramics I</b> - 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.</p> <p><b>Ceramics II</b> - Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism.</p> <p><b>Ceramics III</b> - Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while developing personal artistic voice. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.</p> <p><b>Ceramics IV</b> - Enhances level-three skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while continuing to develop personal artistic voice. Emphasizes more complex form and surface treatments using tools, glazes, resists, and multiple clay bodies.</p>
<b>Ceramics 2 M</b>	S2	10-12	Ceramics 1	
<b>Ceramics 3 M</b>	S1	10-12	Ceramics 2	
<b>Ceramics 4 M</b>	S2	10-12	Ceramics 3	

<b>Draw/Paint 1 M</b>	S1	9-12	Introduction to Art	<p><b>Draw/Painting 1</b> - Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.</p> <p><b>Draw/Painting 2</b> - Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.</p> <p><b>Draw/Painting 3</b>- Enhances level-two skills in technique and provides further exploration of drawing and painting media. Reinforces drawing and painting skills and critical analysis skills for responding to master drawings and paintings of different historical and contemporary styles and periods. Examines solutions to increasingly complex mixed media works of art and the development of personal style and a body of work.</p> <p><b>Draw/Painting 4</b>- Enhances level-three skills in technique and provides further exploration of drawing and painting media. Reinforces drawing and painting skills and critical analysis skills for responding to master drawings and paintings of different historical and contemporary styles and periods. Examines solutions to increasingly complex mixed media works of art and the development of body of work as a portfolio.</p>
<b>Draw/Paint 2 M</b>	S2	10-12	Draw/Painting 1	
<b>Draw/Paint 3 M</b>	S1	10-12	Draw/Painting 2	
<b>Draw/Paint 4 M</b>	S2	10-12	Draw/Painting 3	



<b>Photography 1 M</b>	S1	9-12	Introduction to Art	<p><b>Photo 1</b> - Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.</p> <p><b>Photo 2</b> - Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for historical and critical appraisal.</p> <p><b>Photo 3</b> -Enhances level-two skills and provides opportunities to apply more complex photographic designs. Introduces advanced and experimental pinhole and/or 35mm photographic and/or digital techniques. Explores alternative/experimental developing chemicals and digital processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal.</p> <p><b>Photo 4</b> -Enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic or digital techniques. Explores alternative/experimental processes in traditional or digital photography. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal.</p>
<b>Photography 2 M</b>	S2	10-12	Photo 1	
<b>Photography 3 M</b>	S1	10-12	Photo 2	
<b>Photography 4 M</b>	S2	11-12	Photo 3	
<b>AP Drawing Portfolio</b>	S1 S2	11-12	Teacher Recommendation Successful completion of a Fine Art pathway	<p>College Board AP Course Descriptions</p> <p>AP level content culminating in AP portfolio submission and/or AP exam.</p> <ol style="list-style-type: none"> <li>1. Conforms to College Board topics for the Advanced Placement Studio Art Portfolio. <ol style="list-style-type: none"> <li>a. Drawing Portfolio provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.</li> <li>b. 2-D Design Portfolio provides experiences using different a variety media and approaches including photography and digital art;</li> </ol> </li> </ol>
<b>AP 2D Design</b>	S1 S2	11-12		
<b>AP 3D Design</b>	S1 S2	11-12		

				<p>designed for students interested in the practical experiences of art.</p> <p>c. 3-D Design Portfolio provides experiences using different ceramic and/or sculptural media and approaches; designed for students interested in the practical experiences of art.</p>
<b>IB Visual Art HL Yr. 1</b>	S1 S2	11-12	Teacher Rec. IB Visual Arts SL	This is a two-year program that provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Students will complete three assessments – Comparative Study, Process Portfolio and a Curatorial Exhibition. IB level content culminating in portfolio submission and/or IB exams.
<b>IB Visual Art HL Yr. 2</b>	S1 S2	12		

### Career, Technical, and Agricultural Education

#### Audio/Video Technology and Film Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Audio/Video Technology &amp; Film</b>	S1 S2	9-12	None	This course is designed to prepare students in the fundamentals in the Broadcast/Video production field. Topics covered may include the history of mass media, equipment safety and terminology, script writing, production teams, production and programming, lighting, and recording and editing.
<b>Audio/Video Technology &amp; Film 2</b>	S1 S2	10-12	A/V Tech & Film 1	This course is the second in a series to prepare students for participation in the field of Broadcast/Video or to prepare them for future study in a post-secondary institution. Topics include planning, writing, directing and editing; advanced editing operations; studio productions and studio operations; mass media journalist skills. Students will help in the production of the Raider Broadcast.
<b>Audio/Video Technology &amp; Film 3</b>	S1 S2	11-12	A/V Tech & Film 2	This course is the third in a series, and students take on individual projects under the guidance of the instructor to further develop their technical and journalist skills. Students will help in the production of the Raider Broadcast.
<b>Work-based Learning in Entrepreneurship Or Internship via TAG (see Talented and Gifted)</b>	S1 S2	11-12	A/V Tech & Film 2 and application to work-based learning program or completion of internship requirements via TAG	Students earn elective credit while participating in a work-based learning experience within the field of Broadcast & Video. Must apply to be in work-based learning program or must have completed TAG internships requirements

#### Computer Science Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Introduction to Digital Technology</b>	S1 S2	9-11	None	Introduction to Digital Technology is the foundational course for Web and Digital Communications, Programming, Advanced Programming, Information Support and Services, and Network Systems pathways. This

				course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project- focused tasks. ed in this course.
<b>Computer Science Principles</b>	S1 S2	10-11	Intro to Digital Technology	This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. The focus of the course falls into these practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.
<b>Web Development</b>	S1 S2	11-12	Computer Science Principles	This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services.
<b>Work-based Learning in Computing/Network Or Internship via TAG (see Talented and Gifted)</b>	S1 S2	11-12	Computer Science Principles or completion of internship requirements via TAG	Students earn elective credit while participating in a work-based learning experience within the field of Computing. Must apply to be in work- based learning program or must have completed TAG internship requirements.

#### Engineering and Technology Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Foundations of Engineering Technology</b>	S1 S2	9-12	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. The pre-requisite for this course is advisor approval
<b>Engineering Concepts</b>	S1 S2	10-12	Foundations of Eng & Technology	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.
<b>Engineering Applications</b>	S1 S2	11-12	Foundations of Eng & Technology Engineering Concepts	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.
<b>Work-based Learning in Engineering Or Internship via TAG (see Talented and Gifted)</b>	S1 S2	11-12 (at least 16 years old)	Engineering Applications	Students earn elective credit while participating in a work- based learning experience within the field of Engineering. Must apply to be in work-based learning program or must have completed TAG internship requirements.

#### Culinary Arts Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Introduction to Culinary Arts</b>	S1 S2	9-12	None	This course is designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.
<b>Culinary Arts 1</b>	S1 S2	10-12	Intro to Culinary Arts	This course is designed to create a complete foundation and understanding of Culinary Arts leading to post- secondary education or a foodservice career Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill master of Culinary Arts.
<b>Culinary Arts 2</b>	S1 S2	11-12	Intro to Culinary Arts, Culinary Arts 1	This course is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts pathway and wishes to continue their education at the post- secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance in given to refining hand- on production of the classic fundamentals in the commercial kitchen.
<b>Work-based Learning in Culinary Or Internship via TAG (see Talented and Gifted)</b>	S1 S2	11-12 (at least 16 years old)	Intro to Culinary Arts, Culinary Arts 1, Culinary Arts 2	Students earn elective credit while participating in a work- based learning experience within the field of Culinary. Must apply to be in work-based learning program or must have completed TAG internship requirements.

#### Business Management and Administration Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Introduction to Business Technology</b>	S1 S2	9-11	None	Introduction to Business and Technology is the foundational course for Administrative Support, Small Business Development, and Human Resource 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. .
<b>Legal Environment of Business</b>	S1 S2	10-12	Intro 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.
<b>Entrepreneurship</b>	S1 S2	11-12	Intro to Business and Technology	This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community- based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner.
<b>Financial Literacy</b>	S1 S2	11-12	Intro to Business and Technology	Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.
<b>IB Business SL</b>  <b>IB Business HL Yr.1</b>  <b>IB Business HL Yr. 2</b>	S1 S2  S1 S2  S1 S2	11-12 12	None IB Business SL	IB Business SL/HL The business management course explores four interdisciplinary concepts: creativity, change, ethics, and sustainability, from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.
<b>Work-based Learning in Business Or Internship via TAG (see Talented and Gifted)</b>	S1 S2	11-12 (at least 16 years old)		Students earn elective credit while participating in a work-based learning experience within the field of Business. Must apply to be in work-based learning program or must have completed TAG internship requirements.

HealthCare Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
Intro to Healthcare Science	S1 S2	9 <sup>th</sup> and 10 <sup>th</sup>	N/A	Students wishing to pursue a career in the area of Public Health will receive initial exposure to public health skills and attitudes applicable to public health including the concepts of epidemiology, research and statistics. The Introduction to Public Health Course is designed to provide an overall framework of basic skills utilized in the provision of public health services. Career planning, community and world health, healthcare systems, and bioterrorism skills are emphasized. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Safety and Health Administration (OSHA) and Center for Disease Control (CDC). Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work-based learning. Competencies for the co-curricular student organization, Health Occupations Students of America (HOSA) are integral components of both core employability standards and the technical skills standards. HOSA activities should be incorporated throughout the instructional strategies developed for the course.
Essentials to Healthcare	S1 S2	10-12	Intro to Healthcare	The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.
Sports Medicine (Can be 3rd or 4th level class)	S1 S2	11-12	Intro to Healthcare, Essentials to Healthcare	This course focuses on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.

Pharmacy Fundamentals and Operations	S1 S2	11-12	Intro to Healthcare, Essentials of Healthcare	<p>This course is an introduction to pharmacy technology professions, employment opportunities, and basic pre-pharmacy technician skills which may be utilized in either clinical or community settings such as retail, home health care, and ambulatory care pharmacies. Intensive pharmacy specific safety and security training are provided including potential drug addiction and abuse issues relative to pharmaceutical care such as robberies and identification of forgeries. Students are required to adhere to Federal Regulatory Agencies and Acts guidelines including Food, Drug, and Cosmetic Act, Controlled Substances Act (CSA), Joint Commission on Accreditation of Healthcare Organizations (JCAHO), Drug Enforcement Administration (DEA) in addition to the pharmacy regulatory agencies within the state of Georgia. This course is recommended for students planning on pursuing careers in the healthcare industry, which may require basic pharmaceutical knowledge, common healthcare mathematical applications, and/or technical proficiency in the administration medications. An overview of prescription and nonprescription medications, classifications, actions, and interactions is provided while critical thinking skills are developed throughout the course from initial calculations/conversions of drug dosage forms to the simulation of regulating IV infusion rates. Technical skills in the preparation and administration of medications are practiced in simulated clinical labs. Students must demonstrate the utilization of all professional and safety guidelines as designated by applicable Federal and State regulatory agencies and acts such as the Drug Enforcement Administration (DEA) and the Controlled Substance Act while performing simulations. The impact of pharmaceuticals on the provision of healthcare and the importance of client education are integrated throughout the course. Clinical experience is recommended to help prepare a student to potentially take the Pharmacy Technician exam when they are eligible. An internship course under the supervision of a Registered Pharmacist may also be utilized for this experience. After the completion of this course, students may be eligible to take the Pharmacy Technician Certification Exam (PTCE) through the Pharmacy Technician Certification Board (PTCB). The prerequisites for the course are Introduction to Healthcare Science and Essentials of Healthcare.</p>
Patient Care Fundamentals (Can be 3rd or 4th level class)	S1 S2	11-12	Intro to Healthcare, Essentials to Healthcare	<p>This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia</p>

				Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant.
<b>IB Sports and Exercise Science</b>	S1 S2	11-12	> 80% in Biology and Chemistry	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

English

<b>Course Title</b>	<b>Term</b>	<b>Grade(s)</b>	<b>Prerequisite(s)</b>	<b>Major Topics</b>
<b>9th Literature and Composition M</b>	S1 S2	9	None	Ninth Grade Literature and Composition is a study of literary genres. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres, including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.
<b>9th Literature and Composition Honors</b>	S1 S2	9	Placement Criteria	This course requires a teacher recommendation, which may be based on the following: approved writing, standardized test scores, and academic achievement. The honors level course has higher expectations and more rigorous coursework than the college preparatory level, including mandatory summer reading and written responses to literature. Ninth Grade Literature and Composition --Honors is a study of literary genres. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres, including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.
<b>World Literature M</b>	S1 S2	10		This course is taken senior year. It is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening speaking, and viewing.
<b>World Literature H</b>	S1 S2	10		This course is taken senior year. It is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine



				language skills as they apply to writing, listening speaking, and viewing.
<b>11th American Literature and Composition M</b>	S1 S2	11	10th Literature Placement Criteria	American Literature and Composition is a study of the major literary topics, themes, and movements in the history of the United States from pre-colonial times to present day. Students will focus on major literary forms of the emerging nation, analyze literary themes and trends, and both research and compose several papers, speeches, and presentations, using representative forms of discourse. This course prepares students for college.
<b>AP Language &amp; Composition</b>	S1 S2	11	Placement Criteria	College Board AP Course Descriptions Advanced college level study of authors' styles and techniques, survey of American literature, review of writing skills, preparation for AP exam.
<b>IB English HL Yr. 1</b>	S1 S2	11	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>Multicultural Literature</b>	S1 S2	12	Co-requisite Contemporary Literature	This course is taken senior year. Co-requisite with World Literature and Composition. Students must complete this course to meet graduation requirements. Multicultural Literature and Composition focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. Students will write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.
<b>Dramatic Writing</b>  * This course counts for both a senior English credit and Fine Arts credit	S1 S2	12	Placement Criteria	Dramatic Writing (Film, Television, and Theatre) I— Applies skills to culminate in creating and developing dramatic editing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with a focus on understanding the construction process and including the application of standard English grammar and usage.
<b>AP Literature &amp; Composition</b>	S1 S2	12	Placement Criteria	College Board AP Course Descriptions Advanced college level study of literature and critical approaches, review of writing skills, preparation for AP exam.
<b>IB Literature HL Yr. 2</b>	S1 S2	12	IB English SL	The course aims at developing an understanding of factors that contribute to the production and reception of literature. Through close analysis of a range of literary texts, students will consider their own interpretations as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

<b>Speech and Forensics 1 (Debate)</b>	S1 S2	9-12		This course is a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course.
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Mathematics

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Algebra 1: Concepts &amp; Connections</b>	S1 S2  S1 S2	9	Placement Criteria	<p>This course is designed as the first course in a three-course series. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.</p> <p>High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.</p>
<b>Algebra 1: Concepts &amp; Connections Support</b>	S1 S2	9	Placement Criteria	Elective that is a companion class to Algebra 1 Concepts & Connections for students who need additional mathematics support
<b>Geometry: Concepts &amp; Connections</b>	S1 S2	10	Placement Criteria	<p>This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. 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.</p> <p>High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.</p>
<b>Geometry: Concepts &amp; Connections</b>	S1 S2	9	Placement Criteria	Course description is same as above. The distinction is that the course is only offered to students who are a year ahead in mathematics.

<b>Honors</b>				
<b>Advanced Algebra: Concepts &amp; Connections</b>	S1 S2	11	Placement Criteria	<p>Advanced Algebra: Concepts &amp; Connections is the culminating 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. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series.</p> <p>This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. 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.</p>
<b>Advanced Algebra: Concepts &amp; Connections Honors</b>	S1 S2	10 Because this course offers honors points, it is only offered to students who are a year or more ahead in mathematics.	Placement Criteria	Course description is the same as above. The distinction is that the course is only offered to students who are a year or two years ahead in mathematics.
<b>Enhanced Advanced Algebra and Precalculus</b>	S1 S2	10-11 Because this course offers honors points, it is only offered to students who are a year or more ahead in mathematics.	Placement Criteria	Enhanced Advanced Algebra and Precalculus is a combination of the two courses. See descriptions for both. This is an accelerated course with honors points. This curriculum is designed to ensure that all priority concepts from each course are mastered to be able to have the skills and knowledge to go to the next math whether it be AP or and IB course.
<b>Pre-Calculus</b>	S1 S2	12	Placement Criteria	Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. 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.

				Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.
<b>Pre-Calculus Honors</b>	S1 S2	11	Placement Criteria	Course description is the same as above. The distinction is that the course is only offered to students who are a year ahead in mathematics.

<b>Advanced Math Decision Making (AMDM)</b>	S1 S2	12	Placement Criteria	<p>Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. 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. Instruction and assessment should include the appropriate use of manipulatives and technology.</p> <p>Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.</p>
<b>Mathematics of Finance (Georgia Virtual Course)</b>	S1 S2	12	Placement Criteria	Mathematics course that prepares students for life skills in the personal financial arena. This course is ideal for students who are bound for a two-year college or for a career field after graduation.
<b>AP Statistics</b>	S1 S2	11 – 12	Placement Criteria	College Board AP Course Descriptions Introduction to statistics, descriptive statistics, probability; probability distributions and normal probability distributions; estimates and sample size; hypothesis testing; inferences from two samples; correlation and regression; multinomial experiments; analysis of variance; statistical process control; nonparametric statistics; and design and sampling
<b>IB Math Studies</b>	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>IB Mathematics A&amp;A HL Yr. 1</b>	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

<b>IB Mathematics A&amp;A HL Yr. 2</b>	S1 S2	12 IB Mathematics SL	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>IB Mathematics A&amp;A SL Yr. 1</b>	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>IB Mathematics A&amp;A SL Yr. 2</b>	S1 S2	12 IB Mathematics SL	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>IB Mathematics A&amp;I SL Yr. 1</b>	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

Non-Departmental Courses

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Peer Leadership</b>	S1 S2	12	Advisor approval	Peer Leaders are trained by counseling staff to serve as mentors to freshmen students and to conduct guidance lessons to freshman advisement classes. On a day-by-day basis, they serve as office aides and will have different experiences as they work in the counseling department, assistant principal's office, main office, attendance office, and media center. You will be expected to co-lead new student orientation/groups, conduct school tours, and shadow/assist in your designated location.
<b>Peer Facilitation</b>	S1 S2	12	Application	This course enhances skills learned in Peer Leadership and provides practice in modifying instructional methods and materials, enabling communication, and demonstrating appropriate social interaction skills.

Performing Arts

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Acting 1</b>	S1 S2	10-12	Fundamentals of Theater 1	This is a yearlong introduction to acting class. Beginning actors and actresses will be exposed to several different performance styles and methods which will improve their performance skills. This course uses theater to encourage cooperative learning, team-work, organization, and leadership skills. Theater's forte is in the emotional arena, where participants are able to only express emotion in a safe environment, but more pertinently, able to learn how to calibrate their emotional responses to various stimuli. This class allows all students the opportunity to perform on a regular basis.
<b>Acting 2</b>	S1 S2	10-12	Acting 2; by Audition	This is a yearlong course delves further into the techniques of acting through the introduction of particular schools of thought associated with the control of voice and movement for effective character development. Using these techniques, the student then explores the style of realism and examines the artists associated with that movement and their methods of instruction. Through this framework the students begin to master specific period styles through research and implementation of the restrictions and demands found in specific style. The course culminates in a peer reviewed performance which offers the opportunities to audition, build, and critique theatrical productions in the classroom setting. This course is designed for any student wishing to hone their acting skills in an effort to broaden the range of possibilities for performance.
<b>Acting 3</b>	S1 S2	11-12	Acting 2; by Audition	This is a yearlong course. Members of this course are pre-cast in scenes and short plays, and so participation is by audition only.
<b>Acting 4/Music Theatre 4</b>	S1 S2	12	Acting 3; by Audition	This is a year-long course. Members of this course are pre-cast in scenes and short plays, and so participation is by audition only. This is a production class only. This advanced course also covers the art of directing, playwriting, and acting styles.
<b>Beginning Band</b>	S1 S2	9	None	Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production. May include analysis, historical and cultural influences, improvisation, and appreciation of music. Organizes objectives for self-paced progress. Stresses individual progress and group experiences.
<b>Intermediate Band</b>	S1 S2	9	Student Placement and/or Audition	
<b>Mastery Band 1</b>	S1 S2	10	Student Placement and/or Audition	
<b>Advanced Band 2</b>	S1 S2	10	Student Placement and/or Audition	
<b>Mastery Band 2</b>	S1 S2	10	Student Placement and/or Audition	
<b>Advanced Band 3</b>	S1 S2	Student Placement		

		and/or Audition		
<b>Mastery Band 3</b>	S1 S2	Student Placement and/or Audition		
<b>Advanced Band 4</b>	S1 S2	Student Placement and/or Audition		
<b>Mastery Band 4</b>	S1 S2	Student Placement and/or Audition		
<b>Intermediate Women's Chorus</b>	S1 S2	Student Placement and/or Audition	This course is for 9th grade and/or entry-level 10th-12th grade treble singers only; no tenors and basses. Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers 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 group experiences; offers large and small ensemble experiences.	
<b>Advanced Chorus 1</b>	S1 S2	Student Placement and/or Audition		
<b>Advanced Chorus 2</b>	S1 S2	Student Placement and/or Audition		
<b>Advanced Chorus 3</b>	S1 S2	Student Placement and/or Audition		
<b>Advanced Chorus 4</b>	S1 S2		Student Placement and/or Audition	
<b>Mastery Women's Chorus 1</b>	S1 S2	9	Audition only.	This course is for the most advanced 10 <sup>th</sup> -11 <sup>th</sup> grade trebles by audition only. Enhances level-one skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing.
<b>Mastery Women's Chorus 2</b>	S1 S2	10	Audition only.	See above.
<b>Mastery Women's Chorus 3</b>	S1 S2	11	Audition only.	See above.
<b>Mastery Women's Chorus 4</b>	S1 S2	12	Audition only	See Above



<b>Beginning Piano Techniques 1 (Grades 9-12)</b>	S1 S2	9-12	None	This performance course is for any 9th-12th grade student interested in learning beginning piano skills. Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.
<b>Intermediate Piano</b>	S1 S2	9-12	Beginning Piano	
<b>Beginning Orchestra</b>	S1 S2	9	None	This performance-based class focuses on basic instrumental skill development and music reading. The goal of this class is to teach students the proper way to hold and play a string instrument. Students can elect to play their instrument of choice (violin, viola, cello, or bass) with the orchestra director's approval and recommendation. Participation in concert performances outside of regular class hours is required.
<b>Intermediate Orchestra 1</b>	S1 S2	9	None	This course is for 9 <sup>th</sup> grade students who have a basic background in orchestral music playing who wish to progress their skills to an intermediate level. 10 <sup>th</sup> grade students may only enroll with prior director approval. It focuses on developing the mechanics of string playing, including but not limited to note reading, rhythm, pitch discrimination, expression, bow technique, and music literacy. No audition is required. Students must have at least one year of string playing experience in order to enroll.
<b>Intermediate Orchestra 2</b>	S1 S2	10	None	As above
<b>Intermediate Orchestra 3</b>	S1 S2	11	None	This course is comprised of 10 <sup>th</sup> through 12 <sup>th</sup> grade students who are ready to advance their string playing past an intermediate level. 9 <sup>th</sup> graders may only take this course if they've passed the incoming 9 <sup>th</sup> grade audition. The course focuses on advanced note reading, rhythm, pitch discrimination, expression, bow technique, and music literacy. Audition/director approval is required.
<b>Intermediate Orchestra 4</b>	S1 S2	12	None	As above
<b>Advanced Orchestra 1</b>	S1 S2	9	Student Placement and/or audition	As above
<b>Advanced Orchestra 2</b>	S1 S2	10	Student Placement and/or audition	As above

<b>Advanced Orchestra 3</b>	S1 S2	11	Student Placement and/or audition	This course is comprised of 10 <sup>th</sup> through 12 <sup>th</sup> grade students. 9 <sup>th</sup> grade students may only enroll in this course if they have passed the incoming 9 <sup>th</sup> grade audition. This course is designed for students looking for a challenging orchestra experience and focuses on highly advanced note reading, rhythm, pitch discrimination, expression, bow technique, and music literacy. Audition/director approval is required.
<b>Advanced Orchestra 4</b>	S1 S2	12	Student Placement and/or audition	As above
<b>Mastery Orchestra 1</b>	S1 S2	9	Student Placement and/or audition	As above
<b>Mastery Orchestra 2</b>	S1 S2	10	Student Placement and/or audition	As above
<b>Mastery Orchestra 3</b>	S1 S2	11	Student Placement and/or audition	This course aims to foster music literacy while introducing students to the expanding role of technology in musical fields. Through the exploration of basic music theory and piano study, as well as engagement with current and widely available production and recording software, students will learn to read and notate music, then apply these skills in the creation of digital compositions and recordings. This course allows students to explore both the fundamentals of recording and engineering, as well as their own specific interests. <b>Students must take music theory first before enrolling in music technology.</b>
<b>Mastery Orchestra 4</b>	S1 S2	12	Student Placement and/or audition	This course is for 9 <sup>th</sup> grade students who have a basic background in orchestral music playing who wish to progress their skills to an intermediate level. 10 <sup>th</sup> grade students may only enroll with prior director approval. It focuses on developing the mechanics of string playing, including but not limited to note reading, rhythm, pitch discrimination, expression, bow technique, and music literacy. No audition is required. Students must have at least one year of string playing experience in order to enroll.
<b>IB Theatre Arts HL Yr. 1</b>	S1 S2	11	Acting 3/4	IB Theater HL gives students the opportunity to make theatre as creators, designers, directors and performers. the theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre they gain a richer understanding of themselves, their community and develop an appreciation of the diversity of theatre practices, their processes and their modes of presentation.

<b>IB Theatre Arts HL Yr.2</b>	S1 S2	12	IB Theatre HL Yr. 1	See description for IB Theatre Arts HL Yr. 1 which is a continuation of HL Yr. 2
<b>Music Theory</b>	S1 S2	9-11	None	This survey course exposes students to the basics of music theory and is a piano-based course where they learn all 12 major and minor keys, advanced rhythms and key signatures, music vocabulary, and compositions in treble and bass clef.
<b>IB Music Performance</b>	S1 S2	11 – 12	Completion of music theory and music technology OR two completed years of a performing arts class	IB Music SL The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.
<b>AP Music Theory</b>	S1 S2	11-12		Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.

#### Physical Education

<b>Course Title</b>	<b>Term</b>	<b>Grade(s)</b>	<b>Prerequisite(s)</b>	<b>Major Topics</b>
<b>Personal Fitness</b> (required course for graduation; typically taken 9th grade year)	S	9	None	Personal fitness program, stress management, fitness games, nutrition, and weight training
<b>Weight Training</b> (This course can be used in lieu of Personal Fitness) Discuss details with counselor.	S1 S2	10-12	None	Introduction to weight training and conditioning introduces correct lifting form; individual weight training programs are designed according to individual abilities. Weight training is a strength and conditioning program that is required of athletes who will be in a sport at any point during the school year. Additional students are eligible to take the course as well.
<b>Recreational Games &amp; Intermediate Recreational Games</b>	S1 S1	9-12	None	Badminton, table tennis, bowling, pickle ball, bocce ball and tennis.
<b>Lifetime Sports &amp; Intermediate Lifetime Sports</b>	S2 S2	9-12	None	Badminton, table tennis, bowling, pickle ball, bocce ball and tennis.
<b>General P.E. 1</b>	S1 S2	9-12	None	Flag football, basketball, soccer, team handball, volleyball, badminton, and softball

<b>General P.E. 2</b>	S1 S2			
<b>General P.E. 3</b>	S1 S2			
<b>General P.E. 4</b>	S1 S2			
<b>Physical Conditioning</b>	S1 S2	9-12	None	Muscle tone, body composition, cardio and fitness goals.

## Science

<b>Course Title</b>	<b>Term</b>	<b>Grade(s)</b>	<b>Prerequisite(s)</b>	<b>Major Topics</b>
<b>Biology</b>	S1 S2	9	Placement Criteria	Biology is a two semester lab science course in which the student will develop scientific process skills and laboratory techniques, research skills, develop an understanding of the nature of biology, cellular biology, matter and energy relationships, and biochemistry, genetics the theory of evolution, the diversity of life (classification system), the human body, and ecology. This is a lab inclusive course with 25% of the time expected to be spent in the lab. An end of course test (EOC) in biology is administered second semester to assess the progress of the students in the course. This test counts as the final exam for second semester and is 20% of the final grade. This course is required for graduation
<b>Biology Honors</b>	S1 S2	9	Placement Criteria	Honors Biology is a lab science course designed for the advanced academic student who has the ability to critically analyze and apply biological concepts, the ability to gain information on the scientific processes through critical reading, and one who possesses strong organizational skills. This challenging course focuses on cytology, ecology, genetics, evolution, taxonomy, microbiology, botany, and zoology. Honors Biology students are required to complete an in-depth, individual literature review and research paper during the first semester. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>IB Biology SL Yr. 1</b>  <b>IB Biology HL Yr. 1</b>  <b>IB Biology HL Yr. 2</b>	S1 S2  S1 S2  S1 S2	11-12	> 80% in Biology and Chemistry	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>Conceptual Physics</b>	S1 S2	11-12	Placement Criteria	This lab science course provides students with the necessary knowledge and skills in physics. Physics extends the physical sciences to more abstract concepts including interactions of matter and energy, velocity, acceleration, forces, energy, momentum, thermodynamics, charge, electricity, magnetism, waves, light, optics, and subatomic physics. This instruction of physics is not treated with the mathematical depth. Concepts are investigated through laboratory experiences and fieldwork designed for students to develop appropriate knowledge and skills in science as inquiry. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>Physics</b>	S1 S2	11-12	Placement Criteria	This lab science course provides students with the necessary knowledge and skills in physics. Physics extends

				the physical sciences to more abstract concepts including interactions of matter and energy, velocity, acceleration, forces, energy, momentum, thermodynamics, charge, electricity, magnetism, waves, light, optics, and subatomic physics. The subject is treated both conceptually and mathematically. Concepts are investigated through laboratory experiences and fieldwork designed for students to develop appropriate knowledge and skills in science as inquiry. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>AP Physics 1</b>	S1 S2	11		
<b>IB Physics SL Yr. 1</b>	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>Chemistry</b>	S1 S2	10-12	Placement Criteria	This lab science course covers topics including the nature of matter and its classifications; atomic theory and the characteristics of atoms; the effects the motion of atoms and molecules have in chemical and physical processes; the organization of the periodic table and how to use it to predict properties of elements; how atoms combine to make chemicals and then recombine in chemical reactions; factors that can affect chemical reactions; characteristics of acids, bases, and solutions; other topics as time allows. Chemistry students should have strong algebra and problem-solving skills and a firm grasp of the scientific method and its application. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>Honors Chemistry</b>	S1 S2	10-12	Placement Criteria	This course is a lab science course. Skills needed for this course are the ability to apply past learning to new concepts; the demonstration of abstract and higher-level thinking; the ability to perform algebraic manipulations easily; the ability to read critically; self-motivation; and experience in writing formal lab reports. Topics covered in this yearlong course are characteristics of science, the nature and classification of matter, stoichiometry, and conservation of matter, the atom, the atomic theory, the periodic table, and reaction rates. Honors Chemistry students are required to complete an in-depth, individual literature review during the first semester. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>IB Chemistry SL Yr. 1</b>	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>IB Chemistry HL Yr. 1</b>	S1 S2			
<b>IB Chemistry HL Yr. 2</b>	S1 S2	11-12	Successful completion of IB Chemistry SL	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

<b>Environmental Science</b>	S1 S2	11-12	Placement Criteria	Environmental Science is a lab science course that integrates the study of many components of our environment, including the flow of energy and the cycling of matter, the interconnection of all life, the stability and change in ecosystems, conservation and resource allocation, and evaluation of human activity and technology. Instruction focuses on student data collection and analysis and interpretation of data gathered on global concepts. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>IB Environmental Systems</b>	S1 S2	11-12	> 80% in Biology and Chemistry	IB Environmental Systems SL combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS engages students in the challenges of 21st century environmental issues. whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts.
<b>Human Anatomy &amp; Physiology</b>	S1 S2	11-12	Placement Criteria Biology and Chemistry	This yearlong lab science course is an in-depth study of the human body. Students investigate the systems of the body in detail. This course is valuable for students interested in allied health careers, psychology, and physical education. Students will be expected to dissect organs and possibly a larger vertebrate. This is a lab inclusive course with 25% of the time expected to be spent in the lab. Prerequisite: Biology and Chemistry
<b>Earth Systems</b>	S1 S2	9-10	Placement Criteria	Earth Systems is a lab science course designed to investigate the connections among Earth's systems through Earth's history. These systems - the atmosphere, hydrosphere, geosphere, and biosphere - interact through time to produce the Earth's landscapes, ecology and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
<b>IB Sports and Exercise Science</b>	S1 S2	11-12	> 80% in Biology and Chemistry	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
<b>Scientific Research III</b>	S1 S2	11-12	Science Elective	A project-based class for juniors and seniors that will focus on research, community outreach, citizen science, competitive science events and individual research projects. Class is student centered and driven by timely completion of projects.

### Social Studies

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
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<b>American Government &amp; Civics with World Geography</b>	S1 S2	9 9	Placement Criteria	This course focuses on the political structure and decision-making process in the United States at the national level. It will also address citizenship and help develop the students' problem-solving skills. The course will include specific facts, basic concepts, analytical questions and generalizations associated with the U.S. Constitution, federal government, democracy, politics, laws, international affairs, and rights and responsibilities of citizens. Students will be required to gain a working knowledge of the political system in the United States and to understand their role as active participants in the formation of public policy.
<b>AP U.S. Government and Politics</b>	S1 S2	9	Placement Criteria	College Board AP Course Descriptions

<b>AP Human Geography</b>	S1 S2	9-12	Placement Criteria	Conforms to the College Board topics for Advanced Placement Human Geography. College Board AP Course Descriptions.
<b>World History</b>	S1 S2	10	Placement Criteria	World History is a yearlong course that attempts to trace the development of civilization from the earliest to the modern day. Students will identify the basic elements of all civilizations and trace the transition from the ancient to the advanced. Students will gain knowledge of important geography skills, recognizing patterns and connections, and will practice critical thinking skills. A strong emphasis is placed on relating historical events to current conditions of the world. Throughout the school year students will gain a global perspective of the events that helped create the society they live in today.
<b>AP World History</b>	S1 S2	10	Placement Criteria	College Board AP Course Descriptions
<b>U. S. History</b>	S1 S2	11	Placement Criteria	This is a yearlong class organized chronologically but which also focuses on the themes of American democratic heritage, reform movements, and global interdependence. In the first semester, connections are made with enduring social, economic, and political issues in the context of the time period covering the settlement of North America through the early twentieth century. The semester includes an exploration of the development of and challenges to democracy as well as an analysis of national growth and reform. Second semester focuses on the emergence of the United States as a world power, involvement of the United States in the World Wars, the cold war, social change, and the role of the United States in the modern world.
<b>AP U.S. History</b>	S1 S2	11	Placement Criteria	College Board AP Course Descriptions Application required.
<b>Economics with International Affairs</b>	S1 S2	12 12	Placement Criteria	Economics is a one semester senior course that is <b>required for graduation</b> , and it is paired with International Affairs. The course is a survey of the U.S. economic system covering units on Fundamentals, Microeconomic, Macroeconomic, International and Personal Finance concepts. Included in the course is a comparison of economic models and graphic analysis. The goal of the course is to prepare the students to be effective business people, employees and consumers.

<b>IB Economics SL</b> Yr. 1	S1 S2	11	IB Diploma Candidates	IB Economics SL allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. The economics course uses economic theories, models and key concepts to examine the ways in which choices are made: at the level of producers and consumers in microeconomics, macroeconomics, and the global economy.
<b>IB History of Amer HL</b> Yr. 2	S1 S2	12	IB Diploma Candidates  <b>AP US History</b>	IB History HL is a world history course based on study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts: change, continuity, causation, consequence, significance and perspectives.
<b>Sociology with Comparative Religions</b>	S1 S2	11-12	Placement Criteria	Sociology is the scientific study of human social interaction. Students will use current readings and class discussions to explore such topics as social groups; social institutions-family, education, religion, economy and government; social stratification and inequality; deviance; collective behavior and social change. Comparative Religions is a semester course that examines the major world religions and philosophies including Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity, and Islam. Students will examine the origins,

				development, beliefs, practices, and rituals of each of these religions. Students will study the impact of religion on world culture as well as the universalities among and within various world religions. At the completion of the course students will be able to interact with members of various religions from around the world in a tolerant and well educated manner. Prerequisite: Juniors/Seniors
<b>AP Psychology</b>	S1 S2	11-12	Placement Criteria	College Board AP Course Descriptions
<b>IB Psychology</b>	S1 S2	12	<b>AP Psychology</b>	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

Talented and Gifted

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>Directed Study (S1)</b> <b>Directed Study (S2)</b>	S1 S2	9-12	Approval of TAG teacher Students must have a signed Directed Study sheet. Please obtain the form from the TAG Office.	This course allows TAG students to develop their own course of study. Students plan the content of the course, projects to be produced, and the methods of evaluation to be used. Each course of study must include a minimum of twelve gradable experiences. Students work with a TAG teacher who directs their study. Prerequisites: Students must complete an application and have it approved by the department prior to the quarter in which the Directed Study is being requested.
<b>Gifted Career Internship (S1)</b> <b>Gifted Career Internship (S2)</b>	S1 S2	11-12 11-12	Approval of TAG teacher <b>TAG Seminar "HIRE ME"</b>	This course provides an on-site, mentor study opportunity for TAG students with a career interest in fields such as accounting, advertising, architecture, banking, engineering, journalism, law, medicine, Veterinary medicine, etc. Students are placed with a professional in their field of choice to earn course credit. Students are enrolled in an Internship class typically 1st or 7th period. Students must have their own transportation to job sites. TAG internships are unpaid.



World Languages

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
<b>French 1</b>	S1 S2	9-12	Placement Criteria	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, leisure, weather/seasons, food/meals, city life, shopping, and culture
<b>French 2</b>	S1 S2	9-12	Placement Criteria	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
<b>French 2 Honors</b>	S1 S2	9-12	Placement Criteria	In-depth study of all topics in French 2 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; beginning preparation for IB French
<b>French 3</b>	S1 S2	10-12	Placement Criteria	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature
<b>French 3 Honors</b>	S1 S2	10-12	Placement Criteria	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 IB French
<b>IB French SL Yr. 1</b>	S1 S2	11-12	IB DP Candidate	IB French SL/HL is a French language acquisition course designed for students with some previous experience in French. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
<b>IB French SL Yr. 2</b>	S1 S2			

<b>IB French HL Yr. 1</b>	S1 S2	12	IB DP Candidate	IB French SL/HL is a French language acquisition course designed for students with some previous experience in French. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
<b>IB French HL Yr. 2</b>	S1 S2			
<b>Native Speaker Spanish 1</b>	S1 S2	9-12	Placement Criteria	
<b>Native Speaker Spanish 2</b>	S1 S2	9-12	Placement Criteria	
<b>Native Speaker Spanish 3</b>	S1 S2	9-12	Placement Criteria	
<b>Spanish 1</b>	S1 S2	9-12	Placement Criteria	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography
<b>Spanish 2</b>	S1 S2	9-12	Placement Criteria	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Spanish-speaking countries and Latino culture
<b>Spanish 2 Honors</b>	S1 S2	9-12	Placement Criteria	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
<b>Spanish 3</b>	S1 S2	10-12	Placement Criteria	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.
<b>Spanish 3 Honors</b>	S1 S2	10-12	Placement Criteria	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 and IB Spanish.

<b>IB Spanish Sl. Yr. 1</b>	S1 S2	11-12	IB DP Candidate	IB Spanish SL/HL is a Spanish language acquisition course designed for students with some previous experience in Spanish. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
<b>IB Spanish Sl. Yr. 2</b>	S1 S2			
<b>IB Spanish HL Yr. 1</b>	S1 S2	12	IB DP Candidate	IB Spanish SL/HL is a Spanish language acquisition course designed for students with some previous experience in Spanish. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
<b>IB Spanish HL Yr. 2</b>	S1 S2			
<b>Japanese 1</b>	S1 S2	9-12	Placement Criteria	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography
<b>Japanese 2</b>	S1 S2	9-12	Placement Criteria	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Japanese culture.
<b>Japanese 2 Honors</b>	S1 S2	9-12	Placement Criteria	In-depth study of all topics in Japanese 2 with heavy emphasis on listening and speaking proficiency with additional authentic Japanese-language sources; preparation for IB Japanese
<b>Japanese 3</b>	S1 S2	10-12	Placement Criteria	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Japanese culture
<b>Japanese 3 Honors</b>	S1 S2	10-12	Placement Criteria	In-depth study of all topics in Japanese 3 with heavy emphasis on listening and speaking proficiency with additional authentic Japanese-language sources; preparation for IB Japanese
<b>Japanese 4 Honors</b>	S1 S2	10-12	Placement Criteria	In-depth study of literature with a heavy emphasis on listening and speaking proficiency with additional authentic Japanese-language sources; continuing preparation for IB Japanese
<b>IB Japanese SL Y1</b>	S1 S2	11-12	IB DP Candidate	IB Japanese SL/HL is a Japanese language acquisition course designed for students with some previous experience in Japanese. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
<b>IB Japanese SL Y2</b>	S1 S2			
<b>IB Japanese HL Yr. 1</b>	S1 S2	12	IB DP Candidate	IB Japanese SL/HL is a Japanese language acquisition course designed for students with some previous experience in Japanese. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
<b>IB Japanese HL Yr. 2</b>	S1 S2			

Initial Placement Guidelines for 2023-2024 Course Recommendations for Core  
Content Areas in Grades 6-12

In January, teachers of pre-requisite courses are responsible for making appropriate course recommendations for the next school year based on current and past performance. In making recommendations, teachers are encouraged to consider student interests, overall course load, and the district placement guidelines. Schools are encouraged to review and share data with students and parents regarding data points and student behaviors that indicate overall student success in advanced courses. In considering student interests and overall course load, teachers may or may not recommend a student for an advanced, honors, or Advanced Placement course; however, a student who meets the criteria outlined in the district placement guidelines should not be prevented from taking the course.

In determining placement for students who fall short of the criteria, overall aptitude demonstrated by the preponderance of evidence from past performance and teacher feedback should be considered, always bearing in mind what is in the best interests of the student. Parents may sign a waiver for placement in an advanced, honors, or Advanced Placement course if a student does not meet the district placement guidelines. Parents should not be asked to sign a waiver if a student meets the district placement guidelines but is not recommended by the teacher.

In May, teachers will review the initial placement decision and additional spring data to make a final placement recommendation.

Please note that the initial placement guidelines do not include guidance for acceleration in English Language Arts and Mathematics. Acceleration requires skipping curriculum, and the decision should be guided by the Continuous Achievement 36 Week Review Process in May.

Waivers are not available for middle school TAG classes as additional state funding is collected for TAG students enrolled in these courses. Alternative placement criteria are applied by the TAG teacher to determine if an additional TAG class is appropriate for a TAG student.

For assistance in using the guidelines, please contact the appropriate Learning and Teaching content specialist:

- 6-12 English Language Arts: Kelley Webb ([webbk@fultonschools.org](mailto:webbk@fultonschools.org))
- Mathematics: Susan Baker ([bakers1@fultonschools.org](mailto:bakers1@fultonschools.org))
- Science: Steven Moody ([moodys@fultonschools.org](mailto:moodys@fultonschools.org))
- Social Studies: Crystal Flowers ([flowersc1@fultonschools.org](mailto:flowersc1@fultonschools.org))
- World Language: Jamie Patterson ([patterson@fultonschools.org](mailto:patterson@fultonschools.org))
- Talented and Gifted: Shannan LaPorte ([laportes@fultonschools.org](mailto:laportes@fultonschools.org))

**High School Math Initial Placement Guidelines for 2023-2024 School Year**

Current Grade Level	Student's Current Course	Students Current Performance	Next Year Placement	Course Number
Grade 8	Math 8 On-Level	Semester 1 Average < 75%	Algebra: Concepts and Connections <b>with</b> Co-Requisite Algebra Support for Algebra: Concepts and Connections	27.0811000 with 27.0812000
		Semester 1 Average ≥ 75%	Algebra: Concepts and Connections (option to add Co-Requisite Algebra Support for Algebra: Concepts and Connections)	27.0811000 (option to add 27.0812000)
	Math 8 Advanced	Semester 1 Average < 75%	Algebra: Concepts and Connections <b>with</b> Co-Requisite Algebra Support for Algebra: Concepts and Connections	27.0811000 with 27.0812000
		Semester 1 Average ≥ 75%	Algebra: Concepts and Connections (option to add Co-Requisite Algebra Support for Algebra: Concepts and Connections)	27.0811000 (option to add 27.0812000)
	GSE Algebra I Honors	Semester 1 Average < 70%	Algebra: Concepts and Connections	27.0811000
		Semester 1 Average ≥ 70%	Geometry: Concepts and Connections Honors	27.0821040 TAG Eligible 27.281040
	GSE Accelerated Algebra I/Geometry A Honors	Semester 1 Average < 80% <b>OR</b> Student is comfortable with a maximum of double acceleration.	Geometry: Concepts and Connections Honors	27.0821040 TAG Eligible 27.281040
		Semester 1 Average ≥ 80% <b>AND</b> Student completes self-paced GSE Geometry B course or FVS GSE Geometry B course	Advanced Algebra: Concepts and Connections Honors	27.0831040 TAG Eligible 27.2831040
		Semester 1 Average ≥ 80% <b>AND</b> Student completes self-paced GSE Geometry B course or FVS GSE Geometry B course <b>AND</b> Student Interest (This leads to triple acceleration.)	Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors	27.0931040 TAG Eligible 27.2931040
	Grade 9	GSE Algebra I	Semester 1 Average < 75%	Geometry: Concepts and Connections <b>with</b> Co-Requisite Geometry Support for Geometry: Concepts and Connections
Semester 1 Average ≥ 75%			Geometry: Concepts and Connections (option to add Co-Requisite Geometry Support for Geometry: Concepts and Connections)	27.0821000 (option to add 27.0822000)
GSE Accelerated Algebra I/Geometry A Honors		Semester 1 Average < 80%	Geometry: Concepts and Connections	27.0821000
		Semester 1 Average ≥ 80% <b>AND</b> Student completes self-paced GSE Geometry B course or FVS GSE Geometry B course	Advanced Algebra: Concepts and Connections Honors	27.0821040 TAG Eligible 27.2821040
		Semester 1 Average ≥ 80% <b>AND</b> Student completes self-paced GSE Geometry B course or FVS GSE Geometry B course <b>AND</b> Student Interest (This leads to double acceleration.)	Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors	27.0931040 TAG Eligible 27.2931040
GSE Geometry Honors		Semester 1 Average ≥ 70%	Advanced Algebra: Concepts and Connections Honors	27.0821040 TAG Eligible 27.2821040
		Semester 1 Average ≥ 70% <b>AND</b> Student Interest (This leads to double acceleration.)	Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors	27.0931040 TAG Eligible 27.2931040
GSE Accelerated Geometry B/Algebra II Honors		Semester 1 Average ≥ 70%	Pre-Calculus: Concepts and Connections Honors	27.0841040 TAG Eligible 27.2841040

Grade 10	GSE Geometry	Semester 1 Average < 75%	Advanced Algebra: Concepts and Connections <b>with</b> Co-Requisite Advanced Algebra Support for Advanced Algebra: Concepts and Connections	27.0831000 with 27.0832000	
		Semester 1 Average $\geq$ 75%	Advanced Algebra: Concepts and Connections (option to add Co-Requisite Advanced Algebra Support for Advanced Algebra: Concepts and Connections)	27.0831000 (option to add 27.0832000)	
		Semester 1 Average $\geq$ 75% <b>AND</b> Student Interest (This leads to acceleration.)	Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors	27.0931040 TAG Eligible-27.2931040	
	GSE Accelerated Geometry B/Algebra II Honors	Semester 1 Average $\geq$ 70%	Pre-Calculus: Concepts and Connections Honors	27.0841040 TAG Eligible 27.2841040	
	GSE Algebra II Honors	Semester 1 Average $\geq$ 70%	Pre-Calculus: Concepts and Connections Honors	27.0841040 TAG Eligible 27.2841040	
	GSE Accelerated Pre-Calculus Honors	Semester 1 Average < 80%	Advanced Mathematical Decision Making <b>OR</b> Statistical Reasoning <b>OR</b> Linear Algebra with Computer Science Applications <b>OR</b> Calculus <b>OR</b> AP Calculus AB <b>OR</b> AP Statistics	27.0850000 27.0880000 27.0853000 TAG Eligible 27.2853000 27.0780000 27.0720010 TAG Eligible 27.2720010 27.0740010 TAG Eligible-27.2740010	
		Semester 1 Average $\geq$ 80%	Calculus <b>OR</b> AP Calculus AB <b>OR</b> AP Calculus BC <b>OR</b> AP Statistics	27.0780000 27.0720010 TAG Eligible 27.2720010 27.0730010 TAG Eligible 27.2730010 27.0740010 TAG Eligible 27.2740010	
		Identification through AP Potential	AP Calculus AB <b>OR</b> AP Calculus BC <b>OR</b> AP Statistics	27.0720010 TAG Eligible 27.2720010 27.0730010 TAG Eligible 27.2730010 27.0740010 TAG Eligible 27.2740010	
	Grade 11	GSE Algebra II	Semester 1 Average < 80%	Advanced Mathematical Decision Making <b>OR</b> Statistical Reasoning <b>OR</b> Linear Algebra with Computer Science Applications <b>OR</b> Mathematics of Industry and Government <b>OR</b> College Readiness Mathematics <b>OR</b> Pre-Calculus: Concepts and Connections	27.0850000 27.0880000 27.0853000 TAG Eligible 27.2853000 27.0860000 27.0890000 27.0841000
			Semester Average is $\geq$ 80%	Advanced Mathematical Decision Making <b>OR</b> Statistical Reasoning <b>OR</b> Linear Algebra with Computer Science Applications <b>OR</b>	27.0850000 27.0880000 27.0853000 TAG Eligible 27.2853000

			Pre-Calculus: Concepts and Connections <b>OR</b> AP Statistics	27.0841000 27.0740010 TAG Eligible 27.2740010
	GSE Accelerated Pre-Calculus Honors	Semester 1 Average < 80%	Advanced Mathematical Decision Making <b>OR</b> Statistical Reasoning <b>OR</b> Linear Algebra with Computer Science Applications <b>OR</b> Calculus <b>OR</b> AP Calculus AB <b>OR</b> AP Statistics	27.0850000 27.0880000 27.0853000 TAG Eligible 27.2853000 27.0780000 27.0720010 TAG Eligible 27.2720010 27.0740010 TAG Eligible 27.2740010
		Semester 1 Average $\geq$ 80%	Calculus <b>OR</b> AP Calculus AB <b>OR</b> AP Calculus BC <b>OR</b> AP Statistics	27.0780000 27.0720010 TAG Eligible 27.2720010 27.0730010 TAG Eligible 27.2730010 27.0740010 TAG Eligible 27.2740010
		Identification through AP Potential	AP Calculus AB <b>OR</b> AP Calculus BC <b>OR</b> AP Statistics	27.0720010 TAG Eligible 27.2720010 27.0730010 TAG Eligible 27.2730010 27.0740010 TAG Eligible 27.2740010
	GSE Pre-Calculus Honors	Semester 1 Average < 80%	Advanced Mathematical Decision Making <b>OR</b> Statistical Reasoning <b>OR</b> Linear Algebra with Computer Science Applications <b>OR</b> Calculus <b>OR</b> AP Calculus AB <b>OR</b> AP Statistics	27.0850000 27.0880000 27.0853000 27.0780000 27.0720010 TAG Eligible 27.2720010 27.0740010 TAG Eligible 27.2740010
		Semester 1 Average $\geq$ 80%	Calculus <b>OR</b> AP Calculus AB <b>OR</b> AP Calculus BC <b>OR</b> AP Statistics	27.0780000 27.0720010 TAG Eligible 27.2720010 27.0730010 TAG Eligible 27.2730010 27.0740010 TAG Eligible 27.2740010
		Identification through AP Potential	AP Calculus AB <b>OR</b> AP Calculus BC <b>OR</b> AP Statistics	27.0720010 TAG Eligible 27.2720010 27.0730010 TAG Eligible 27.2730010 27.0740010 TAG Eligible 27.2740010
	AP Statistics	Semester 1 Average $\geq$ 70%	Pre-Calculus: Concepts and Connections (for 1 <sup>st</sup> time) <b>OR</b> Calculus <b>OR</b>	27.0841000 27.0780000 27.0720010

			AP Calculus AB	TAG Eligible 27.2720010
	AP Calculus AB	Anticipated completion of course	AP Calculus BC <b>OR</b> AP Statistics	27.0730010 TAG Eligible 27.2730010 27.0740010
				TAG Eligible 27.2740010
	AP Calculus BC	Anticipated completion of course and/or meets dual enrollment guidelines	AP Statistics <b>OR</b> Advanced College Mathematics Course (options defined by institution)	27.0740010 TAG Eligible 27.2740010

**High School ELA Initial Placement Guidelines for 2023-2024 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Language Arts 8 On-Level	i-Ready < 35%ile Mid-Year NPR <b>AND</b> Below Grade Level on GMAS Reading Indicator for Grade 7	Basic Read Write I <b>AND</b> 9 <sup>th</sup> Grade Literature/Comp	23.0830000 <b>AND</b> 23.0610000 *Use remedial numbers when appropriate.
		Anticipated promotion to Grade 9	9 <sup>th</sup> Grade Literature/Comp	23.0610000
		Students will only be considered for honors courses in May based on the Final Placement Guidelines.	9 <sup>th</sup> Grade Literature/Comp Honors	23.0610040 TAG Eligible 23.2610040
	Language Arts 8 Advanced	Semester 1 Average < 80%	9 <sup>th</sup> Grade Literature/Comp	23.0610000
		Semester 1 Average ≥ 80%	9 <sup>th</sup> Grade Literature/Comp Honors	23.0610040 TAG Eligible 23.2610040
	9 <sup>th</sup> Grade Literature/Comp On-Level	Anticipated completion of course	10 <sup>th</sup> Grade Literature/Comp <b>OR</b> World Literature	10 <sup>th</sup> Grade Lit 23.0620000 World Lit 23.0630000
		Students will only be considered for honors courses in May based on the Final Placement Guidelines.	10 <sup>th</sup> Grade Literature/Comp Honors <b>OR</b> World Literature Honors	10 <sup>th</sup> Gr Lit H 23.0620040 TAG Eligible 23.2620040 World Lit H 23.0630040 TAG Eligible 23.2630040
	9 <sup>th</sup> Grade Literature/Comp Honors	Semester 1 Average < 80%	10 <sup>th</sup> Grade Literature/Comp <b>OR</b> World Literature	10 <sup>th</sup> Grade Lit 23.0620000 World Lit 23.0630000
		Semester 1 Average ≥ 80%	10 <sup>th</sup> Grade Literature/Comp Honors <b>OR</b> World Literature Honors	10 <sup>th</sup> Gr Lit H 23.0620040 TAG Eligible 23.2620040 World Lit H 23.0630040 TAG Eligible 23.2630040
	Grade 9	9 <sup>th</sup> Grade Literature/Comp On-Level	Anticipated completion of course	10 <sup>th</sup> Grade Literature/Comp <b>OR</b> World Literature
Students will only be considered for honors courses in May based on the Final Placement Guidelines.			10 <sup>th</sup> Grade Literature/Comp Honors <b>OR</b> World Literature Honors	10 <sup>th</sup> Gr Lit H 23.0620040 TAG Eligible 23.2620040 World Lit H 23.0630040 TAG Eligible 23.2630040
9 <sup>th</sup> Grade Literature/Comp Honors		Semester 1 Average < 80%	10 <sup>th</sup> Grade Literature/Comp <b>OR</b> World Literature	10 <sup>th</sup> Grade Lit 23.0620000 World Lit 23.0630000
		Semester 1 Average ≥ 80%	10 <sup>th</sup> Grade Literature/Comp Honors <b>OR</b> World Literature Honors	10 <sup>th</sup> Gr Lit H 23.0620040 TAG Eligible 23.2620040 World Lit H 23.0630040 TAG Eligible 23.2630040
10 <sup>th</sup> Grade Literature/Comp On-Level		Anticipated completion of course	11 <sup>th</sup> Grade Amer. Literature/Comp	23.0510000
		Students will only be considered for honors or AP courses in May based on the Final Placement Guidelines.	11 <sup>th</sup> Grade Amer. Literature/Comp Honors <b>OR</b> AP English Language and Composition/American Lit.	11 <sup>th</sup> Gr Lit H 23.0510040 AP Lang/Am Lit 23.0530010 TAG Eligible 23.2530010
10 <sup>th</sup> Grade Literature/Comp		Semester 1 Average < 80%	11 <sup>th</sup> Grade Amer. Literature/Comp	23.0510000



	Honors	Semester 1 Average $\geq$ 80%	11 <sup>th</sup> Grade Amer. Literature/Comp Honors <b>OR</b> AP English Language and Composition/American Lit.	11 <sup>th</sup> Gr Lit H 23.0510040 AP Lang/Am Lit 23.0530010 TAG Eligible 23.2530010
Grade 10	10 <sup>th</sup> Grade Literature/Comp On-Level	Anticipated completion of course	11 <sup>th</sup> Grade Amer. Literature/Comp	23.0510000
		Students will only be considered for honors courses in May based on the Final Placement Guidelines.	11 <sup>th</sup> Grade Amer. Literature/Comp Honors	23.0510040
		Identification through AP Potential	AP English Language and Composition/American Lit.	23.0530010 TAG Eligible 23.2530010
	10 <sup>th</sup> Grade Literature/Comp Honors	Semester 1 Average < 80%	11 <sup>th</sup> Grade Amer. Literature/Comp	23.0510000
		Semester 1 Average $\geq$ 80% <b>OR</b> Identification through AP Potential	11 <sup>th</sup> Grade Amer. Literature/Comp Honors <b>OR</b> AP English Language and Composition/American Lit.	23.0510040 <b>OR</b> 23.0530010 TAG Eligible 23.2530010
	11 <sup>th</sup> Grade Amer. Literature/Comp	Anticipated completion of course	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Dramatic Writing	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Dramatic Writing 52.092000
		Students will only be considered for honors or AP courses in May based on the Final Placement Guidelines.	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Advanced Composition Honors <b>OR</b> Dramatic Writing <b>OR</b> AP Literature and Composition	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Adv Comp H 23.0340040 Dramatic Writing 52.092000 AP Lit/Comp 23.0650010 TAG Eligible 23.2650010
	11 <sup>th</sup> Grade Amer. Literature/Comp Honors	Semester 1 Average < 80%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Dramatic Writing <b>OR</b> Dual Enrollment English	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Dramatic Writing 52.092000
		Semester 1 Average $\geq$ 80%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Advanced Composition Honors <b>OR</b> Dramatic Writing <b>OR</b> Dual Enrollment English <b>OR</b> AP Literature & Composition	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Adv Comp H 23.0340040 Dramatic Writing 52.092000 AP Lit/Comp 23.0650010 TAG Eligible 23.2650010
	AP English Language and Composition/American Lit.	Semester 1 Average < 80%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Advanced Composition Honors <b>OR</b> Dramatic Writing <b>OR</b> Dual Enrollment English	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Adv Comp H 23.0340040 Dramatic Writing 52.092000
		Semester 1 Average $\geq$ 80%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Advanced Composition Honors <b>OR</b> Dramatic Writing <b>OR</b>	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Adv Comp H 23.0340040 Dramatic Writing 52.092000

			Dual Enrollment English <b>OR</b> AP Literature & Composition	AP Lit/Comp 23.0650010 TAG Eligible 23.2650010
Grade 11	11 <sup>th</sup> Grade Am Literature/Comp On-Level	Semester 1 Average <80%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Dramatic Writing	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Dramatic Writing 52.0920000
		Students will only be considered for honors or AP courses in May based on the Final Placement Guidelines <b>OR</b> Identification through AP Potential	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Advanced Composition Honors <b>OR</b> Dramatic Writing <b>OR</b> Dual Enrollment English <b>OR</b> AP Literature and Composition	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Adv Comp H 23.0340040 Dramatic Writing 52.0920000 AP Lit/Comp 23.0650010 TAG Eligible 23.2650010
	11 <sup>th</sup> Grade Amer. Literature/Comp Honors	Semester 1 Average < 80%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Dramatic Writing <b>OR</b> Dual Enrollment English	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Dramatic Writing 52.0920000
		Semester 1 Average ≥ 80% <b>OR</b> Identification through AP Potential	AP Literature and Composition <b>OR</b> Dual Enrollment English	23.0650010 TAG Eligible 23.2650010
	AP English Language and Composition/American Lit.	Semester 1 Average ≥ 70%	World Literature & Composition <b>OR</b> Multicultural Literature & Composition <b>OR</b> British Literature & Composition <b>OR</b> Advanced Composition Honors <b>OR</b> Dramatic Writing <b>OR</b> AP Literature and Composition <b>OR</b> Dual Enrollment English	World Lit 23.0630000 Multi Lit 23.0670000 Brit Lit/Comp 23.0520000 Adv Comp H 23.0340040 Dramatic Writing 52.0920000 AP Lit/Comp 23.0650010 TAG Eligible 23.2650010

\*Schools have the choice to offer World Literature in the 9-10 grade band or 11-12 grade band.

\*Schools have the choice to offer World Literature, British Literature, or Multicultural Literature as a semester long course or a yearlong course.

**High School Science Initial Placement Guidelines for 2023-2024 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Science of the Physical World	Semester 1 Average < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology <b>OR</b> Physical Science	26.0120000 40.0110000
		Semester 1 Average ≥ 80% <b>AND</b> Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040 TAG Eligible 26.2120040
	TAG Science of the Physical World	Semester 1 Average ≥ 80% <b>AND</b> Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040 TAG Eligible 26.2120040
	High School Physical Science	Semester 1 Average < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology	26.0120000
		Semester 1 Average ≥ 80% <b>AND</b> Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040 TAG Eligible 26.2120040
	High School Physical Science Honors	Semester 1 Average < 80% <b>OR</b> Summative Unit Assessment Average < 70%	Biology	26.0120000
		Semester 1 Average ≥ 80% <b>AND</b> Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040 TAG Eligible 26.2120040
	Grade 9	Physical Science	Semester 1 Average < 80% <b>AND/OR</b> < 80% in GSE Algebra I	Biology
Georgia Milestones Grade 8 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>AND</b> ≥ 80% in GSE Algebra I			Biology Honors	26.0120040 TAG Eligible 26.2120040
Physical Science Honors		Semester 1 Average < 80% <b>AND/OR</b> < 80% in GSE Algebra I	Biology	26.0120000
		Georgia Milestones Grade 8 Science Level 3 or 4 <b>AND</b> Semester 1 Average ≥ 80% <b>AND</b> ≥ 80% in GSE Algebra I	Biology Honors	26.0120040 TAG Eligible 26.2120040
Biology		Semester 1 Average < 80% <b>AND/OR</b> < 80% in GSE Algebra I	Physical Science <b>OR</b> Earth Systems <b>OR</b> Environmental Science <b>OR</b> Chemistry	40.0110000 40.0640000 26.0611000 40.0510000
		Semester 1 Average ≥ 80% <b>AND</b> ≥ 80% in GSE Algebra I	Chemistry <b>OR</b> Chemistry Honors	40.0510000 40.0510040
		Semester 1 Average < 80% <b>AND</b> < 80% in GSE Geometry. Student is on track mathematically to take physics.	Chemistry	40.0510000
		Semester 1 Average ≥ 80% <b>AND</b> GSE Geometry Average ≥ 80%. Student is on track mathematically to take physics.	Chemistry Honors	40.0510040
Honors Biology		Semester 1 Average < 80% <b>AND</b> < 80% GSE Geometry. Student is on track mathematically to take physics.	Chemistry	40.0510000
		Semester 1 Average ≥ 80% <b>AND</b> GSE Geometry Average ≥ 80%. Student is on track mathematically to take physics.	Chemistry Honors	40.0510040

Grade 10	Physical Science	Semester 1 Average < 80% <b>AND</b> < 80% GSE Geometry Average.	Earth Systems <b>OR</b> Environmental Science <b>OR</b> Chemistry	40.0640000 26.0611000 40.0510000
		Semester 1 Average ≥ 80% <b>AND</b> GSE Geometry Average ≥ 80% <b>OR</b> Identification through AP Potential	Earth Systems <b>OR</b> Environmental Science <b>OR</b> Chemistry	40.0640000 26.0611000 40.0510000
	Biology	Semester 1 Average < 80% <b>AND</b> < 80% GSE Geometry Average.	Chemistry	40.0510000
		Semester 1 Average ≥ 80% <b>AND</b> GSE Geometry Average ≥ 80%.	Honors Chemistry	40.0510040
	Honors Biology	Semester 1 Average < 80% <b>AND</b> < 80% GSE Geometry Average.	Chemistry	40.0510000
		Semester 1 Average ≥ 80% <b>AND</b> GSE Geometry Average ≥ 80%.	Honors Chemistry	40.0510040
	Chemistry	Semester 1 Average ≥ 70% <b>AND</b> enrolling in GSE Pre-Calculus	Physics	40.0810000
		Semester 1 Average ≥ 70% <b>AND</b> enrolling in GSE Algebra II	Physics <b>OR</b> Fourth Year Science	40.0810000 See Approved List
	Honors Chemistry	Semester 1 Average ≥ 70% <b>AND</b> enrolling in GSE Pre-Calculus	Physics	40.0810000
		Semester 1 Average ≥ 70% <b>AND</b> enrolling in GSE Algebra II	Physics <b>OR</b> Fourth Year Science	40.0810000 See Approved List
Semester 1 Average ≥ 80% <b>AND</b> enrolling in GSE Pre-Calculus		AP Science (AP Chemistry, AP Biology, AP Physics 1, AP Physics 2, AP Physics C requires enrollment in Calculus)	*AP Course	
Grade 11	Physics	Semester 1 Average ≥ 80% <b>AND</b> GSE Pre-Calculus Average ≥ 80% <b>OR</b> Identification through AP Potential	AP Science Course	*AP Course
		Semester 1 Average < 80% <b>AND</b> < 80% GSE Pre-Calculus.	Fourth Year Science	See Approved List
	Environmental Science, AP Environmental Science, Earth Systems, Chemistry, Honors Chemistry	Anticipated completion of course and enrollment in a 4 <sup>th</sup> year math	Physics <b>OR</b> Fourth Year Science	40.0810000 See Approved List
	AP Science Course	Semester 1 Average ≥ 80% <b>AND</b> GSE Pre-Calculus Average ≥ 80% <b>OR</b> Identification through AP Potential	Fourth Year Science	See Approved List

\*AP Science Courses

AP Biology: 26.0140010

AP Environmental Science: 26.0620010

AP Chemistry: 40.0530010

TAG Eligible 26.2140010

TAG Eligible 26.2620010

TAG Eligible 40.2530010

AP Physics Part 1: 40.0831010

AP Physics Part 2: 40.0832010

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

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

TAG Eligible 40.2831010

TAG Eligible 40.2832010

TAG Eligible 40.2841010

TAG Eligible 40.2842010

**High School Social Studies Initial Placement Guidelines for 2023-2024 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Georgia Studies 8	Anticipated promotion to Grade 9	American Government/Civics	45.0570001
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 80%	AP Government/Civics <b>OR</b> AP Human Geography	AP Gov 45.0520010 TAG Eligible 45.2520010 AP HumGeo 45.0770010 TAG Eligible 45.2770010
	TAG Georgia Studies 8	Anticipated promotion to Grade 9	American Government/Civics	45.0570001
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 80%	AP Government/Civics <b>OR</b> AP Human Geography	AP Gov 45.0520010 TAG Eligible 45.2520010 AP HumGeo 45.0770010 TAG Eligible 45.2770010
Grade 9	American Government	Semester 1 Average $\leq$ 80%	World History	45.0830000
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 80% <b>OR</b> Identification through AP Potential	AP World History	45.0811010 TAG Eligible 45.2811010
	AP American Government	Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 70% <b>OR</b> Identification through AP Potential	AP World History	45.0811010 TAG Eligible 45.2811010
	AP Human Geography	Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 70% <b>OR</b> Identification through AP Potential	AP World History	45.0811010 TAG Eligible 45.2811010
Grade 10	World History	Semester 1 Average $\leq$ 80%	US History	45.0810000
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 80% <b>OR</b> Identification through AP Potential	AP US History	45.0820010 TAG Eligible 45.2820010
	AP World History	Semester 1 Average is $<$ 80% <b>OR</b> Summative Unit Assessment Average $<$ 70%	US History	45.0810000
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 70% <b>OR</b> Identification through AP Potential	AP US History	45.0820010 TAG Eligible 45.2820010
Grade 11	US History	Semester 1 Average $\leq$ 80%	Personal Finance and Economics	45.0610001
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 80% <b>OR</b> Identification through AP Potential	AP Macro Economics <b>OR</b> AP Micro Economics	45.0620011 TAG Eligible 45.2620011 45.0630011 TAG Eligible 45.2630011
	AP US History	Semester 1 Average $<$ 80% <b>OR</b> Summative Unit Assessment Average $<$ 70%	Personal Finance and Economics	45.0610001
		Semester 1 Average $\geq$ 80% <b>OR</b> Summative Unit Assessment Average $\geq$ 70% <b>OR</b> Identification through AP Potential	AP Macro Economics <b>OR</b> AP Micro Economics	45.0620011 TAG Eligible 45.2620011 45.0630011 TAG Eligible 45.2630011

**High School World Language Initial Placement Guidelines for 2023-2024 School Year**

Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Level 1 WL Course or No WL Course	Average < 70% for either of the two semesters OR No World Language Course	Level 1 WL Course	<b>Level 1 Course Numbers:</b> ASL 64.0310000 Chinese 62.0110000 French 60.0110000 German 61.0110000 Japanese 62.0310000 Latin 61.0410000 Spanish 60.0710000 Spanish for Native Speakers 60.0790000
	Level 1 WL Course	Semester 1 Average $\geq 70\%$	Accept the credit for WL Level 1 and continue to the <u>same</u> <b>WL Level 2</b> . (This is the default option.) <b>OR</b> Accept the credit for WL Level 1 but change to a <u>different</u> <b>WL Level 1</b> . <b>OR</b> Decline the credit but continue to the <u>same</u> <b>WL Level 2</b> as a freshman. (This is possible because there are no prerequisites for WL. A teacher recommendation is suggested.)	<b>Level 2 Course Numbers:</b> ASL 64.0320000 Chinese 62.0120000 French 60.0120000 German 61.0120000 Japanese 62.0320000 Latin 61.0420000 Spanish 60.0720000 Spanish for Native Speakers 60.0790000
Grades 9-11	Level 1 WL	Semester 1 Average < 80%	Level 2 WL Course	ASL 64.0320000 Chinese 62.0120000 French 60.0120000 German 61.0120000 Japanese 62.0320000 Latin 61.0420000 Spanish 60.0720000 Spanish for Native Speakers 60.0791000
		Semester 1 Average $\geq 80\%$	Level 2 Honors WL Course	ASL 64.0320040 Chinese 62.0120040 French 60.0120040 German 61.0120040 Japanese 62.0320000 Latin 61.0420040 Spanish 60.0720040 Spanish for Native Speakers 60.0791040
	Level 2 WL	Semester 1 Average < 80%	Level 3 WL Course	Chinese 62.0130000 French 60.0130000 German 61.0130000 Japanese 62.0330000 Latin 61.0430000 Spanish 60.0730000 Spanish for Native Speakers 60.0792000
		Semester 1 Average $\geq 80\%$	Level 3 Honors WL Course	Chinese 62.0130040 French 60.0130040 German 61.0130040 Japanese 62.0330040 Latin 61.0430040

				Spanish 60.0730040 Spanish for Native Speakers 60.0792040
Level 2 Honors WL	Semester 1 Average < 80%	Level 3 WL Course	Chinese 62.0130000 French 60.0130000 German 61.0130000 Japanese 62.0330000 Latin 61.0430000 Spanish 60.0730000 Spanish for Native Speakers 60.0792000	
	Semester 1 Average ≥ 80%	Level 3 Honors WL Course	Chinese 62.0130040 French 60.0130040 German 61.0130040 Japanese 62.0330040 Latin 61.0430040 Spanish 60.0730040 Spanish for Native Speakers 60.0792040	
	Semester 1 Average < 80%	Level 4 WL Course	Chinese 62.0140000 French 60.0140000 German 61.0140000 Japanese 62.0340000 Latin 61.0440000 Spanish 60.0740000	
Level 3 WL				Chinese 62.0140040 French 60.0140040 German 61.0140040 Japanese 62.0340040 Latin 61.0440040 Spanish 60.0740040 AP Course*
Level 3 Honors WL	Semester 1 Average < 80%	Level 4 WL Course	Chinese 62.0140000 French 60.0140000 German 61.0140000 Japanese 62.0340000 Latin 61.0440000 Spanish 60.0740000	
	Semester 1 Average ≥ 80% <b>OR</b> Identification through AP Potential	Level 4 Honors WL Course <b>OR</b> AP Language Course	Chinese 62.0140040 French 60.0140040 German 61.0140040 Japanese 62.0340040 Latin 61.0440040 Spanish 60.0740040 AP Course*	
Level 4 WL	Semester 1 Average < 80%	Level 5 WL Course	Chinese 62.0150000 French 60.0150000 German 61.0150000 Japanese 62.0350000 Latin 61.0450000 Spanish 60.0750000	
	Semester 1 Average ≥ 80% <b>OR</b> Identification through AP Potential	Level 5 Honors WL Course <b>OR</b> AP Language Course	Chinese 62.0150040 French 60.0150040	

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

\*AP Language Course

AP Chinese Language 62.0196010  
 AP French Language 60.0170010  
 AP German Language 61.0170010  
 AP Japanese 62.0390010  
 AP Latin 61.0480010  
 AP Spanish Language 60.0770010  
 AP Spanish Literature 60.0780010

TAG Eligible 62.2196010  
 TAG Eligible 60.2170010  
 TAG Eligible 61.2170010  
 TAG Eligible 62.2390010  
 TAG Eligible 61.2480010  
 TAG Eligible 60.2770010  
 TAG Eligible 60.2780010