

Centennial High School

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Home of the KNIGHTS

REGISTRATION GUIDE AND COURSE CATALOG For Academic School Year 2024 – 2025



The CHS community will work collaboratively to provide all students rigorous personalized educational experiences, high levels of learning, and competencies necessary to be globally competitive in the 21st century.

All information is current as of *January 22, 2024*

Centennial High School is an International Baccalaureate (IB) Diploma Programme (DP) World School, an AP Merit School, AP STEM School, AP STEM Achievement School, and AP Humanities Honor School.

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Centennial High School Registration Process

Welcome to the registration process for the 2024-2025 school year!

The purpose of the Course Registration Guide is to provide parents and students with adequate time to make well thought-out and informed decisions about the courses you will take next year. Some things to consider include:

- How do the course requests align with your goals?
- If you are college bound, do the courses show an attempt at a high level of rigor? Many college-bound students mistake taking on-level classes to boost their GPA while overlooking that college recruiters want to see that students have challenged themselves with Advanced Placement, International Baccalaureate, or Honors courses.
- At the same time, does it look like you may be overextended? Please also consider work requirements and extracurricular activities you may participate in next year.
- We make every effort to build a master schedule that accommodates all students' requests, and we build our schedule around the course requests you submit now. While we try to accommodate schedule changes, and have a process, there is no guarantee that you can change classes in the fall.
- To maximize staffing allocations, there must be adequate demand for a course taught during a given school year. We attempt to honor the alternate course request in instances where course demand is inadequate.
- Our counseling staff is available to answer questions and provide additional guidance on selecting the appropriate curriculum path. Please send registration questions directly to your counselor via email.

We look forward to serving you and to another great school year.

GO KNIGHTS!



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 school counselor, or a school administrator. Students and parents provide a 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 25, 2024. Parents will receive their child's final verification form via email. After Spring Break 2024, Centennial 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 25, 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 School Counselor(s).

According to Fulton County School Board Policy IHA, students are expected to complete the yearlong courses in which they are enrolled. If a change is still necessitated after March 25, 2024, according to Centennial's Operating Guidelines, the parent/guardian may make a written request of the school counselors in the first 10 school days only. The written request for a schedule change should be made to the School 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 school counselor.**

If a parent/guardian is not satisfied with the outcome of a schedule change request, he or she may contact the Curriculum Assistant 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. Centennial reserves 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.

CENTENNIAL HIGH SCHOOL

STUDENT REGISTRATION GUIDELINES AND INFORMATION

2024 – 2025

Please use the 2024–2025 Course Catalog to select your classes for next school year. The guide is available online at <https://www.fultonschools.org/centennialhs> www.fultonschools.org/centennialhs . You are responsible for researching the course selections that interest you.

STEP 1: Teacher Recommendation Phase

Jan. 22nd - Feb. 2nd, 2024 –Teachers begin academic placement of students. All course recommendations entered by teachers will be based on semester 1 grades AND state placement criteria. Please read the online Course Catalog to gain an understanding of which courses are most appropriate. Students can also speak with their teachers about academic placements for the 2024–2025 school year. This is the time to ask questions and choose classes.

Note: Rising 9th grade recommendations will occur at the middle school from February 5th to 9th.

I.B./A.P./ DE Night Jan. 11th @ 6:30 PM –Students interested in taking an IB, AP, or DE course are encouraged to attend I.B./A. P./D.E. Night. during Step 1 of scheduling. Current teachers will be recommending students for all IB/AP courses. Students should speak with their current teachers if they are interested in an IB/AP course. To waiver into an IB/AP course, you must submit a waiver by March 31st and fulfill all obligations listed on the waiver.

February 1st Rising 9th High School Showcase – 6:00 PM at Centennial High School

Rising 9th grade parents and students, and prospective families are invited to meet Principal Blackwell to hear a presentation from members of the counseling and teaching team. There will be an opportunity to ask questions.

STEP 2: Student Elective Phase

Jan. 29th - Feb. 2nd, 2024- Students will rank electives using the Electives Request Form. Student’s must fill out the form completely and enter electives/alternates. Failure to choose alternates will result in a student’s counselor **choosing electives for them**. Elective choices aren’t guaranteed due to the popularity of classes and staffing. Elective Forms should be dropped off at the counseling office.

STEP 3: Clean Up Phase

Feb. 5th – Feb. 26th: Counselors will enter electives and clean up proposed student classes.

STEP 4: Verification Phase

1st Verification Feb. 26th – Mar. 5th: Students will be given their proposed course requests for next year. If there any issues, the students will utilize the Course Verification Change Request Form to detail scheduling issues.. Counselors will make changes as needed. Changes to academic course recommendations require subject-area teacher **approval or a waiver**.

2nd Verification March 19th – 25th: Students will log into Infinite Campus and see their proposed courses for next year. **This is the second and final verification phase.** If there any issues, students will submit a final verification form. Counselors will make changes as needed. Changes to academic courses require subject-area teacher approval or a waiver. This is the **FINAL** opportunity to adjust the level of the classes for which students have

registered. Now is also the **FINAL** time to speak with current teachers and counselors regarding scheduling issues.

STEP 5A: Online Classes Phase

Mar 13th – Mar. 31st: FVS or GAVS Online Course Registration Forms will be on the school website. FVS Forms must be submitted to the student’s counselor and registration completed for the course by **March 31st, 2024**. Online courses involve time management and technology skills to be successful. **Late submissions will not be approved.**

STEP 5B: Dual Enrollment

March 31, 2024 is the document deadline for dual enrollment. By this date, the following documents should be submitted: the collegiate application, the funding application, the dual enrollment contract, test score requests and transcript requests. **Late submissions will not be accepted.**

STEP 5C: Course Waiver Phase

Mar 13th – Mar. 31st– Course Waiver Forms will be available online to students. These forms are requests to increase rigor for recommended courses and involve commitments from parents and students (AP, IB, Honors). They should be submitted to the students’ counselor by **March 31st**.

NO SCHEDULE CHANGES WILL BE MADE AFTER May 17, 2024

Students will not be able to select electives for the 2024-2025 school year if they fail to submit a verification from or if you return an incomplete form.

Current teachers of core classes (Math, Science, Language Arts, and select Social Studies) will make all placement recommendations for the next level IB or AP course in their content area. If you are interested in doubling up in a certain content area, you must let your current teacher know to place you in two courses. If you currently do not have the prerequisite grade for your desired IB or AP course or were not recommended by your teacher, **you must submit a course waiver by March 31st**. All waivers will be reviewed and accepted on an individual basis.

******Some AP and honors courses have summer work/reading that is due upon return to school. It is your responsibility to know which classes have assignments. Schedules will not be changed because a summer assignment was not completed.***

IB Diploma Programme Course Process

Students are encouraged to schedule a meeting with our IB Diploma Programme Coordinator, Dr. Von Biberstein, vonbiberstei@fultonschools.org to answer any questions regarding IB DP course placement and to ensure they have been correctly placed in requested IB courses.

Counseling Team:

<i>Student Last Name</i>	<i>Counselor</i>	<i>Counselor Email</i>
A – Dn	Ms. Ekpo	ekpo@fultonschools.org
Do - Kn	Ms. Ruppe	ruppe@fultonschools.org
Ko – Ri	Ms. Freeman	freemanma@fultonschools.org
Rj – Z	Ms. Peart	peart@fultonschools.org

FULTON COUNTY SCHOOL SYSTEM
Graduation Requirements

Course	Credits/Units	Requirements
Language Arts	4	1 unit of 9th grade Literature and Composition 1 Unit of 10 th grade Literature and Composition 1 unit of American Literature and Composition 1 additional unit
Science	4	1 unit of Biology 1 unit of Physical Science or Physics 1 unit of Chemistry, Earth Systems, Environmental Science, or AP Science 1 unit of an approved 4th science, including any AP, academic science, or career tech science
Mathematics	4	1 unit of Algebra: Concepts & Connections 1 unit of Geometry: Concepts & Connections or Geometry: Concepts & Connections Honors 1 unit of Advanced Algebra: Concepts & Connections or Accelerated or Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors 1 additional math unit (Pre-Calculus or any higher-level mathematics course, including AP)
Social Studies	3	1 unit of World History 1 unit of United States History ½ unit of Economics ½ unit of American Government/Civics
World Language* AND/OR CTAE** (Career, Technical and Agricultural Education) AND/OR Fine Arts	3	World Language – French, German, and Spanish CTAE – Audio-Video Technology & Film, I & II, Business Accounting, Financial Services, Computer Science, Allied Health, Engineering & Technology, Food & Nutrition, Law Enforcement Services, JROTC/Army, Programming, and Emergency Medical Responder Fine Arts - Art, Drama, and Music
Health/Physical Education	1	½ unit of Health ½ unit of Personal Fitness
Electives	4	4 additional elective courses
TOTAL UNITS (Minimum):	23	
		*Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same world language. **Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.

The above represent minimum graduation requirements

Georgia Milestones End of Course Tests (EOC)

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

Sample Schedules

Sample Freshman Schedules *These examples are not exhaustive.

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Biology	Biology
World Language	World Language
Health/Govt.	Govt./Health
Elective	Elective

OR

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Biology	Biology
World Language	World Language
*A.P. Geog	*A.P. Geog
Health/Elective	Elective/Health

*Govt and Health Taken Early

Sample Sophomore Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Physical Science	Physical Science
World History	World History
World Language	World Language
Personal Fitness	Elective

OR

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Chemistry	Chemistry
AP World History	AP World History
World Language	World Language
Elective	Elective

Sample Junior Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Chemistry	Chemistry
US History	US History
World Language	World Language
Elective	Elective

OR

Fall Semester	Spring Semester
Language Arts or IB	Language Arts or IB
Math or IB	Math or IB
Physics or IB	Physics or IB
AP US History or IB	AP US History or IB
Elective/World Lang. or IB	Elective/World Lang. or IB
Elective or IB	Elective or IB

Sample Senior Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Science	Science
Economics	American Government
Elective	Elective
Elective	Elective

OR

Fall Semester	Spring Semester
Language Arts or IB	Language Arts or IB
Math or IB	Math or IB
Science or IB	Science or IB
Economics or IB	Personal Fitness or IB
Elective/World Lang. OR IB	Elective/World Lang. OR IB
Elective or IB	Elective or IB

Career Pathways at Centennial

CAREER TECH	COURSES REQUIRED:
Allied Health	Intro to Healthcare Science, Essentials of Healthcare, Surgical Technician/Sports Medicine, Medical Internship (Work-Based Learning *WBL)
Emergency Medical Responder	Intro to Healthcare Science, Essentials of Healthcare, Emergency Medical Responder, Medical Internship (Work-Based Learning)
Audio-Video Tech & Film 1	Audi-Video Teach Film I, II, III, (Work-Based Learning)
Audio-Video Tech & Film II	Audi-Video Teach Film I, II, Broadcast Video Production Applications, (Work-Based Learning)
Computer Science	Intro to Software Tech/Computer Science Principles or AP Computer Science Principles, AP Computer Science A, (Work-Based Learning)
Programming	Intro to Digital Tech, AP Computer Science Principles/Computer Science, and Programming, Games, Apps & Society, (Work Based Learning)
Game Design	Intro to Software Tech/Computer Science Principles or AP Computer Science Principles, Game Design Animation and Simulations, (WBL)
Nutrition and Food Science	Food Nutrition & Wellness, Food for Life, Food Science, (Work Based Learning)
Teaching as a Profession	Examining the Teaching Profession, Contemporary Issues in Education, Teaching as a Professional Practicum, (WBL)
Law Enforcement Services	Intro to Law, Criminal Justice Essentials, and Investigation Forensic Science, (Work-Based Learning)
JROTC/Army	Junior Reserve Officer Training Corps, Army Leadership: LET I, LET II, LET III and/or LET IV, (WBL)
Financial Services	Intro to Business Tech, Financial Literacy, Banking, Investing & Insurance, WBL
Financial Technology	Introduction to Financial Technology, Financial Technologies and Services, Coding for FinTech, (WBL)
FINE ARTS	COURSES REQUIRED:
Music Performance Instrumental	3 courses in instrumental/vocal music and/or AP Music Theory with at least one course at level 2 or higher
Music Performance Vocal	3 courses in instrumental/vocal music and/or AP Music Theory with at least one course at level 2 or higher
Theatre Arts	3 courses in theatre arts with at least one course at level 2 or higher
Visual Arts 2D	Intro to Art (Visual Arts Comp 1), 3 courses in Draw/Paint, Graphics and/or AP Drawing and/or AP 2D Design with at least one course at level 2 or higher
Visual Arts 3D	Intro to Art (Visual Arts Comp 1), 3 courses in Ceramics, Sculpture and/or AP Drawing and/or AP 3D Design with at least one course at level 2 or higher
WORLD LANGUAGES	COURSES REQUIRED:
French	3 French courses OR 2 French courses plus AP French
German	3 German courses OR 2 German courses plus AP German
Spanish	3 Spanish courses OR 2 Spanish courses plus an AP Spanish course
ADVANCED ACADEMIC	COURSES REQUIRED:
Mathematics	4 courses in Mathematics with at least one AP or post-secondary course AND 2 sequential courses in a world language
English/Language Arts	4 courses in English/Language Arts with at least one AP or post-secondary course AND 2 sequential courses in a world language
Science	4 courses in Science with at least one AP or post-secondary course AND 2 sequential courses in a world language
Social Studies	4 courses in Social Studies with at least one AP or post-secondary course AND 2 sequential courses in a world language

IB Programme at Centennial

The IB Full Diploma – Requirements

- Select 3 Higher levels (HL) and 3 Standard Levels (SL). One course per subject.
- Complete the IB Core: Theory of Knowledge, Creativity, Action & Service, and the Extended Essay
- IB will award the Full Diploma if students
 - Achieve at least 24 points out of 45 on 6 IB course exams and requirements.
 - Scoring scale on Exams = 1 to 7
 - Meet the completion requirements for the IB Core. (Achieve an A – D)

Subject	(Courses beginning Junior Year)	Full Diploma: Choose 3 Higher Level and 3 Standard Level Courses
Group 1: English	Language & Literature (Required)	Higher Level
Group 2: Language Acquisition	French French Ab Initio Spanish	Standard Level
Group 3: Individuals & Societies	History of the Americas (Recommended) Economics Business and Management	Higher Level Standard Level* Higher or Standard Level*
Group 4: Sciences	Chemistry Physics Environmental Systems & Societies	Higher Level Higher Level Standard Level
Group 5: Mathematics	Applications & Interpretations Analysis and Applications	Standard Level* Standard Level*
Group 6: Arts/Electives	Music Visual Arts Film	Standard Level Higher Level Standard Level*
Group 6 requirements can be met with a 2 nd course from group 2, 3, and 4		* 1 year course
<p>The Full Diploma Core: Completed Spring semester of Junior year through Fall semester of Senior year.</p> <ul style="list-style-type: none"> •Theory of Knowledge (TOK) – Class meets MWF from 7:15-8:10 am. This course also meets SS requirement for the GADOE International Skills Certificate •Creativity, Action, and Service- Service learning project & projects of choice. 150 logged hours •Extended Essay- Research project with topic of choice. Supervised by a CHS Faculty Member. 		

Course Descriptions

Please note if a class is yearlong (Y) or a single semester (S)

International Baccalaureate (IB)

Placement for the IB Diploma Programme is based on Teacher Recommendations.
Contact Dr. Von Biberstein for more information at vonbiberstein@fultonschools.org

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
GROUP 1: STUDIES IN LANGUAGE & LITERATURE					
IB Eng A Lang & Lit HL Y1	23.0730011/2	Y	11-12	Teacher Recommendation	In this course, students study a wide range of literary and non-literary texts in various media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.
IB Eng A Lang & Lit HL Y2	23.0731011/2	Y	11-12		
GROUP 2: LANGUAGE ACQUISITION					
IB SPANISH SL Y1	60.0713001/2	Y	11-12	Teacher Recommendation	Students develop the ability to communicate in the target language through the study of language, themes and texts. A conceptual understanding of how language works is developed. Students use receptive, productive, and interactive skills across a range of contexts and purposes to communicate in ways appropriate to the course level (and beyond those for language ab initio).
IB SPANISH SL Y2	60.0716001/2	Y			
IB FRENCH SL Y1	60.0112001/2	Y	11-12	Teacher Recommendation	The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
IB FRENCH SL Y2	60.0113001/2	Y			
IB French AB INITIO Y1/Y2	60.0114001/2 60.0115001/2				
GROUP 3: INDIVIDUALS & SOCIETIES					
IB HIST OF AMER HL Y1	45.0870011/2	Y	11-12	Teacher Recommendation	The IB History of the Americas (HOA) course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.
IB HIST OF AMER HL Y2	45.0893011/2	Y	11-12	Teacher Recommendation	
IB Economics SL Y1	45.0650001/2	Y	11	Teacher Recommendation	IB Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices need to be made. Economic theories are used to examine how these choices are made.
IB BUSINESS MANAGEMENT SL Y1	06.4200001/2	Y			
IB BUSINESS MANAGEMENT HL Y1	06.4300011/2	Y			

					<p>IB Business Management is designed to develop students' knowledge and understanding of business management theories and their ability to apply a range of tools and techniques. Students learn to analyze, discuss, and evaluate business activities at local, national, and international levels. Key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing, and operations management are covered. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation, and strategy), students to develop a holistic understanding of today's complex and dynamic business environment in the context of real-world examples and case studies</p>
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GROUP 4: SCIENCES

IB PHYSICS HL Y1	40.0850011/2	Y	11-12	Teacher Recommendation	<p>IB Physics allows students to develop traditional practical skills and techniques and increase their abilities in the use of mathematics, which is the language of physics. Students develop interpersonal and digital communication skills which are essential in modern scientific endeavor and are important life-enhancing, transferable skills. The IB Physics HL course includes the subject's essential principles but also, through selection of an option, allows teachers some flexibility to tailor the course to meet their students' needs. This course accommodates students who wish to study physics as their major subject in higher education and those who do not.</p> <p>IB Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science, and environmental science, and serves as useful preparation for employment.</p> <p>IB Environmental Systems & Societies includes the scientific exploration of environmental systems in their structure and function, while exploring the cultural, economic, ethical, political, and social interactions of societies with the environment. Students develop the ability to recognize and evaluate the impact of our complex system of societies on the natural world. Learning activities encourage holistic thinking about issues on environment and include research, investigations, philosophical discussions, and problem-solving/Thinking and research skills are taught explicitly, and students are encouraged to develop solutions at the personal, community and global levels. Meets either the IB individuals and societies or the IB sciences requirement and the GADOE 4th Science requirement.</p>
IB PHYSICS HL Y2	40.2860011/2	y			
IB Chemistry HL Y1	40.0550011/2	Y			
IB Chemistry HL Y2	40.0560011/2	Y			
IB Environmental Systems & Societies Y1	26.0630001/2				

GROUP 5: MATHEMATICS

<p>IB Math: Applications & Interpretations SL Y1</p> <p>IB Math: Analysis & Applications SL Y1</p>	<p>27.0535001/2</p> <p>27.0531001/2</p>	<p>Y</p>	<p>11-12</p>	<p>Teacher Recommendation</p>	<p>There are two different DP subjects in mathematics, Mathematics: analysis and approaches and Mathematics: applications and interpretation. Each course is designed to meet the needs of a particular group of students.</p> <p>IB Applications and Interpretations recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.</p> <p>IB Analysis and Approaches recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. Students develop important mathematical concepts in a comprehensible, coherent, and rigorous way, achieved by a carefully balanced approach. Students apply their mathematical knowledge to solve abstract problems and those set in various meaningful contexts. There is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students should expect to develop insight into mathematical form and structure and become equipped to appreciate the links between concepts in different topic areas. Students develop the skills needed to continue their mathematical growth in other learning environments.</p>
GROUP 6: THE ARTS					
<p>IB Visual Arts HL Y1</p> <p>IB Visual Arts HL Y2</p> <p>IB Music SL Y1</p> <p>IB Music SL Y2</p>	<p>50.0440011/2</p> <p>50.0450011/2</p> <p>53.2290001/2</p> <p>53.2291001/2</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>11-12</p> <p>11-12</p> <p>11-12</p> <p>11-12</p>	<p>Teacher Recommendation</p>	<p>IB Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.</p> <p>IB Film aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical, and global perspectives in film. Students examine film concepts, theories, practices, and ideas from multiple perspectives, challenging their own viewpoints and biases to understand and value those of others. Students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.</p> <p>IB Music encourages students to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on</p>

					experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. The course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.
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THE IB DIPLOMA CORE – FOR FULL DIPLOMA CANDIDATES

IB Theory of Knowledge Y1	35.0710001	Y	11-12	Teacher Recommendation	<p>Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.</p> <p>Creativity, Activity and Service (CAS) The three strands of CAS are interwoven with activities. Creativity involves the arts, and other experiences that involve creative thinking. Activity is physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP. Service is an unpaid and voluntary exchange that has a learning benefit for the student. Students demonstrate these concepts through a CAS project that shows their initiative, demonstrates perseverance, and develops skills such as collaboration, problem solving and decision making.</p> <p>Extended Essay With the support of an advisor, students engage in independent research that culminates with a 3500-4,000-word paper. The extended essay provides practical preparation for undergraduate research and creates an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects. Through this research process, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument.</p>
IB Theory of Knowledge Y2	35.0720002	Y	11-12		
Creativity, Activity & Service					

English & Language Arts

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
9th Literature	23.0610001/2	Y	9	None	Reading strategies, interpretation of literature, writing, vocabulary, and grammar.
9th Literature Honors	23.0610041/2	Y	9	Teacher Recommendation	Advanced reading strategies, interpretation of literature, writing, vocabulary, and grammar.
10th Literature	23.0620001/2	Y	10	9th Lit	Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literature and informational texts to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, 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.
10th Literature Honors	23.0620041/2	Y	10	Teacher Recommendation	Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and

					nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.
11th Literature	23.0510001/2	Y	11	9 th Lit & 10 th Lit	Reading strategies, interpretation of American literature, vocabulary, writing, and grammar.
11th Literature Honors	23.0510041/2	Y	11	10 th Lit, Teacher Recommendation	Advanced reading strategies, interpretation of American literature, vocabulary, writing, and grammar.
AP Language & Composition	23.0530001/2	Y	11	10 th Lit, Teacher Recommendation	Advanced college level study of authors' styles and techniques, survey of American literature, review of writing skills, vocabulary, and preparation for AP exam.
AP Literature & Composition	23.0650001/2	Y	12	11 th Lit, Teacher Recommendation	Advanced college level study of literature and critical approaches, review of writing skills, vocabulary, and preparation for AP exam.
Dramatic Writing for Theatre, Film, and Television	23.0340041/2	Y	12	11 th Lit, Teacher Recommendation	Year-long honors 12th grade core English course where students will learn how to write for theatre, film and television. Students will make skillful use of narrative storytelling techniques through the writing of plays, television scripts, and film screenplays.
College English	23.0630401/2	Y	12	Successful application to appropriate college	Freshman English curriculum at the collegiate level. This course is taken at the respective college. The student must apply with the college and CHS by the required deadline. The student must provide their own transportation.
Multi-Cultural Literature	23.0670001	S	12	English 9th, 10th, & 11 th	Extensive analysis of literature by and about people of diverse ethnic backgrounds; research project; writing modes and genres, and essential conventions for reading, vocabulary, grammar, writing, and speaking.
World Literature	23.0630002	S	12	English 9th, 10th, & 11 th	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.
Journalism I Annual (Yearbook)	23.0320001/2	Y	9-12	Teacher Approval	Study of photo journalism and production of school yearbook.
Journalism II Annual	23.0330001/2	Y	10-12	Annual I and Application	Advanced study of photo journalism and production of school yearbook.
Journalism IV Annual	23.0360001/2	Y	12	Annual III and Application	Advanced study of photo journalism and production of yearbook.
Communication Skills	55.0210001/2	Y	ESOL	None	Focuses on the acquisition of social and instructional language based on the five WIDA standards. The primary emphasis for this course included building on the initial survival language skills as well as developing interpersonal communication skills while learning about various cultural characteristics of the United States.
Reading & Listening in the Content Area	55.0230001/2	Y	ESOL	None	This course will provide activities and opportunities to enhance literacy and listening skills necessary for success in the content areas.
AVID: Tools for College Success I, II. AVID: Tools for College Success III, IV.	35.0670001/2 35.0671001/2 35.0672001/2 35.0673001/2	Y	9 th 10 th	Teacher Recommendation and minimum 2.5 GPA	The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading to learn .AVID curriculum is taught in the AVID elective class, and students use those learned strategies to increase success in all their other classes The AVID Elective Classroom. In the AVID elective classroom students are taught study skills, Cornell note taking, time management, writing and research skills. Students also learn about colleges and universities.

					Prepares students for college admission tests. Students may take field trips to college campuses and cultural events, and guest speakers from the community may speak to the class
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Mathematics					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Algebra: Concepts & Connections	27.0811001/2	Y	9	8 th Grade Math	The first course in a sequence of three high school courses designed to ensure career and college readiness. 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.
Geometry: Concepts & Connections	27.0821001/2	Y	10	Algebra: Concepts & Connections	The second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance 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.
Geometry: Concepts & Connections Honors	27.0821041/2	Y	9	Algebra: Concepts & Connections Honors (8 th grade)	The honors level course has the same coursework as the college preparatory level with students a minimum of one year ahead of track. Same as above.
Advanced Algebra: Concepts & Connections	27.0831001/2	Y	11	Geometry: Concepts & Connections	The third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. Students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations, and functions to further understand the world around them.

Advanced Algebra: Concepts & Connections Honors	27.0831041/2	Y	10	Geometry: Concepts & Connections Honors (9 th Grade)	The honors level course has the same coursework as the college preparatory level with students a minimum of one year ahead of track. Same as above.
Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors	27.0931041/2	Y Y	10 11	Geometry: Concepts & Connections Honors (9 th Grade) Geometry: Concepts & Connections (10 th Grade) With Teacher Recommendation	This course is a thoughtful blend of the topics from Advanced Algebra: Concepts & Connections and Precalculus. This is a single credit course, intended to provide students the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Students will continue to enhance their understanding of data and statistical reasoning, functional and graphical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning. There should be an emphasis on notational fluency and the use of multiple representations as students engage with all topics. Some of those topics include, 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. Students will further develop their algebraic, functional, and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, piecewise and rational expressions, equations, and functions to further understand the world around them.
Precalculus	27.0841001/2	Y	12	Advanced Algebra: Concepts and Connections (11 th Grade)	The course is a fourth-year mathematics course option intended to provide students with opportunities to develop a deeper understanding of Algebraic concepts that are critical to the study of Calculus. Students will also deepen their understanding of trigonometry and its applications. Throughout the Precalculus 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.

AP Precalculus	27.0741001/2	Y Y	11 12	Advanced Algebra: Concepts & Connections Honors (10 th Grade) Advanced Algebra Concepts & Connections (11 th Grade)	This course is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.
Calculus	27.0780001/2	Y	12	Precalculus (11 th Grade)	This fourth-year mathematics course option provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. The course includes the study and analysis of limits and continuity as applied to a variety of functions; the derivative as related to limits and continuity; various derivative rules such as product, quotient, and chain; applications of the derivative including curve analysis, applied max/min situations, related rate problems, and use of Mean Value Theorem; the definite integral as a limit of Riemann sums; properties of definite integrals; the Fundamental Theorem of Calculus as it relates derivatives and integrals; techniques of integration including u-substitution; and applications of the integral including solving separable differential equations, finding a particular solution curve given an initial condition, area between curves on a coordinate plane, and average value situations.
Advanced Mathematical Decision Making	27.0850001/2	Y	12	Advanced Algebra: Concepts & Connections (11 th Grade)	A fourth-year mathematics course option designed to follow the completion of Advanced Algebra: Concepts and Connections. Students will enhance their understanding of concepts explored in the context of real-life phenomena. The intent of this course is for students to combine their understanding of multiple mathematical concepts as they explore and solve real-world mathematical problems. Students will investigate applications of mathematics in a variety of contexts, including business and financial decision-making, earning, investing, spending, and borrowing money, using functions to model problem situations in both discrete and continuous relationships, and using ratios, rates, and percentages to solve problems.
AP Calculus AB	27.0720001/2	Y Y	11 12	Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors or AP Precalculus & Teacher Recommendation	This course focuses on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should

					regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.
AP Calculus BC	27.0730001/2	Y Y	11 12	Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors or AP Precalculus & Teacher Recommendation	AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.
AP Statistics	27.0740001/2	Y Y	11 12	Advanced Algebra: Concepts & Connections or AP Precalculus or Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors & Teacher Recommendation	The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

Science

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Biology	26.0120001/2	Y	9	None	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution.
Biology Honors	26.0120041/2	Y	9	Teacher Recommendation	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.
Physical Science	40.0110001/2	Y	10	None	This course is designed as a survey course of chemistry and physics. This curriculum includes the abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, solutions, acid/base chemistry, phase changes, Laws of motion and forces, energy transformation, electrical/magnetic forces, and wave properties.

Chemistry	40.0510001/2	Y	11	Teacher Recommendation	This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry.
Honors Chemistry	40.0510041/2	Y	10-11	Teacher Recommendation	This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.
Physics	40.0810001/2	Y	11-12	Teacher Recommendation Students are also recommended to take Adv. Alg. C&C concurrently w/Physics.	This curriculum includes abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include kinematics, energy and its transformations, Electricity, magnetism, wave properties.
Human Anatomy & Physiology	26.0730001/2	Y	12	Biology & Chemistry Note: this is not for students in the Healthcare Sciences Pathway where the class is embedded.	The human anatomy and physiology curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body and essential requirements for life. Areas of study include organization of the body; protection, support, and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth, and development. Dissections are part of the curriculum, and all students are expected to participate.
Environmental Science	26.0611001/2	Y	11-12	Biology & Physical Science/Chemistry	Environmental science is an interdisciplinary course of how nature works and how things in nature are interconnected. The following themes are central to the study of environmental science: sustainability; natural resources; natural resource degradation; solutions to environmental problems; tradeoffs in finding acceptable solutions; the importance of individual actions in implementing solutions; and sound science. Areas of study include the interconnection of all life, the flow of energy and cycling of matter, the stability and change in an ecosystem, conservation and resource allocation, and the evaluation of human activity and technology on the environment.

Earth Systems	40.0640001/2	Y	11-12	Biology & Physical Science/Chemistry	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. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences. Major Concepts/Skills: Earth origin, composition, and structure, Plate tectonics and the rock cycle, Landscape evolution, Geologic hazards, Sedimentary environments, Geologic time and correlation, Earth and life history, Life-environment relationships, Hydrologic cycle, Insolation and global heat distribution, Weather and climate, Matter/energy cycles, Mineral and fossil fuel resources.
Forensic Science	40.0930001/2	Y	11-12	Chemistry and/or Environmental Science	The Forensic Science curriculum is designed to build up on science concepts and to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impression from firearms, tool marks, arson, and explosive evidence.
AP Biology	26.0140001/2	Y	10-12	Chemistry concurrently with AP Biology & Teacher Recommendation	Students should have successfully completed Biology and Chemistry or are taking Chemistry concurrently with AP Biology. The course is based on four Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.
AP Chemistry	40.0530001/2	Y	11-12	General Chemistry already completed. & Adv. Alg. C&C or above & Teacher Recommendation	The key concepts and related content that define the AP Chemistry course and exam are organized around underlying principles called the Big Ideas. They encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the particulate nature of matter underlying the observations students make about the physical world. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP Environmental Science	26.0620001/2	Y	10-12	Chemistry completed or taken concurrently Teacher Recommendation	The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several unifying themes that cut across topics. Twenty-five percent of instructional time is devoted to inquiry-based laboratory investigations. Students ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.
AP Physics I	40.0831001/2	Y	10 11-12	10 th graders will be required to take Chem H concurrently. Adv. Alg C&C or above taken concurrently. & Teacher Recommendation	AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.
AP Physics 2	40.0832001/2	Y	12	Physics or AP Physics I, students are required to take Pre-Cal or above concurrently with AP Phy 2 & Teacher Recommendation	AP Physics 2: Is an Algebra based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquire based learning, students will develop scientific critical thinking and reasoning skills.

Social Studies

For the 2022-23 school year, 9th graders will take American Government (S1) and Health (S2). Interested IB or Accelerated students, can take A.P. Geography (Y) during 9th Grade with a Teacher Recommendation and Health/Govt. taken early.

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
AP Human Geography	45.0770001/2	Y	9, 12	Teacher Recommendation	Human Geography is a branch of geography that deals with the way humans interact with their environment. We will study demographics, migration, linguistics, religion, political geography, urbanization and industrialization. Specific skills for success: above average reading ability and above average writing skills. Outside commitments: vocabulary quizzes and bi-weekly map quizzes in addition to nightly textbook reading. This course is equivalent to a college course and will be more rigorous than a middle school TAG course or a high school honors course.

World History	45.0830001/2	Y	10	None	The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century. Topics include prehistoric culture, ancient civilizations, classical civilizations, the medieval world, the Age of Exploration, Enlightenment, French Revolution, decline of colonial empires in America, Industrial Revolution, nationalism and imperialism, totalitarianism, WWI, WWII, and the modern world.
World History H	45.0830041/2	Y	10	Teacher Recommendation	World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.
AP World History	45.0811001/2	Y	10	Teacher Recommendation	Teaching students to think historically, to construct historical arguments and to analyze data within an historical context will be the focus of AP World History. With material from 8000 BCE to the present serving as the basis for study, students will explore multiple perspectives as they analyze global patterns that have occurred over time. Students will spend a great deal of time writing, reading, and interpreting artifacts as they strive to become true historians themselves.
U. S. History	45.0810001/2	Y	11	None	The high school United States history course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century. Topics include colonization, the revolutionary and colonial eras, manifest destiny, Civil War and reconstruction, urbanization and Industrialism, progressive era, imperialism, WWI & WWII, The Cold War, Vietnam, and the Decades of 1950 – 2000.
AP U.S. History	45.0820001/2	Y	11	Teacher Recommendation	The advanced placement course in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the challenges and issues in U.S. History. The study of U.S. History begins with a brief review of the discovery and settlement of the Americas and continues into a rigorous in-depth study of U.S. History from the mid-17th century to the present time. Students will learn to analyze and interpret primary sources, to take notes from lectures and printed materials, and to write essays and analytical/historiographical papers. Topics include: Multicultural heritage, Colonial period, American Revolution, Jacksonian Democracy and sectionalism, Civil War and Reconstruction, Triumph of the American Nation, Gilded Age, Progressivism and immigration, Great Depression and New Deal, Labor movement, Civil Rights and women's movement, World Wars I and II, Cold War, and New World Order.

Economics	45.0610001	S	12	U.S. History	The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. Topics include supply and demand, market forces, money, banking and capital, organization of natural resources, the national economy and global interdependence.
AP Macroeconomics	45.0620012	S	12	U.S. History & Teacher Recommendation	AP Macroeconomics is a semester-long introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Extensive math skills are not required; however, students must learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. In order for a student to be successful in this class, he/she should possess these specific skills: ability to read college level texts independently; ability to critically analyze graphs; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits. This semester-long course will prepare students for the AP Macroeconomics exam in May and also satisfies the Georgia graduation requirement for Economics.
AP Microeconomics	45.0630001	S	12	U.S. History & Teacher Recommendation	Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government.
Sociology	45.0310001	S	11-12	None	The emphasis of Sociology is to show the complexity of social life with its inter-connections between social events and conditions. Topics will include adolescence and socialization, the institutional structure of society, stratification and race relations and understanding social change. The course will also cover social problems in the U.S. and how they affect the individual and society as a whole. Crime, poverty, race and ethnic relations will be studied as well.
Current Issues	45.0120001	S	9-12	None	Analyze & discuss Current Issues in the news through various class activities and projects. Main areas of study include but are not limited to International Affairs, Domestic Affairs, Technology, & the Environment. Students will also work to improve presentation skills in anticipation of future postsecondary opportunities.
International Affairs Model UN	45.0910001	S	9-12	None	Model United Nations is an elective course designed to provide students with an opportunity to learn about the United Nations and the problems facing the international community. This course is different in its approach in that it requires the student not only to acquire information but also to apply that information via the utilization of several major global simulations. The goal of the course is to prepare young adults to become better-informed and practicing citizens of the global community.
Sports in United States Society	45.0190001	S	9-12	None	The Sports in United States Society course examines the vital sociological role of sport in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy,

					<p>education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented.</p> <p>This course may not be offered every year.</p>
<p>AP U.S. Government & Politics (fulfills the state requirement for American Government)</p>	45.0520001/2	Y	9 or 12	Teacher Recommendation	<p>The AP course in U.S. Government and Politics is a semester- long course. It is designed to assist students in becoming knowledgeable about the Constitution, the varied political beliefs and behaviors which shape U.S. government, the role of political parties and interest groups, the organization and powers of Congress, the president, the bureaucracy, the federal courts, and the development of civil rights and liberties. Students will play roles in simulations such as moot courts, participate in debates, read and analyze current issues, take notes from lectures, and answer multiple choice and free response questions. Outside of class, students will attend local government meetings and <i>may</i> visit the Carter Presidential Museum and Library, the Martin Luther King Center, the State Capitol, and other museums in the Atlanta area that interest the student. In order for a student to be successful in this class, he/she should possess these skills: ability to read college level texts independently; ability to critically analyze written works; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits; ability to recognize perspectives, with a willingness to learn about and respect differences of opinion. Outside commitments: reading and completing study guide materials 4-5 nights a week, working approximately 45 minutes - one hour a night; attending at least one local government meeting; additional performance tasks that will require reading and research. This class is comparable to an introductory college political science course and satisfies the state of Georgia American Government graduation requirement.</p>
<p>American Government & Civics</p>	45.0570001	S	9	None	<p>The state-mandated American Government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. The course will cover U.S. constitutional principles, the branches of the federal government, factors influencing the political process, the role of the media and political parties, and civil rights and responsibilities. Students will construct and evaluate arguments, use documents and other primary source data to analyze points of view, analyze and interpret information, and write document-based and comparative analysis essays.</p>

AP Psychology	45.0160001/2	Y	11-12	Teacher Recommendation	The purpose of Advanced Placement Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Throughout the course, students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields of psychology. In addition, the course will stress the need to think like a psychologist. As author and social psychologist David Myers, notes – to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg, 1997). Whether students choose to pursue a career in psychology or in an entirely different field, this habit of mind will be of great value.
Psychology	45.0150001/2	Y	11-12	None	Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individual and groups. This course may not be offered every year
U.S. History in Film	45.0812001/2	Y	11-12	None	Explores United States History through film. This course includes analysis and interpretation of events through both print and film. <u>Does NOT satisfy a US History credit.</u> This course may not be offered every year.
Civil Rights in the United States	45.0196001/2	S/Y	9-12	None	This course is an in-depth study of civil rights in the United States. Students will explore, through various disciplinary lenses, the challenges and achievements in the march towards economic, societal, political, and equality by marginalized groups throughout United States history. Students can also explore how these ideas connect to a modern global society. There are no standards associated with this course. This course may not be offered every year

World Language					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
French I	60.0110001/2	Y	9-12	None	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, weather/seasons, food/meals, city life, shopping, leisure, and culture.
French II	60.0120001/2	Y	9-12	French 1	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations.
French II Honors	60.0120041/2	Y	9-12	French 1, Teacher Recommendation	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 AP French.
French III	60.0130001/2	Y	10-12	French 2, Teacher Recommendation	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature.


French III Honors	60.0130041/2	Y	10-12	French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French IV	60.0140001/2	Y	10-12	French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French IV Honors	60.0140041/2	Y	11-12	French 3, Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP French; near-exclusive use of French in class.
AP French Language and Culture	60.0170001/2	Y	11-12	French 3, Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic francophone sources; in-depth reading, writing, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of French in class.
Spanish I	60.0710001/2	Y	9-12	None	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography.
Spanish II	60.0720001/2	Y	9-12	Spanish I	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Spanish-speaking countries and Latino culture in the U.S.
Spanish II Honors	60.0720041/2	Y	9-12	Teacher Recommendation	In-depth study of all topics in Spanish 2 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; beginning preparation for AP Spanish.
Spanish III	60.0730001/2	Y	9-12	Spanish 2	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Spanish-speaking countries and Latino culture in the U.S.
Spanish III Honors	60.0730041/2	Y	9-12	Teacher Recommendation	In-depth study of all topics in Spanish 3 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; continuing preparation for AP Spanish.
Spanish IV Honors	60.0740041/2	Y	11-12	Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP French; near-exclusive use of Spanish in class.
Spanish for Native Speakers Lv.1	60.0790001/2	Y	9-12	Teacher Recommendation The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional to those who are more proficient and/or literate in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites.

				Intermediate level prior to entering the course.	
Spanish for Native Speakers Lv. 2	60.0791001/2	Y	9-12		This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish, as well as for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking. This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.
Spanish for Native Speakers Lv.3	60.0792001/2	Y	9-12		This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, refining language forms and structures with an eye toward use of Spanish in professional settings, and development of a deep understanding of Hispanic cultures and issues of identity of heritage/native speakers of Spanish in the United States. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes. Spanish for Native Speakers 3 will be offered on the same period as Workplace Spanish as they have similar standards. That way, we won't have a class of 4 students and the teacher will have a bigger pool of students to hopefully one day finish a professional medical or legal course.
Spanish AP Language and Culture	60.0770001/2	Y	12	Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic Spanish-language sources; in-depth reading, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of Spanish in class.
Workplace Spanish – Legal & Medical Interpreter Adv. Workplace Spanish	60.0714001/2 60.0715001/2	Y	11-12	Teacher Recommendation Spanish IV	This is a post-AP Spanish course for students who have demonstrated whether through heritage learning or completion of AP Spanish, advanced proficiency levels of listening, speaking, reading and writing Spanish. The course consists of one semester of instruction in the medical interpreting field and one semester of legal interpreting, including topics such as Medical and Legal Ethics, advanced Medical and Legal Terminology, and Consecutive, Simultaneous and Sight Interpreting. Successful completion of the course may lead to certification as an interpreter in a variety of community and/or professional fields. Workplace Spanish is the culminating course of a pathway to a career upon high school graduation if students are successful on all components.
A.P. Spanish Literature	60.0811001/2	Y	11-12		AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

German I	61.0110001/2	Y	9-10	None	Beginning level German is designed to introduce students to the German language and the culture of German-speaking peoples. Students will use the four language skills listening, speaking, reading and writing to attain proficiency and the ability to communicate in German. Major topics include: German pronunciation; greetings, alphabet & numbers; family & house; days of the week & time; youth activities & school life; weather & shopping; ordering food; special occasions; hobbies & sports; German culture.
German II	61.0120001/2	Y	9-11	German I	German II emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use. Major topics include: Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.
German II Honors	61.0120041/2	Y	9-11	German I and Teacher Recommendation	German II Honors emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use, at an accelerated pace. Major topics include Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.
German III Honors	61.0130041/2	Y	10-12	German II or German II H, & Teacher Recommendation	German III Honors emphasizes advanced structures of the language through a thorough practice in reading, writing, speaking, and listening, at an accelerated pace. Major topics include offering & accepting gifts; inquiring about prices & travel arrangements; obtaining information, identifying people; sequencing events & expressing wishes; describing daily routines; inquiring about details; asking & giving directions; expressing preferences/politeness; describing talents & abilities and current situations; developing & supporting an argument; proposing solutions to problems; comparing cultural trends over time; creation of a class newspaper or magazine; German culture.
German IV Honors	61.0140041/2	Y	11-12	German III	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP German; near-exclusive use of French in class.
AP German Language	61.0170001/2	Y	11-12	German IV	The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Career & Technical Education

Health Science: Therapeutic Services

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
Introduction to Healthcare Science	25.5210001/2	Y	9-12	None	Health, wellness, and preventative care are evaluated, as well as ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. First course in Sports Medicine and Surgical Technology Pathways. (First course in Allied Health or Emergency Medicine pathway)
Essentials of Therapeutic Services	25.4400001/2	Y	10-12	Introduction to Healthcare	Anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. Second course in Sports Medicine and Surgical Technology Pathways.
Allied Health and Medicine	25.4370001/2	Y	11-12	Essentials of Therapeutic Services	This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules.
Emergency Medical Responder	25.4500001/2	Y	11-12	Essentials of Therapeutic Services	The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally-Recognized Body (American Heart Association or Red Cross, etc.).
Medical Services Internship	25.5260001/2	Y	12	Application Required See Ms. Marie Robinson Or code 	This internship of experiences in hospital, medical, dental, physical therapy and/or veterinary offices reinforce learning in the classroom. Students are at the clinical sites three to four days/week and are in the classroom one to two days/week to earn additional certifications in oxygen administration, blood borne pathogens, and HIPPA. Students must provide their own transportation to and from clinical sites.

Financial Services (Business)

Intro to Business & Technology	07.4413001/2	Y	9-12	None	<p>This is the foundational course for the Business Accounting and Financial Services pathways. The course is designed for high school students as a gateway to business careers and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry Business characteristics, ownership and communication, finance, human resources, leadership, international business, marketing. First course in Business Accounting and Financial Services Pathways.</p>
Financial Literacy & Banking	07.4260001/2	Y	10-12	Introduction to Business & Technology	<p>This course is specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Financial Literacy is the second course in the Financial Services pathway. This is a merged course with Banking, Investing & Insurance.</p>
Banking, Investing, & Insurance	07.4310001/2	Y	10-12	Financial Literacy	<p>(required for pathway completion) Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. Concepts</p>

					of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Banking, Investing, & Insurance is the third course in the Financial Services pathway. This is a merged course with Banking, Investing & Insurance.
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Financial Technology (Fin Tech) (new pathway)

Introduction to Financial Technology	07.4270001/2	Y	9-12	None	Financial Technology, or FinTech, encompasses all of the "behind the scenes" operations that occur to make financial services more convenient. Every time you swipe a debit card, make a mobile bank deposit, pay a bill online, or send money to a friend, there are multiple FinTech companies working simultaneously to make those transactions possible.
Financial Technologies and Services <i>This class will not be offered until the 2025-2026 school year.</i>	07.4280001/2	Y	10-12	Introduction to Financial Technology	This course covers the foundations of financial technologies and services. The course focuses on the usage of technology that powers financial ecosystems, digital finance platforms, mobile payments, and digital asset management. Students will explore the characteristics and functions of electronic and mobile payment systems. Various forms of technologies and internet research will be highlighted to expose students to the resources available on financial technology (FinTech).
Coding for FinTech <i>This class will not be offered until the 2026-2027 school year.</i>	11.4630001/2	Y	11-12	Financial Technologies and Services	This course covers the design and development of dynamic, data-driven financial applications using client- and server-side architecture. It focuses on various application development techniques for users and mobile friendly design. It also introduces how to develop financial applications conforming to the industry standards. Various forms of technologies and internet research will be highlighted to expose students to the resources available on financial technology (FinTech). In this course students will develop a functional model financial application across the full development stack from model to view, using the Model-View-Controller (MVC) programming paradigm

Computer Science

Intro to Software Technology This is an embedded course.	11.4460001/2	Y	9-11	None	This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. The first course in Computer Science, Internet of Things, and Programming Pathways. This is a merged course with Computer Science Principles.
Computer Science Principles This is an embedded course.	11.4710001/2	Y	9-12	Intro to Digital Technology	Computer Science Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and

					collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the Game Design pathway, Computer Science, or Programming Pathways. This is a merged course with Introduction to Software Technology.
AP Computer Science A	11.0160011/2	Y	10-12	Required prerequisite: AP Computer Science Principles	Application of data abstraction and encapsulation, class specifications and relationships among classes, design and interface, modification of existing code, extension of existing code using inheritance, and analysis of algorithms. This course qualifies as the fourth science course for graduation and for college admissions. It meets the RIGOR requirement. Third course in Computer Science Pathway. *AP Computer Science A can be taken as a stand-alone elective.
AP Comp Sci Principles	11.0190001/2	Y	9-12	Intro to Digital Technology	AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. AP Computer Science Principles is the second course in the Computer Science, Programming or Game Design Pathways. *AP Computer Science Principles can be taken as a stand-alone elective.
Game Design					
Game Design: Animation and Simulation	11.4290001/2		10-12	Introduction to Software Technology/ Computer Science Principles /APCSP	Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options.
Programming					
Programming, Games, Apps & Society *This is the 2nd or 3rd course for Programming	11.4720001/2	Y	10-12	Intro to Software Technology & AP CS Principles OR AP Computer Science	The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. Various forms of technologies will be used to expose students to resources, software, and applications of programming. Professional communication

					skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. This is the second or third course in the Programming Pathway.
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Audio-Video Technology & Film 1

Audio & Video Technology & Film I	10.5181001/2	Y	9-12		This course is the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.
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Audio & Video Technology & Film II	10.5191001/2	Y	10-12	Audio & Video Technology & Film I	This year-long course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.
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Audio & Video Technology & Film III	10.5201001/2	Y	10-12	Audio & Video Technology Film II	The last class of the pathway is geared towards careers in which students may be able to pursue. Students will manage a student-led broadcast and work, both individually and cooperatively on a variety of projects. You will cover: film making, career opportunities, professional ethics, copyright.
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Audio-Video Technology & Film 2

Broadcast Video Production Application	10.5141001/2	Y	10-12	Audio & Video Technology Film II	Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume', references, and production samples.
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Food and Nutrition

Food, Nutrition & Wellness This course will be retired after the 2024-2025 school year.	20.4161001/2	Y	9-12	None	This is an essential course designed to introduce students to the field of nutrition and wellness including major trends, issues, employment opportunities, and career paths. Some units are: “Personal Wellness Plan”, “Extreme Nutrition Makeover”, “What’s Growing in the Kitchen”, “Get Your Body Moving!”, “Beautiful Foods Around the World”, and “Forecast for Your Future Wellness”.
Food Science This course will be retired after the 2024-2025 school year.	20.4181001/2	Y	10-12	Food, Nutrition & Wellness	Our everyday life is full of encounters with Food Science, which is the study of the relationship between food and the scientific world. This course is not only about the science of food, emerging technologies, basic chemistry concepts and nutrition, but also covers careers in Food Science. From the trivial—like what is the newest color of a candy—to matters of life and death – like hunger—research in food science leads to new discoveries every day. Take this course as part of the Food and Nutrition Pathway and you can earn your fourth science credit.

Teaching as a Profession (new pathway)

Examining the Teaching Profession	13.0110001/2	Y	9-12	None	Thinking about being a coach. Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Students in the class will work with teachers, parks and recreations centers, coaches, daycares, and other educational agencies. Teaching as a Profession allows students to study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.
Contemporary Issues in Education <i>This class will not be offered until the 2025-2026 school year.</i>	13.0120001/2	Y	10-12	Examining the Teaching Profession	This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.
Teaching as a Profession Practicum <i>This class will not be offered until the 2026-2027 school year.</i>	13.0130001/2	Y	11-12	Contemporary Issues in Education	The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.

Law Enforcement Services


Introduction to Law, Public Safety, Corrections & Security	43.450001/2	Y	9-12	None	This course provides students with career-focused educational opportunities LPSCS fields. It examines the basic concepts of law related to citizens' rights and responsibilities. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training), basic firefighting, and civil and criminal law. First course in Law Enforcement Services/Forensics Pathway.
Criminal Justice Essentials	43.451001/2	Y	10-12	Introduction to Law, Public Safety, Corrections, and Security	An overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. This course is offered in alternate years with Forensics. Second or third course in Law Enforcement Services/Forensics Pathway.
Forensic Science & Criminal Investigation	43.452001/2	Y	10-12	Intro to Law, Public Safety, Corrections & Security (ILPSCS)	This course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene and enabling the investigator to analyze evidence and its relationship to the crime. The student will also study interviews and interrogations and how those statements are used as evidence in court. Students will express understanding of their knowledge by composing clear, concise, and thorough investigative reports, indicating a successful conclusion to an investigation. Most of this course is lab based, students will have practical experiences in the analysis and identification of different types of evidence commonly found at crime scenes.

JROTC

JROTC Army Leadership Education Training I	28.031001/2	Y	9-12	None	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21 st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.
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JROTC Army Leadership Education Training II	28.0320001/2	Y	10-12	JROTC I	This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards. JROTC II and III can be taken concurrently.
JROTC Army Leadership Education Training III/IV	LET III 28.0330001/2 LET IV 28.0340001/2	Y	10-12	JROTC II & III	Description: Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21 st Century leadership responsibilities. This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Work Based Learning

Work-Based Learning OFF CAMPUS WORKERS Business Employments or Medical Internships ON-CAMPUS WORKERS (Peer Facilitators, Teaching Assistants, Office-Aides) (1-hour, 2-hour, or 3 hour blocks)	Course Numbers are assigned based upon the student's WBL pathway	S or Y	11-12	Application only. Apply during registration. 	2- hour work experience with associated curriculum. Application must be completed to be approved for course. See Ms. Robinson for the application. The application must be submitted by the DUE DATE ON THE APPLICATIONS. THIS IS A YEAR-LONG COURSE.
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Performing Arts

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Fundamentals of Theatre	52.0210001/2	Y	9-12	None	This fun and interactive course provides an introduction to the world of theatre. Students will be given broad overview of experiences in acting, technical theater and elements of dramaturgy to help uncover their strengths in these areas. Students are able to explore the various areas throughout this year-long course. There are no Pre-Requisites or after school commitments for this course.

Acting & Film Production	52.0731001/2	Y	10-12	Fundamentals of Theatre	Introduces the basics of acting and directing for the camera, with a focus on scene study and the differences between theatre and film. Students apply basic acting and directing techniques such as character development, audition techniques, vocal and physical techniques, and script analysis. Introduces students to on-camera performance in various genres and addresses the technical requirements of film acting such as framing, lighting, playing to the camera, shooting out of sequence, and other production considerations. Students explore the process of finding auditions for film and television and getting work on camera.
Technical Theater I Technical Theater II Technical Theater III	52.0410001/2 52.0420001/2 52.0430001/2	Y	10-12	Fundamentals of Theatre	This year long course focuses on the ins and outs of production roles that take place behind the scenes, from lighting to costume design. There are no required extracurricular events outside of the school day for this course.
Advanced Drama I Advanced Drama II Advanced Drama III	52.0510001/2 52.0520001/2 52.0523001/2	Y	10-12	By Audition Only	This year long course focuses on the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Many rehearsals, build days, and performances will take place outside of the school day and are required for participation in this course.
Int. Band I Int. Band II Int. Band III Int. Band IV	53.0371001/2 53.0372001/2 53.0373001/2 53.0374001/2	Y	9-12	Previous Director Recommendation, no audition required, All incoming 9th grade Band students should enroll in this class; placement auditions will be taking into consideration.	This yearlong course develops an awareness of music literature through performance and listening. Explore techniques of playing instruments, note reading, simple rhythm, and pitch discrimination. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Band I Adv. Band II Adv. Band III Adv. Band IV	53.0381001/2 53.0382001/2 53.0383001/2 53.0384001/2	Y	9-12	Teacher recommendation , placement is by audition only.	This yearlong course is similar to Intermediate Band, but includes more complex rhythms, pitch discrimination through singing and playing, expression, and music vocabulary. Major wind band literature is studied and performed; advanced knowledge of instrumental technique and music vocabulary is a must. Course content expectations are high. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Mastery Band I Mastery Band I Mastery Band III Mastery Band IV	53.0391001/2 53.0392001/2 53.0393001/2 53.0394001/2	Y	9-12	Teacher recommendation , placement is by audition only.	This yearlong course is similar to Advanced Band, but for the most advanced musicians; this is our top performance ensemble. Course requires very specific commitment to this ensemble. Major wind band literature is studied and performed; extensive knowledge of advanced instrumental technique and music vocabulary is a must. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

Beginning Percussion	53.0761001/2 53.0762001/2 53.0763001/2 53.0764001/2	Y	9-12	none	Students will learn the fundamentals of various percussion instruments including snare drum, mallets, and timpani. Students will learn how to read music and music notation. Students will have the opportunity perform with the concert bands and percussion ensembles.
Beginning Music Technology	53.0221001/2	Y	9-12	None	This course will introduce students to the concepts of music technology, and its use in current music production methods. Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Music Technology students will also compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.
Intermediate Music Technology	53.0222001/2	Y	10-12	Beginning Music Tech	This course will have the ability to dig deeper into areas of music and sound production. Students will be able to work independently to compose their own music and create more advanced technical products.
Music Appreciation	53.0140001	S	9-12	None	Students will learn about music and how it applies to their everyday life. Students will encounter many genres and learn how music elements like melody, pitch, and rhythm contribute to music. Students will experience music from all over the world and in many different periods including modern pop music.
Beginning Piano I	53.0941001	S	9-12	None	The course introduces basic piano keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. An individualized setting will be provided. This semester course is for beginning piano students. Students work individually at their own pace on electronic keyboards with headphones.
Beginning Piano II	53.0942001	S	9-12	Beginning Piano I	The course builds upon the basic piano keyboard techniques learned in Piano Lab I. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. Students must complete Beginning Piano I before taking Beginning Piano II.
Beginning Orchestra	53.0561001/2	Y	9-12	No previous experience required	This course provides opportunities for beginner level performers to develop performance skills and precision on orchestral stringed instruments. This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Int. Orchestra I Int. Orchestra II Int. Orchestra III Int. Orchestra IV	53.0571001/2 53.0572001/2 53.0573001/2 53.0574001/2	Y	9-12	Audition Previous director recommendation , no audition required, ALL incoming 9th grade Orchestra students should	This course provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

				enroll in this class; placement auditions will be taken into consideration.	Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Orchestra I Adv. Orchestra II Adv. Orchestra III Adv. Orchestra IV	53.0581001/2 53.0582001/2 53.0583001/2 53.0584001/2	Y	9-12	Director Recommendation, placement is by audition only	This course provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. The objectives of the course for self-paced progress are organized through all four levels. It stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Mastery Orchestra I Mastery Orchestra II Mastery Orchestra III Mastery Orchestra IV	53.0591001/2 53.0592001/2 53.0593001/2 53.0594001/2	Y	9-12	Director Recommendation, placement is by audition only	This course provides opportunities for mastery-level performers to increase performance skills and precision on orchestral stringed instruments. The course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Beginning Chorus	54.0211001/2	Y	9-12	No previous experience required	This yearlong course provides opportunities for beginner-level voice performers to develop performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore vocal technique, musical score reading, simple theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Int. Women's Chorus I Int. Women's Chorus II Int. Women's Chorus III Int. Women's Chorus IV	54.0251001/2 54.0252001/2 54.0253001/2 54.0254001/2	Y	9-12	No audition required- placement by previous director recommendation ALL incoming 9th grade Chorus students (treble voices) should enroll in this class.	This yearlong course provides opportunities for intermediate-level Treble voice performers to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore vocal technique, musical score reading, simple theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Chorus I Adv. Chorus II Adv. Chorus III Adv. Chorus IV	54.0231001/2 54.0232001/2 54.0233001/2 54.0234001/2	Y	9-12	Treble voice placement by previous director recommendation ALL incoming 9 th grade tenor and bass Chorus students should enroll in this class; placement auditions will be considered.	This yearlong course provides opportunities for intermediate and advanced-level performers of all voice parts to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore more advanced vocal techniques, musical score reading, intermediate level theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

Mastery Women's Chorus I Mastery W. Chorus II Mastery W. Chorus III Mastery W. Chorus IV	54.0265001/2 54.0266001/2 54.0267001/2 54.0268001/2	Y	9-12	By Audition and Teacher Placement Only	Placement by Audition Only contact Ms. Burney BurneyC@fultonschools.org Centennial's award-winning top performance ensemble. This yearlong course provides opportunities for advanced-level Treble performers to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore more extensive vocal techniques, advanced level musical score reading, advanced level theory concepts, as well as historical and cultural contributions and influences. Mastery Women's Chorus requires extreme commitment to this ensemble and stresses individual progress and group experiences. Students should be advised that rehearsals and performances will be required after school hours as a part of this course.
AP Music Theory	53.0230001/2	Y	10-12	Teacher Recommendation	College Board topics for the AP Music Theory exam include terminology and notational skills, writing skills, visual analysis and aural skills, and advanced levels of understanding.

Visual Arts

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Intro to Art/Design Fundamentals	50.0211001	Y	9-12	None	These 2 courses combine for a year long introductory course that establishes a standard and consistent foundation in the discipline of visual art. Students will be introduced to all aspects of visual art including but not limited to art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. There are no required prerequisites for this course.
Ceramics I	50.0411001	S	9-12	Intro to Art	This semester long course in ceramics covers the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course.
Ceramics II	50.0412001	S	9-12	Intro to Art, Ceramics I	This semester long course provides in-depth work with clay beyond that of Ceramics 1. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice. Students will continue to investigate ceramics from around the world and throughout time.
Ceramics III	50.0413001	S	10-12	Intro to Art, Ceramics I, Ceramics II	This semester long course provides in-depth work with clay beyond that of Ceramics 2. 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.

Ceramics IV	50.0414001	s	10-12	Intro to Art, Ceramics I, Ceramics II, Ceramics III	This semester long course provides in-depth work with clay beyond that of Ceramics 3. 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.
Draw/Paint I	50.0311001	S	9-12	Intro to Art	This semester length course instructs students in fundamental drawing skills and prepares a foundational understanding in the academic process of drawing. Course work builds upon drawing skills introduced in Introduction to Art/Art Fundamentals. Drawing approaches include variations in contour, value to model form, color value to model form, gesture, and perspective; students work with drawing media such as pencil, charcoal, conte, oil pastels and pen. Art history, criticism and aesthetics are incorporated with studio production of artworks.
Draw/ Paint II	50.0312001	S	9-12	Intro to Art, Drawing I/ Draw/Paint I	This semester long course continues to develop drawing skills toward mastery in a variety of drawing applications building understanding of anatomy and portraiture. The course includes studies in color sensitivity and a wide range of media and techniques. Students begin working on creating a unique artistic style and developing a portfolio.
Draw/Paint III	50.0303001	S	10-12	Introduction to Art, Drawing 1 & 2 OR Drawing/Painting 1 & 2	This semester long course continues to develop an expanded array of drawing moving into painting skills. The course includes studies in color sensitivity and a wide range of wet & dry media techniques. Students begin working on creating a unique artistic style and developing a portfolio. <i>This is considered a Pre-AP Drawing class.</i>
Draw/Paint IV	50.0304001	S	11-12	Introduction to Art, Drawing 1, 2, & 3 OR Draw/paint 1, 2, & 3	This semester long course builds upon previous drawing and painting skills in tandem with developing personal voice. The course continues to support growth and mastery in a variety of wet and dry media techniques and styles. Students continue developing a comprehensive portfolio. <i>This is considered a Pre-AP Drawing class.</i>
Photo Design I	50.0711001	S	9-12	Intro to Art	This semester long course is an introduction to black and white photography and darkroom processing. Students will construct their own pinhole camera, take photos, and develop photos in the darkroom creating a photographic portfolio as they learn the technical and artistic aspects of photography. Photo history, critiques of photos, aesthetics and design will be addressed throughout the semester. Students will have assignments to make photos at home and keep a visual journal. Students will provide their own light sensitive paper which can be purchased in bulk for a discount. Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
Photo Design II	50.0712001	S	9-12	Introduction to Art and Photo Design I	Is a semester long course that builds on basic skills and darkroom techniques learned in Photo Design I. Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, they develop and print images from black and white film and refine their darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and an introduction to digital photography. It is encouraged for students to have their own 35mm Manual Camera for the course. This course is <i>very Technical</i> and has a steep learning curve as students learn how to use the 35mm camera, how to develop the

					negatives, how to enlarge negatives into positives, and presentation of their final images. Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
Photo Design III	50.0713001	S	10-12	Introduction to Art, Photo Design I, and Photo Design II	Is a semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All artwork created in this class becomes the property of the student. <i>This is considered a Pre- AP Photo class.</i> Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
Photo Design IV	50.714001	S	11-12	Introduction to Art, Photo Design I, and Photo Design III	Is an advanced semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will create a portfolio of prints in the form of a concentration. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All artwork created in this class becomes the property of the student. <i>This is considered a Pre-AP Photo class.</i> Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
AP Drawing	50.0811001/2	Y	11-12	Intro to Art, Drawing 1 & 2 OR Draw/Paint 1 & 2 Teacher Recommendation	This is a year-long course for juniors and seniors. The course allows students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue art beyond high school are not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions. Application and portfolio required. All AP Art students will complete a written component in addition to their portfolios in early May.
AP 2D Art and Design	50.0813001/2	Y	11-12	Intro to Art, Drawing 1 & 2 OR Draw/Paint 1 & 2 OR Photo 1-2 Teacher Recommendation	This is a year-long course for juniors and seniors. The course allows students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue art beyond high school are not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions. Application and portfolio required. All AP Art students will complete a written component in addition to their portfolios in early May.

AP 3D Art and Design	50.0814001/2	Y	11-12	Intro to Art, Ceramics I, Ceramics II Teacher Recommendation	This is a year-long course for juniors and seniors. The courses allow students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue beyond high school is not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions. . Application and portfolio required. All AP Art students will complete a written component in addition to their portfolios in early May.
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Health & Physical Education

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
General Health (Required course for graduation)	17.0110001	S	9-12	None	Wellness concepts, human sexuality, State ADAP requirements, CPR training, first aid procedures, safety practices, and responsibility for health decisions are all discussed. Course is required to graduate high school.
Personal Fitness (Required course for graduation)	36.0510001	S	9-12	None	This course helps students develop a physical fitness program. Students are introduced to the concepts of stress management, weight training and conditioning, and proper nutrition. Progress toward individual fitness goals is measured throughout the semester. This course is required to graduate high school, unless an approved Personal Fitness waiver is on file.
Intro to Rec. Games	36.02700001	S	9-12	None	Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
Exercise and Weight Control	36.0550001/2	S	9-12	None	Introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises.
Weight Training Adv. Weight Training Body Sculpting Adv. Body Sculpting	36.0540001/2 36.0640001/2 36.0560001/2 36.0660001/2	S	9-12	None	Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
Into to Team Sports	36.0210001/2	S	9-12	None	Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

Talented & Gifted

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Directed Study Directed Study	70.2320001 70.2320002	S1 S2	11-12	Elective Credit (Self-Direction Skills Needed)	Directed Study is an academic elective course that is designed to encourage students to explore areas of interest and passion. Modeling many colleges' independent studies, research courses, or capstone projects, Directed Study allows students to choose their own subject of study and design their own goals and coursework. Students in this course will collaborate with the Directed Study teacher during the first week of school to create a contract that defines and develops independent schedules, objectives, and goals. The majority of

					<p>contract objectives are derived from the analysis, synthesis, and evaluation levels of Bloom's Taxonomy, and the processes employed include the major elements of Treffinger's creative problem-solving techniques.</p> <p>This course may not be offered every year.</p>
Gifted Internship I	70.2210001 70.2210002	S1 S2	11-12 11-12	<p>Completion of "Hire Me" seminar Need your own transportation</p>	<p>The internship course is a hands-on learning experience designed for students who are interested in gaining an in-depth view of possible career choices. Though unpaid, students will earn course credit at the end of the semester. This program seeks to grow students' career awareness and introduce students to various professional paths in their communities. Students will gain first-hand experiences of the nuances in different work environments, while also developing their networking skills.</p> <p>This course may not be offered every year.</p>

Centennial High School

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Home of the Knights!

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