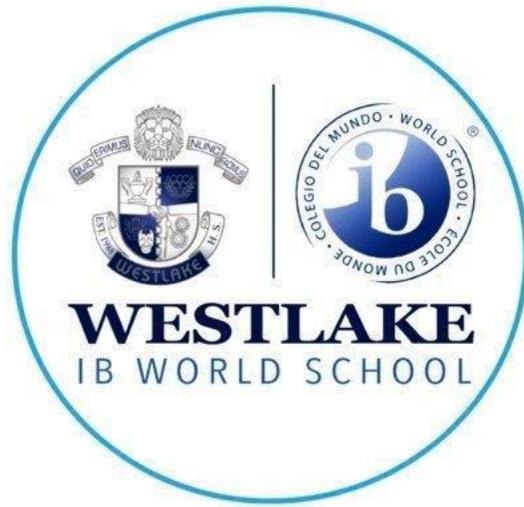


# **WESTLAKE HIGH SCHOOL**

## **COURSE CATALOG 2025-2026**



***FULTON COUNTY BOARD OF EDUCATION***  
**Westlake High School**  
**2400 Union Road**  
**Atlanta, GA 30331**

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## Curriculum in Fulton County Schools

Curriculum is defined as a plan for learning. It encompasses all the learning experiences a student encounter under the guidance of the school. The curriculum in Fulton County Schools focuses on the development and application of skills and knowledge as identified by the state of Georgia, national curriculum standards, and local system objectives. Interactive learning and hands-on-experience are central to the Board of Education's vision for the effective delivery of instruction and increased emphasis on higher academic achievement for all children.

## Semester System

Fulton County high schools operate on a semester system. Two semesters make up the regular academic year. At the end of the semester, students receive a final grade and credit for each course successfully completed. Most courses carry one-half unit credit per semester and the normal load is six courses. Some courses are two- period blocks and receive one unit credit per semester. Some disciplines such as science, language arts and mathematics usually cover an entire year but are divided into year-long sequence or semester sequence. Students who take biology, for example, earn one half unit per semester. Some courses, however, are individually designed and may or may not be.

Two alternatives to the year-long approach are the Block Schedule and Modified Block Schedule. On a Block Schedule, students take four 90-minute courses for 18 weeks, earning one unit for each course or a combination of courses. After completing the first term of 18 weeks, students begin a second term and take four additional courses. Under this schedule, students can earn up to eight units each year. Students earn a final grade and credit for each course taken at the end of each nine-week session. Currently, Tri-Cities High School is the only high school utilizing a block schedule. A Modified Block Schedule may be any combination of traditional course periods and Block Schedule class periods.

The credits earned on alternative schedules may exceed the 23 units indicated in this handbook. Transitioning between block and traditional schedule schools may affect the credits a student can earn in that year, so careful investigation should be made before making such a move.

## Placement Procedure

Recommendations concerning instructional placement and progress of students are the responsibility of the local teacher and other professional staff directly involved with the students. The final decision concerning placement, however, rests with the principal. Promotion and retention at the high school level follow the guidelines listed below:

- Students in high school progress toward graduation on a course-by-course basis. Students take courses based upon academic performance, academic needs, graduation requirements and previous credits earned.
  
- A student entering high school in Fulton County is assigned a graduation year. The graduation requirements in effect at the time of entrance apply for the student's entire high school career.
  
- Students stay with their entering class for all school activities, including those related to courses, for their freshman year only. The number of credits earned by the student determines assignments beyond the freshman year.
  
- A student remains a freshman until such time that he/she earns **5 credits to be a sophomore, 11 credits to be a junior, and 17 credits to be a senior.**
  
- Students who do not complete high school within the traditional four years attend a conference including the student, parent(s)/guardian(s) and appropriate school staff and are assigned to the open campus education program if this placement is deemed to be in the best interest of the student.

□ At the end of the junior year, each high school provides notification by registered U.S. mail to the parent(s)/guardian(s) of any student who may not graduate the following year. Additional written notification is required at the end of the first semester of the student's senior year. Copies of the notification are kept in the counselor's office and sent to the student and parent(s)/guardian(s).

## Grading

Teachers conduct ongoing evaluations of learning and use a variety of methods in assessing progress, both formal and informal. Methods chosen must accurately measure the level of attainment of standards and the learning objectives in the curriculum.

Fulton County Schools operate on a semester system with two semesters making up the regular academic year. Teachers frequently report student progress using a variety of informal methods such as class progress reports and phone calls. Student progress is reported formally using Interim Reports and Report Cards. Interim reports provide a "snapshot" in time at six and twelve weeks. Report cards are issued after the completion of 18 weeks, and report final grades and credits earned.

Conferences are scheduled as needed to discuss progress with parents. Teachers also regularly communicate with parents, using such means as telephone calls, written notes, emails, and/or examples of student work.

The school must contact parents/guardians if a student is performing at U or F level or is experiencing a significant decline in achievement. This contact must be made early enough for a student to have a reasonable amount of time to improve the grade before the next grading period.

No grade (NG) is required on a report card if the student has been enrolled fewer than 20 schools' days in the grading period and if there have been no grades received from the previous school for that time.

## Grading Scale

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

|                            |   |
|----------------------------|---|
| Report Card<br>Grades 9-12 | A (90 – and above)<br>B (80 – 89)<br>C (70 – 79)<br>F (below 70)<br>NG (no grade) |
|                            | .5 credit for each<br>semester of<br>course passed                                |

## Recovery

Students in K-12 should be afforded the opportunity to recover all major assessments if they score below 75% on the assessment. Students are limited to **one recovery attempt per major** assessment that meets the threshold for recovery. Refer to the current board policy for full details.

## Graduation Requirements

The Georgia Board of Education establishes graduation requirements for all students in public schools. The Fulton County School System bases its requirements on the state requirements. Local school systems must meet all state requirements; however, they may go beyond those requirements.

## Credit for High School Courses Taken in Middle School

Students who take high school English/Language arts, science, math, and/or two years of the same world language in middle school may receive unit credit toward their high school requirements. It takes two years of the same world language in middle school to equate to one unit of high school world language.

### **Eligibility for Graduation**

A student shall become eligible for graduation upon meeting the following criteria:

- ✓ 23 units of appropriate credit have been completed.
- ✓ State assessment requirements have been met.
- ✓ Attendance requirements have been met.

### **Waiver of Requirements**

The total number of required unit credits (23) cannot be waived.

### **Graduation Exercises**

A student will be allowed to participate in graduation exercises after all requirements for a High School Diploma or a Special Education Diploma have been met. Please note that participation in graduation exercises is not mandatory.

### **Georgia Board of Regents' Admission Standards for Graduating Class of 2012 and Beyond**

The Board of Regents, in 2007, approved new required high school curriculum (RHSC) for students who will enter University System of Georgia (USG) institutions in 2012 or later. Students will be required to present a transcript that includes four units of language arts, four units of mathematics, four units of science, three units of social studies, and two units of the same world language. In mathematics, students who select a fourth math that is not pre-calculus or higher may have limited post-secondary options. Parents and students should evaluate specific admission requirements prior to selecting a fourth math credit.

In addition to the 17 units of the required high school curriculum (RHSC), students seeking admission to research or comprehensive universities, will be considered for admission based on the "Freshman Index (FI)"—a formula using the applicant's SAT or ACT test scores and high school grade point average—will be used to help determine a student's readiness for college work. For more information visit [www.usg.edu](http://www.usg.edu).

### **HOPE Scholarship Eligibility**

Current information about HOPE scholarship eligibility can be found at [www.gafutures.org](http://www.gafutures.org).

### **School Counseling**

Professional School Counselors provide guidance throughout a student's high school career. Their work impacts student achievement through academic, social/personal, and career counseling services. Students receive the services via individual counseling, group counseling, classroom guidance, transition guidance, and consultation. Graduation Coaches' primary responsibility is to identify at-risk students and to help them succeed in school by keeping them on track academically before they consider dropping out. Data is used to both evaluate and improve guidance and counseling services.

### **Testing Programs**

#### **NATIONAL TESTING**

Fulton County Schools participates in national testing programs such as the College Board SAT, the American College Testing Program (ACT), and others administered primarily to high school juniors and seniors. Most colleges use these test scores as a criterion for admission. Students who expect to attend postsecondary institutions should prepare for these admissions tests and for their postsecondary work by taking a strong academic program in high school. The high school college advisor should be contacted regarding the specific dates for the following tests:

- PSAT 8/9 ALL 9th graders and PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) ALL 10th & 11th graders - administered in October. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9th,

10th, and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships.

- SAT (Scholastic Assessment Test) - usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT.
- ACT - usually administered five times each year at sites designated by the testing company. College-bound students should determine if colleges to which they are applying require the ACT. If so, they are encouraged to take this test in the spring of their junior year.
- Advanced Placement Exam - administered in May for college placement. Students who take and pass AP courses are required to take the AP exam. Funding is provided.
- International Baccalaureate - administered in later April through May for college placement. Students who take and pass IB courses are required to take the IB exam(s). Funding is provided.

## STATE TESTING

### Georgia Milestones

Beginning with the spring of 2015, Georgia will implement a new state assessment called **Georgia Milestones**. For high school students, **Georgia Milestones** will include End of Course (EOC) assessments. The EOC assessment(s) is mandated by state or federal law and will:

- provide a valid measure of student achievement of the state content standards across the full achievement continuum.
- be calculated as 20% of the course grade.
- provide a clear signal of the student's preparedness for the next course and post-secondary endeavors (college and career)
- allow for detection of the progress made by each student over the course of the academic year.
- support and inform educator effectiveness measures; and
- inform state and federal accountability at the school, district, and state levels.

Students enrolled in the following courses are required to take the corresponding EOC: Algebra I, Lit/Comp II, Biology, and US History.

### Career, Technical and Agricultural Education End of Pathway Assessments (EOPA)

Career, Technical and Agricultural Education End of Pathway Assessments are available for students who complete 3 sequential courses in a CTAE pathway. These assessments are linked directly to industry validated standards and allow students to leave high school with valuable certifications that prepare them to be college and career ready. For more information on these assessments, please go to *\*hyperlinked* <http://www.fultonschools.org/en/divisions/acd/learn/learn/Pages/CareerTech.aspx>

### Response to Intervention (RtI)

Response to Instruction and Intervention, in Georgia, is a four-tiered instructional process, or framework, which guides teachers in matching instruction and intervention to each student's learning needs. This may include intervention for skill weaknesses, or strength-based instruction through enrichment and acceleration.

What are the Key Components of Response to Instruction and Intervention?

- High quality, research-based instruction, and behavioral support for all students in general education.

Universal (district-wide) screening of academics and behavior to determine which students need intervention and/or enrichment and acceleration.

- Multiple tiers, or layers, of increasingly intense scientific, research-based interventions and/or enrichment that are matched to student need.
- School staff works together to develop, implement, and monitor the intervention and enrichment process.

Continuous monitoring, with objective data, of student progress during intervention to determine if students are meeting their achievement goals.

- Systems in place to ensure fidelity of instruction and
- intervention. Parent involvement in the instructional process.

### **What are the Four Tiers of Instruction in a Response to Instruction and Intervention framework?**

**Tier 1** – All students receive standards-based instruction matched to their readiness level in the general education classroom. Behavioral expectations are also specifically taught and reinforced in this tier.

Schools will assess all students to determine what students are at-risk for not meeting grade level standards, as well as which students will benefit from enrichment and/or acceleration.

**Tier 2** –Some students will be identified with skill gaps in reading, math, or behavior. In Tier 2, identified students will receive targeted intervention in their specific area of weakness.

Students who are above grade level receive strength-based instruction in Tier 2. This could be through an advanced or Honors class.

**Tier 3** – Students who are identified as having significant skill weaknesses and students who do not respond to targeted intervention in Tier 2, will participate in intensive intervention in Tier 3.

Students who are well above grade level receive strength-based instruction in Tier 3. This could be through accelerated or Advanced Placement classes.

**Tier 4** – Some students will not respond to the intensity of intervention provided at Tier 2 and Tier 3. It is at this point that the school may recommend a comprehensive psycho-educational evaluation to determine if the child may have a disability and may require specialized instruction through Special Education.

It is also at this tier of instruction where students are considered for eligibility in the Gifted Program, or TAG, as well as for ESOL.

**How Can Parents Help?** (Georgia Department of Education, 2009)

## **FULTON COUNTY SCHOOLS** **Course Placement Guidelines &** **Curriculum Handbook**

*\*hyperlinked*

Teachers will recommend students based on the Westlake High School's guidelines for course placement for next school year. However, if students do not meet the departmental guidelines for placement in a desired course but meet the Fulton County Course Placement Guidelines, they can request placement in that course without going through the waiver process with parental permission.

## GUIDANCE AND COUNSELING

Counselors in our schoolwork with students individually and in groups to assist in personal, social, career and educational development. In addition to school-based counselors, two college/career counselors are available to aid. During the fall semester our counselors schedule Information Nights for specific grade levels. These evenings are packed with information needed for parents/guardians and students desiring to have a fruitful high school experience.

## DUAL ENROLLMENT

Juniors and Seniors may enroll at a two-year, four-year, or technical college and take one or more courses which simultaneously count toward their high school diploma requirements as well as to their college degree. Students may attend college full- or part-time. Various sources are available that cover tuition costs and other expenses.

Students should discuss dual enrollment with their counselor and must apply to the institute and meet residency and minimum GPA plus SAT/ACT requirements to be accepted. For information, visit [www.gacollege411.org](http://www.gacollege411.org).

## ONLINE LEARNING PROGRAMS

An educational opportunity where students can take classes through approved distance learning educational institutions may benefit some students. The following guidelines must be considered: Students should only consider taking online courses if they cannot take the course in their regular class schedule and/or Summer School.

- **Fulton County Virtual Campus**

Virtual Campus is an online learning program that provides students with a unique opportunity to take courses over the Internet rather than inside a traditional classroom. The courses are designed for students who want to make up a course or get ahead by earning additional credits toward high school graduation. (Students must see their counselor to enroll). Online courses provide flexibility, encourage personal initiative, promote interactive learning and critical thinking, and offer an intellectual challenge to selected students. For more information, please visit <http://www.fultonschools.org>.

- **Georgia Virtual School**

Georgia Virtual School is a program of the Georgia Department of Education's Office of Technology Services. The program is SACS CASI accredited and operates in partnership with schools and parents to offer middle school and high school level courses across the state. GAVS provides a teacher-led, virtual classroom environment, equipping students with an online media center and guidance center to support the online course experience. Students enroll through the GAVS website [www.gavirtualschool.org](http://www.gavirtualschool.org) and only take the course through GAVS if the corresponding course is not offered through Fulton Virtual School.

## HOPE Scholarship

Currently, calculations for the *HOPE Scholarship* are based only on core courses that meet the state core requirements. Only core curriculum coursework attempted in the student's high school career (9th-12th) will be counted toward the HOPE Scholarship cumulative grade point average. Unweighted numeric grades will be converted to the 4.0 scale. HOPE eligibility requires a 3.0 average, which then makes students eligible for a percentage tuition scholarship at public Georgia colleges based on previous year tuition rates. Students graduating with a 3.7 average are eligible for a Zell Miller Scholar Program Hope Scholarship which pays 100% of tuition at public Georgia colleges. The **unweighted** numeric average will be submitted for use in calculating HOPE eligibility. Grades for Advanced Placement (AP) and International Baccalaureate (IB) classes will be weighted on a 4.0 scale with an additional 0.5 points. **Grades for Honors Courses will not be weighted.**

For additional information, contact the Georgia Student Finance Commission (GSFC) at 770.724.9000 or 1.800.505.GSFC (4732), or visit [www.gsfc.org](http://www.gsfc.org) or [GACollege411.org](http://GACollege411.org).

Transcripts show the numeric grades for each reporting period and the student's overall numeric average. The Cumulative Numeric Average is determined by adding all numeric grades together and dividing that total by the number of courses taken. Seven honors points are added to each passing grade in dual enrollment, honors, and College Board Advanced Placement by the Fulton County School System. **Note that the cumulative numeric average reported on the transcript is not the same average used to determine HOPE eligibility. Promotion/Retention** High school students must earn a certain number of units to earn promotion to the next grade level. Requirements for promotion are:

- Freshman: promotion from eighth grade
- Sophomore: minimum of 5 units of credit
- Junior: minimum of 11 units of credit
- Senior: minimum of 17 units of credit

### **Progress Reports and Report Cards**

Progress reports are given to students to take home every six(6) weeks and report cards are given at the end of each semester. A final grade and credit earned will be credited to the student at the end of each semester. Parents/Guardians should feel free to contact the school about their child's progress at any time during the semester. Counselors and teachers will be glad to discuss with parents the program and the progress of their child. Home Access Center (HAC) is available to parents/guardians to check their child's progress after the first two weeks of the semester.

### **Grading Scale**

As mandated by the state, students earn numeric grades. Passing grades are 70 and above. A cumulative numeric average will be computed at the end of every semester. For scholarship and college entrance requirements the scale shown below appears at the bottom of each student's transcript. Students enrolled in Advanced Placement, Honors, International Baccalaureate, and joint enrollment/postsecondary options courses receive an additional seven points to be added to a passing final grade.

A = 90 and above

B = 80-89

C = 70-79

F = Below 70

### **TESTING PROGRAMS**

#### **National Testing**

Fulton County Schools participate in national testing programs such as the Admissions Testing Program of the College Board, the American College Testing Program, and others administered primarily to high school juniors and seniors. Most colleges use these test scores as a criterion for admission. Students who expect to attend postsecondary institutions should prepare for these admissions tests and for their postsecondary work by taking a strong academic program in high school. The high school counselor should be contacted regarding the specific dates for the following tests: **DAT (Differentia I Aptitude Test) and Career Interest Inventory** - administered to selected 9th grade students in the fall. The results are designed to give a profile of students' interests and aptitudes with highlights of a student's strengths and those areas that may need additional study. There is no

cost to the student. **PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test)** - administered in October to all students in 9<sup>th</sup> (PSAT 8/9), 10<sup>th</sup> and 11<sup>th</sup> grades. Students who expect to take the SAT gain valuable experience through taking the PSAT. Funding is provided for all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. Scores of 11<sup>th</sup> grade students determine eligibility for National Merit Scholarships. **SAT**

(Scholastic Assessment Test) - usually administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT. Westlake High School offers a course during the school day to Seniors in the fall and Juniors in the spring semesters. **ACT** - usually administered five times each year at sites designated by the testing company. College-bound students should determine if colleges to which they are applying require the ACT. If so, they are encouraged to take this test in the fall of their senior year. Advanced Placement Exam - administered in May for college placement. Students who take and pass AP courses are required to take the AP exam. Funding is provided.

### **State Testing**

The Georgia Department of Education has required middle and high school students in certain courses to take an end of course test. **EOC (End of Course Milestone)** in any version of an Algebra , US History, Biology, and American Literature course. Students in these courses will take the EOC a few weeks before the end of the semester.

### **Individual and Group Tests**

Individual assessments to measure aptitude, achievement, mental abilities, and career interests are administered by school psychologists at all grade levels as needed. Their concern is to evaluate the psychological and educational aspects of the individual student's growth and development. School counselors may also administer individual and group achievement, aptitude, and career interest assessments. Westlake High School may administer **learning style inventories** for the purposes of developing delivery methods best suited for the student. The feeder middle schools or WHS may also administer career interest surveys to assist students with making appropriate pathway selections for their ICP (Individual Career Plan).

### **Special Programs**

#### **Advanced Placement (AP)**

Advanced Placement (AP) is a program of college-level courses taught in the high school setting by

high school teachers. All AP courses have been approved by College Board and provide students with the opportunity to seek advanced coursework leading to advanced placement and/or college credit through successful completion of a College Board AP examination. All students taking and passing AP courses are expected to take the AP examination unless they follow the opt out process. The purposes for taking an AP course are to learn a subject in greater depth, to develop reasoning skills, and to develop disciplined study habits appropriate for continued success at the college level. Compared with regular high school courses, AP courses are more demanding, requiring more time and work outside of the school day, including the summer prior to the start of a course. Research shows, students that complete AP classes are better prepared for the demands of college.

**Schools determine which Advanced Placement courses will be offered based on the needs of their students. Advanced Placement courses and examinations are available in the following areas:**

|   |  |  |
|---|--|--|
| <b>Art</b><br>Studio: Drawing Portfolio<br>Studio: 2D Design<br>Studio: 3D Design | <b>Language Arts</b><br>Language and Composition<br>Literature and Composition | <b>Mathematics</b><br>Pre-Calculus<br>Calculus (AB/BC)<br>Statistics |
| <b>Science</b><br>Biology<br>Physics (Algebra based)                              | <b>Social Studies</b><br>Human Geography<br>US History<br>World History        |  |

### Dual Enrollment

Dual Enrollment is designed to prepare students for college and career opportunities leading students to postsecondary institutions for an industry recognized certification or licensure, an associate and/or higher college degree, and successful employment. Georgia has created a singular program known as Dual Enrollment for students in grades 9-12 who qualify to participate. Students may enroll on a part-time or full-time basis as a Dual Enrollment student and take college courses at their high school or on a postsecondary campus. Students will receive high school and college credit simultaneously when attending and passing approved college classes.

- [GA Futures web site](#) - Explore. Plan. Succeed. Postsecondary planning
- [Dual Enrollment Approved Course Directory](#)
- [Student and Parent Dual Enrollment FAQ](#)
- [High School and Postsecondary Dual Enrollment FAQ](#)
- [TCSG Dual Enrollment web page](#)
- [USG Dual Enrollment Admissions and Requirements web page](#)
- [USG College Contacts web page](#)
- [USG Math Pathways - What Math course should I take?](#)
- [GICA College Contacts web page](#)
- [TCSG-GICA Transfer Course List](#)

### High School Remedial Education

#### Purpose

Remedial education is intended for students in grades 6-12, who have identified deficiencies in reading, writing, and/or in mathematics. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, writing, and mathematics.

## **Program Structure**

The program design is developed in combination with regular instruction and other educational programs. Development and evaluation of the program involves teachers, administrators, and parents at the school level. Remedial education includes four components:

- Staff
- Delivery
- Models Class
- Size
- Instructional Segments of Service

## **Staff**

Remedial is staffed by certified teachers with experience and expertise in teaching students with diverse needs and abilities. Remedial funds provide additional staff beyond that provided through regular funds.

## **Delivery Models**

Each participating school selects the delivery model(s) to be used. Any combination of state approved models may be used within a school depending on the unique needs and characteristics of the students and school.

## **Class Size**

A class for Remedial must follow class size maximums that are approved by the state.

## **Instructional Segments of Service**

A segment for grades 6-12 is defined as 50-60 minutes of daily instruction. In order that students receive appropriate instruction, teachers match teaching strategies with a student's learning style. In addition, remedial teachers use a process of teaching the basic skills that lends itself to an integrated approach across the total curriculum content. Teacher training in best practices is provided by Language Arts/Literacy and Mathematics Departments as well as by Instructional Coaches.

## **Eligibility**

Eligibility determination is made at the school level by identifying the students functioning below the normal expectation for the respective grade as determined by criteria established by the Georgia Department of Education and the Fulton County School System.

## **Assessment and Accountability**

Schools maintain individual student assessment data and report achievement of the student served. This documentation is used to measure student achievement and program success.

## **International Baccalaureate Programme (IB)**

International Baccalaureate (IB) schools aim to go beyond traditional curriculum by developing inquiring, knowledgeable, and caring young people motivated to succeed. The IB offers a continuum of programs from elementary through high school. The programs encourage both personal and academic achievement, challenging students in their studies and personal development.

The Middle Years Programme (MYP), for students in grades 6-10, is a challenging, inclusive framework of eight subject areas where students make connections between their coursework and the real world. The MYP curriculum focuses on teaching and learning in context. The MYP uses concepts, or lofty ideas, as springboards to inquiry into issues and ideas of personal, local, and global significance. The MYP approach to learning develops independent learning and encourages application of knowledge in unfamiliar contexts. Service and action are key values in the IB community. MYP students complete projects through school or personal explorations of inquiry, action, and reflection.

The oldest and most widely known IB program is the Diploma Programme (DP). The Diploma Programme focuses on the breadth and depth of knowledge through rigorous coursework and personal action. Students in the DP Programme excel in traditional academic subjects and seek to broaden their high school experience. The DP curriculum is composed of the DP core and six subject groups. The DP Core includes the exploration of the nature of learning through a unique course called the Theory of Knowledge (TOK); extended essay, an independent exploration based on self-directed research; and Creativity, Action, Service (CAS). The six subject groups include Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and the Arts. The IB assesses proficiency in advanced academic skills through internal assessments and IB course exams.

Westlake High School is an authorized IB World School offering the Middle Years Programme for grades 9 and 10 and the Diploma Programme for grades 11 and 12.

**Schools determine which IB courses will be offered based on the needs of their students. Advanced Placement courses and examinations are available in the following areas:**

| Group Number | Subject Group                    | Courses                                  | Duration        |
|--------------|----------------------------------|--|-----------------|
| Group 1      | Studies in Language & Literature | IB Language & Literature HL              | Two-year course |
| Group 2      | Language Acquisition             | IB French HL/SL                          | Two-year course |
|              |                                  | IB Spanish HL/SL                         | Two-year course |
| Group 3      | Individuals & Societies          | IB Business Management SL                | One-year course |
|              |                                  | IB History SL                            | One-year course |
|              |                                  | IB History of the Americas HL            | Two-year course |
|              |                                  | IB Psychology SL                         | One-year course |
| Group 4      | Sciences                         | IB Biology HL                            | Two-year course |
|              |                                  | IB Chemistry HL                          | Two-year course |
|              |                                  | IB Sports, Exercise, & Health Science SL | One-year course |
| Group 5      | Mathematics                      | IB Mathematics: Analysis & Approaches SL | Two-year course |
| Group 6      | The Arts                         | IB Dance SL                              | One-year course |
|              |                                  | IB Music SL                              | One-year course |
|              |                                  | IB Visual Arts SL                        | One-year course |

### **Special Education-Services for Students with Disabilities**

Programs for students with disabilities are provided through the Services for Exceptional Children Department. Programs are offered for students meeting eligibility criteria in the areas of autism, learning disabled, behavior disordered, speech impaired, hearing impaired, visually impaired, physically disabled and intellectually disabled. Students with Disabilities access the Georgia Standards of Excellence and the Georgia Performance Standards curriculum through use of classroom accommodations, modifications or other supports based on individual learning needs as documented in the student's Individual Education Program (IEP).

Questions regarding these and other related services can be directed to the Services for Exceptional Children Department at 470-254-0400.

### **Talented and Gifted (TAG)**

#### **Philosophy**

Intellectually gifted students require specialized educational experiences that promote the

development and expression of their potential. If gifted individuals—as children, youths, and adults—are to experience fulfilling lives and if society is to derive optimal benefits from gifted individuals' uncommon potentials, an educational program must be structured to develop more fully their exceptional and varied abilities, interests, and talents.

The Fulton County gifted program is a response to the need to address the unique learning characteristics, interests, personal needs, and capabilities of gifted children. The program emphasizes the gifted students' need for interaction with intellectual peers. Emphasis on the individual highlights the fact that there are differences among gifted students and a need for specialized educational experiences to meet these differences.

Basic to the philosophy of this program is the idea that no one teacher, resource, or instructional method can meet the needs of gifted students. Education for the gifted is viewed as a cooperative endeavor characterized, facilitated, and realized by the efforts of numerous individuals in the schools and community. These goals are accomplished in Fulton County schools by providing the basic curriculum to identified gifted students in the regular classroom, adjusting the rate and depth of their learning and using a variety of appropriate teaching methods. Further differentiation beyond that in the regular classroom is accomplished through seminars, individual projects, advanced placement courses, directed studies, selected honors courses, and career internships. These are designed to intensify and extend their interests and aptitudes.

Educational experiences for gifted students provide the additional variety and flexibility necessary to adjust and extend the Fulton County curriculum to meet these individuals' needs.

### **Eligibility**

The Talented and Gifted Program identifies gifted students based upon State Board of Education Rule 160-4-2-

38. All students in Fulton County Schools are screened twice a year for the gifted program. If a student is referred for the gifted program, the school must gather information in the areas of multiple criteria: mental ability, achievement, creativity, and motivation.

### **ACADEMIC SERVICE LEARNING**

Academic Service Learning provides opportunities to apply learning through active participation in thoughtfully organized, meaningful community service that: is integrated into and enhances academic studies; is conducted in the community to address community needs; connects an elementary, middle, or high school with non-profit community service organizations and the community; provides time for structured reflection and celebration.



## Magnet Core Subject Sequence

### Understanding the Magnet Courses

The courses for 9<sup>th</sup> and 10<sup>th</sup> grade are magnet requirements. Deviation from the courses listed below are not allowed unless a student is on a uniquely accelerated path from middle school.

### Subject Notes

- *General:* Apart from World Language courses, magnet students are expected to take the Magnet, Honors, AP, or IB version of all core classes at Westlake.
- *English/Language Arts:* All magnet students are expected to complete at least one AP/IB or Dual Enrollment (DE) course between the junior and senior years.
- *Social Studies:* All magnet students are expected to take the AP or IB version of all social studies classes (except for economics).
- *Science:* The accelerated magnet Physics/Chemistry courses in 10<sup>th</sup> grade are required for all magnet students. Additionally, at least one AP/IB or Dual Enrollment (DE) course must be completed between the junior and senior years.
- *Mathematics:* All magnet students are expected to complete at least one AP/IB or Dual Enrollment (DE) course between the junior and senior years.
- *World Languages:* Magnet students are required to complete three credit hours of a single world language; this includes high school credits earned in middle school.

### IB Courses

IB Courses are offered the last two years of high school. Each IB course is taught over two years with an internationally standardized assessment at the end of year two. Students are eligible to take a complete IB schedule (IB Diploma Candidates) or an a-la-carte course selection (IB Course Certificate Candidate).

The decision about IB courses is made during the sophomore year during an advisement session with the student, parents, and IB coordinator.

## **Westlake High School Course Waiver Process**

Course assignments are aligned to the State of Georgia and Fulton County's graduation requirements. Students are placed in these courses based on a combination of academic performance, standardized test performance, teacher recommendation, and guidance counseling. We strongly advise against students taking courses against the teacher and/or system recommendation. Students who wish to enroll in a class against a teacher/counselor recommendation may do so by having their parent /guardian sign the academic course waiver and attaching appropriate documentation of extenuating circumstances. Students must have met the minimum course proficiency and prerequisite requirements.

The Fulton County School System also offers recovery opportunities for courses failed during the regular sessions of school. These courses are not designed for first-time course takers. Please schedule a meeting with your student's guidance counselor for more information concerning course recovery opportunities.

### **Waiving into an AP Course**

- ❖ If the student wants to take the AP course, they must complete the waiver form, which includes a Parent/AP Teacher consultation (not mandatory yet suggested).
- ❖ Completed Waiver form (including all required signatures) is turned into Student Services.

### **Waiving into an Honors Course**

- ❖ Student requests a Waiver form from Student Services or download from website.
- ❖ Completed Waiver form (including all required signatures) is turned into Student Services.

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

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

## COURSE REGISTRATION

*\*Course verifications do NOT include teacher names and periods.*

### **Scheduling Policy and Schedule Change Policy**

Students and parents provide input into scheduling decisions during the schedule verification process each spring. Final scheduling decisions, however, are the school administration's responsibility. Once classes are scheduled in the spring of each year, it is difficult to make schedule changes. **Students along with parents must carefully consider all courses being requested, including the combined time commitment of multiple Honors and AP courses with respect to a student's total schoolwork-load.**

During the first 10 school days, the scheduling team will only consider schedule changes if:

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

***Requests for teacher changes or specific course will not be permitted. Westlake reserves the right to adjust student schedules due to changes in enrollment and/or to balance class sizes.***

# COURSE CATALOG

When using this catalog, please remember the following:

**Course #** indicates the computer number of the course.

**Term** indicates the length of the course. Courses with a term of S meet for one semester; those designated with Y meet for the entire year.

Advanced Placement (AP) is a program of college-level courses which gives high school students the opportunity to receive advanced placement and/or credit in college through successful completion of an exit examination.

**Signing the “AP Commitment Statement” on the course verification form is required for all AP classes.**

[English/Language Arts](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

[World Languages](#)

[Health/Physical Education](#)

[JROTC](#)

[Theatre](#)

[Music Education](#)

[Visual Arts](#)

[Dance](#)

[Career and Technical Education](#)

## ENGLISH/LANGUAGE ARTS

| Course #   | Course Name                            | Term | Credit | Description   |
|------------|--|------|--------|---|
| 23.06160   | <b>Literature &amp; Composition I</b>  | Y    | 1.0    | Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition I is a required (r) course for graduation starting in the 2025-26 school year. Only the courses identified below may be used as equivalent substitutions for Literature & Composition I   |
| 23.06170   | <b>Literature &amp; Composition II</b> | Y    | 1.0    | Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards. Literature & Composition II is a required (r) course for graduation starting in the 2025-26 school year. Only the courses identified below may be used as equivalent substitutions for Literature & Composition II.  |
| 23.0510000 | <b>American Lit/Comp</b>               | Y    | 1.0    | American Literature & Composition focuses on the integrated study of American texts; students develop an understanding of texts from at least three literary periods, considering history's impact on the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. Students will examine how historical events have influenced American writers, and they will also consider how in turn the nation's literature has affected historical events and shaped public opinion. By the end of the course, students will have a deeper understanding of the interconnection between American history and literature, preparing them for future academic pursuits and fostering an appreciation for America's literary legacy. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. American Literature & Composition is a core (c) course that counts toward graduation requirements; this course can also be used as an elective (e) credit. Beginning with the 2025-26 Winter End-of-Course (EOC) administration, |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | American Literature & Composition will not be assessed. |
|--|--|--|--|---|

|           |  |   |     |  |
|-----------|--|---|-----|--|
|           |  |   |     | language; advanced study and practice of writing. Completed Commitment Forms, Teacher recommendation and Specific criteria are set by the College Board PSAT score, grade point average. Registered for the American Literature Honors course in SX part I. Specific criteria are set by the College Board PSAT score, grade point average/SX part II  |
| 23.053000 | <b>AP English Language &amp; Composition</b>   | Y | 1.0 | Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at <a href="#">Course &amp; Exam Pages – AP Central   College Board</a>  |
| 23.065000 | <b>AP English Literature &amp; Composition</b> |   |     |  |
| 23.06700  | <b>Multi Lit/Comp</b>                          | Y | 1.0 | Multicultural Literature & Composition focuses on texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing communication styles and universal themes; they will make connections between works from at least three literary periods and the historical or contemporary contexts in which they were written. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course utilizes the 9th-12th grade standards and the appropriate grade-level expectations in Georgia's K-12 English Language Arts (ELA) Standards. Multicultural Literature & Composition is a core (c) course that counts toward graduation requirements; this course can also be used as an elective (e) credit |

|                  |  |   |     |   |
|------------------|--|---|-----|---|
| 23.0650010       | <b>AP Literature &amp; Composition</b> | Y | 1.0 | Conforms to the College Board recommendations for the Advanced Placement Literature and Composition Examination. Covers the study and practice of writing and the study of literature. Stresses modes of discourse, assumptions underlying rhetorical strategies, connotation, metaphor, irony, syntax, and tone. Emphasizes writing critical analyses of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature.   |
| 23.03400         | <b>Advanced Composition</b>            | Y | 1.0 | Advanced Composition focuses on the writing processes (e.g., planning, drafting, revising). Students will focus on analyzing and producing texts for a wide variety of intended purposes, target audiences, modes, and genres. Students will engage in research and explore multiple text structures (e.g., compare-contrast, process analysis, cause and effect, exemplification, classification, definition), literary devices, and craft techniques. Advanced language skills (grammar, usage, mechanics, and syntax) are a major component of this course. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards. Advanced Composition is a core (c) course that counts toward graduation requirements; this course can also be used as an elective (e) credit |
| <b>Electives</b> |  |   |     |   |
| 23.0660001       | <b>Contemporary Lit. Nonfiction</b>    | S | .5  |   |
| 23.0310000       | <b>Writer's Workshop</b>               | Y | 1.0 |   |
| 23.0320007       | <b>Journalism I-III Annual</b>         | Y | 1.0 | <b>ELECTIVE</b><br>Explores journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications; concentrates on purpose, influence, structure, and language use through reading, writing, and critical thinking.<br>Covers news gathering, ethics, copy writing, editing, and revising. May include typesetting, circulation, and production as minor aspects if a publication is produced   |
|                  |  |   |     | extemporaneous speaking, oration, and interpretation of literature and debate. Emphasizes understanding of various forensic speaking formats while applying reasoning, research, and delivery skills.   |

**MATHEMATICS**  
**GaDOE Mathematics Standards New Curriculum Maps**

*\*hyperlinked*

| <b>Course #</b> | <b>Course Name</b>  | <b>Term</b> | <b>Credit</b> |
|-----------------|---|-------------|---------------|
| 27.0811000      | <u><b>Algebra: Concepts &amp; Connections</b></u><br><i>*hyperlinked</i>          | Y           | 1.0           |
| 27.1812000      | <b>Co-Req Algebra Support</b><br>WHS support for all Algebra I students.          | Y           | 1.0           |
| 27.821000       | <u><b>Geometry: Concepts &amp; Connections</b></u><br><i>*hyperlinked</i>         | Y           | 1.0           |
| 27.0831000      | <u><b>Advanced Algebra: Concepts &amp; Connections</b></u><br><i>*hyperlinked</i> | Y           | 1.0           |
| 27.1832000      | <b>Co-Req Adv. Algebra Support</b><br>WHS support for targeted students.          | Y           | 1.0           |
| 27.0931040      | <u><b>Precalculus</b></u><br><i>*hyperlinked</i>                                  | Y           | 1.0           |
| 27.0850000      | <u><b>Advanced Mathematical Decision Making</b></u><br><i>*hyperlinked</i>        | Y           | 1.0           |
| 27.0720010      | <u><b>AP Calculus AB</b></u><br><i>*hyperlinked</i>                               | Y           | 1.0           |
| 27.0740010      | <u><b>AP Statistics</b></u><br><i>*hyperlinked</i>                                | Y           | 1.0           |

## SCIENCE

| Course #                  | Course Name                           | Term | Credit | Description   |
|---------------------------|---------------------------------------|------|--------|---|
| 26.0120000                | <b>Biology</b>                        | Y    | 1.0    | biological concepts of molecules and cells, heredity and evolution, and organisms and populations   |
| 26.0120040/<br>26.2120040 | <b>Biology Honors/Gifted</b>          | Y    | 1.0    |   |
| 40.0110000                | <b>Physical Science</b>               | Y    | 1.0    | Promotes science process skills through study of properties of matter, atomic theory, chemical symbols, stoichiometry, periodic table, organic chemistry, energy, mechanics, waves and energy transfer, electricity, and magnetism. Includes reference, research skills, and safety.  |
| 40.0510040/<br>40.2510040 | <b>Chemistry Honors/Gifted/Magnet</b> | Y    | 1.0    | Introduces chemistry; covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety.   |
| 40.0810000                | <b>Physics</b>                        | Y    | 1.0    | Covers basic mechanics (linear motion, Newton's laws, static forces, circular and angular motion, conservation of momentum and energy, applications of basic mechanics), kinetic theory (phases of matter, information retrieval), thermodynamics (characteristics, conservation), wave mechanics (general properties, sound, light, applications of wave mechanics), electricity (electrostatics, direct current, magnetism, alternating currents, applications of electricity), particle physics (quantum theory, subatomic and fundamental structure, applications of particle physics), and reference, research skills, lab safety, and process skills. |
| 26.0611000                | <b>Environmental Science</b>          | Y    | 1.0    | Inquiry, science processes and problem solving, laboratory safety, human population growth and cultural revolutions, advent of environmental concerns, measurements, tools and careers, fossil fuels, nuclear and alternative energies, air pollution and conservation, soil erosion and conservation, waste disposal and management, meteorology, interactions in biosystems   |
| 26.0730000                | <b>Human Anatomy/Physiology</b>       | Y    | 1.0    | Inquiry, process skills and problem solving, laboratory safety, structure and function of human body, chemistry of life, cell structures and functions, body systems  |
| 26.0140010                | <b>AP Biology</b>                     | Y    | 1.0    | Biochemistry, cells, energy transformations, molecular genetics, heredity and evolution, principles of taxonomy and systematic, survey of mineral, protista, fungi, plants, and animals: ecology  |
| 26.0620010                | <b>AP Environmental Science</b>       | Y    | 1.0    | AP Environmental Science is designed to provide students with a learning experience equivalent to an introductory one-semester college environmental science course. The course emphasizes the principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify, and analyze environmental problems, evaluate relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. The course is based upon scientific principles and analyses from a   |

|            |   |   |     |  |
|------------|---|---|-----|--|
|            |   |   |     | variety of scientific fields and approaches and include a scientific laboratory and/or field investigation component. Environmental science is the most inclusive of all sciences. It crosses the lines among science disciplines as well as having applications in the economic, political, geographical, and sociological areas. It is global in scope.  |
| 40.0530010 | <b>AP Chemistry</b>   | Y | 1.0 | Conforms to College Board topics for the Advanced Placement Chemistry Examination. Covers atomic theory and structure, chemical bonding, nuclear chemistry, gases, liquids, solids, solutions, types of reactions, stoichiometry, equilibrium, kinetics, and thermodynamics.   |
| 40.0830010 | <b>AP Physics</b>   | Y | 1.0 | AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Students need to have successfully completed GSE Geometry and concurrently taking GSE Advanced Algebra or equivalent  |
| 40.0921060 | <b>Introduction to Research Methods</b><br><i>(Magnet Sophomore students ONLY!)</i> | Y | 1.0 | The Introduction to Research Methods curriculum expounds upon an investigative process through which students formulate ideas, ask questions, and seek answers about our physical surroundings. It incorporates basic ideas about the universe and provides us with the tools to tackle new questions and concerns using advanced technology. Students also study introductory concepts in Chemistry and Physics.<br><br><b>**** Magnet 9<sup>th</sup> graders</b> |

## SOCIAL STUDIES

| Course #   | Course Name   | Term | Credit | Description  |
|------------|---|------|--------|--|
| 45.0570005 | <b>American Government/<br/>Civics</b>  | S    | 0.5    | An in-depth study of the American political system. This course focuses on the foundation, principles, and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.                                      |
| 45.0770010 | <b>AP Human Geography</b><br><i>(IB World Magnet<br/>Freshmen students<br/>ONLY!)</i> | Y    | 1.0    | This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012) |
| 45.0830000 | <b>World History/H</b>  | Y    | 1.0    | Emphasizes the political, cultural, economic, and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century   |
| 45.0811010 | <b>AP World History</b>   | Y    | 1.0    | Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social, and economic history. Stresses research and writing skills   |
| 45.0810000 | <b>US History</b>   | Y    | 1.0    | Investigates the United States, its people, institutions, and heritage. Emphasizes political, cultural, and social issues, the role of the United States as a world leader and the issues confronting the United States today.   |
| 45.0820010 | <b>AP US History</b>  | Y    | 1.0    | Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times.  |
| 45.0610001 | <b>Economics</b>  | S    | 0.5    | Focuses on the American economic system; covers fundamental economic concepts, comparative economic systems, microeconomics, macroeconomics, and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues.  |

## Electives

|            |  |   |     |  |
|------------|--|---|-----|--|
| 45.0750001 | <b>Intro to African American/Black Studies</b> | S | 0.5 | <b>ELECTIVE</b><br>Examines the geographical, political, economic, and cultural development of African societies emphasizing selected case studies.  |
| 45.0670001 | <b>Personal Financial Literature</b>           | S | 0.5 |  |
| 45.0310003 | <b>Sociology</b>                               | S | 0.5 | <b>ELECTIVE</b><br>Investigates principles of sociology, the individual in groups, social institutions, social control, and the use of research methods to examine social problems. Integrates and reinforces social studies skills. |

45.0670001

## WORLD LANGUAGES

| Course #   | Course Name             | Term | Credit | Description   |
|------------|-------------------------|------|--------|---|
| 60.0110000 | <b>French 1</b>         | Y    | 1.0    | French pronunciation; time & weather; family & friends / relationships; food and restaurants; money & shopping; school & education; daily and leisure-time activities; service & repairs; clothing & personal appearances; transportation; vacation & travel; French culture; Children's literary themes; visual arts; literary selections; current events; daily life; writing enhancement   |
| 60.0120000 | <b>French 2</b>         | Y    | 1.0    |   |
| 60.0120040 | <b>French 2 Honors</b>  | Y    | 1.0    |   |
| 60.0130000 | <b>French 3</b>         | Y    | 1.0    |   |
| 60.0130040 | <b>French 3 Honors</b>  | Y    | 1.0    |   |
| 60.0140000 | <b>French 4 H</b>       | Y    | 1.0    |   |
| 60.0710000 | <b>Spanish 1</b>        | Y    | 1.0    | Spanish pronunciation, greetings & introductions, conversational starters, shopping & food/meals, celebrations & travel, house/neighborhood, leisure time & beach activities, weather & school, creating a video program utilizing the topics listed above, Spanish culture; Weekend activities & vacations, healthful eating & applying for a job, personal interests and hobbies; geography & culture; clothing & celebrations; music of the youth; Spanish influence in North America; Spanish art and handcrafts; trade and industry of Latin America (*Honor students participate in and create additional communicative activities based on the unit topics which require additional target language research;) |
| 60.0720000 | <b>Spanish 2</b>        | Y    | 1.0    |   |
| 60.0720040 | <b>Spanish 2 Honors</b> | Y    | 1.0    |   |
| 60.0730000 | <b>Spanish 3</b>        | Y    | 1.0    |   |
| 60.0730040 | <b>Spanish 3 Honors</b> | Y    | 1.0    |   |
| 61.0410000 | <b>Latin 1</b>          | Y    | 1.0    | Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing.   |
| 61.0420000 | <b>Latin 2</b>          | Y    | 1.0    |   |

## HEALTH/PHYSICAL EDUCATION

| Course #   | Course Name             | Term | Credit | Description/Other Information   |
|------------|-------------------------|------|--------|---|
| 17.0110001 | <b>General Health</b>   | S    | 0.5    | <b>REQUIRED FOR GRADUATION</b><br>This course provides an understanding of personal and community health needs. Attention is given to mental health, nutrition, drug abuse, diseases, life cycle, family health, and lifestyle behaviors. |
| 36.0510001 | <b>Personal Fitness</b> | S    | 0.5    | <b>REQUIRED FOR GRADUATION</b>  |

|                          |                             |   |     |   |
|--------------------------|-----------------------------|---|-----|---|
|                          |                             |   |     | 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 is a graduation requirement that all students take during the 10th grade year |
| 36.0120001<br>36.0130001 | <b>General PE 3 &amp; 4</b> | S | 0.5 | Basic skills, rules and strategies of basketball, flag football, team handball, badminton, tennis/pickle ball and soccer are covered in this class  |

|   |   |   |     |  |
|---|---|---|-----|--|
| 36.0220001  | <b>Intro. Lifetime Sports</b>                       | S | 0.5 | This course involves low-impact sports activities which can be enjoyed for a lifetime. Major topics include golf, tennis, pickle ball, bocce, table tennis, croquet and volleyball   |
| 36.0270001  | <b>Intro. Recreational Games</b>                    | S | 0.5 | By introducing the student to a variety of recreational activities including badminton, pickleball, table tennis, Frisbee games, horseshoes, and shuffleboard students become familiar with a variety of recreational games. |
| 36.0210001  | <b>Intro. Team Sports</b>                           | S | 0.5 |  |
| 36.0280001  | <b>Introductory Gymnastics, Stunts and Tumbling</b> | S | 0.5 | Introduces gymnastics, stunts and tumbling; emphasizes safety measures. Uses basic gymnastic equipment such as the balance beam, uneven bars, parallel bars, rings, side horse and horizontal bars.                          |
| 36.0230001  | <b>Introductory Track and Field</b>                 | S | 0.5 | Introduces the history, rules, and basic skills involved in the various track and field events: hurdles, shot-put, high jump, relays, javelin throw and long jump.   |
| <b>Body Conditioning Courses</b>  |   |   |     |  |
| Introduce correct lifting form, emphasizes safety practices, and presents a variety of exercises. Students will develop cognitive, social, and physical skills throughout toning and conditioning activities. These activities shall include weights, aerobics, circuits, physical conditioning, and running. Beginning, intermediate, and advanced training methods will be addressed. Individual weight training programs are designed and followed throughout the course and catered for individual student needs. |   |   |     |  |
| 36.0550001  | <b>Exercise and Weight Control</b>                  | S | 0.5 | Available for certain grade levels (see registration forms for details)  |
| 36.0520000  | <b>Athletic Training or Phys Conditioning</b>       | S | 0.5 | Athletes Only  |
| 36.0540001  | <b>Weight Training</b>                              | S | 0.5 | Available for certain grade levels (see registration forms for details)  |
| 36.0640001  | <b>Advanced Weight Training</b>                     | S | 0.5 | Available for certain grade levels (see registration forms for details)  |

## JROTC

| Course #   | Course Name                  | Term | Credit | Description  |
|------------|------------------------------|------|--------|--|
| 28.0310000 | <b>JROTC/Army I</b>          | Y    | 1.0    | Introduction to leadership & character education; history, customs, traditions, and purpose of Army JROTC; leadership principles, values, and attributes; achieving a healthy lifestyle; study skills, communication skills, and conflict resolution.<br>GATEWAY COURSE    |
| 28.0320000 | <b>JROTC/Army II</b>         | Y    | 1.0    | Intermediate life skills, geography & government; communication skills, conflict resolution, styles of leadership, management skills; overview of the globes, maps, and land navigation; the federal judicial system; first aid emergencies; achieving a healthy lifestyle |
| 28.0330000 | <b>JROTC/Army III</b>        | Y    | 1.0    | Advanced leadership, principles of management, advanced life skills, orienteering and history; the nation's defense forces; leading situation performance indicators, negotiating, decision making, and planning   |
| 28.0340000 | <b>JROTC/Army IV &amp; V</b> | Y    | 1.0    | Leadership seminar and social sciences; leading situations: leading meetings, supervising, team development, project management, and mentoring. Students are placed in leadership positions and perform administrative, logistical, or operational duties; career planning |

## MUSIC EDUCATION

| Course #  | Course Name                              | Term | Credit | Course Description   |
|---|--|------|--------|--|
| 54.0211000  | <b>Beginning Mixed Chorus</b>            | Y    | 1.0    | This course is for students interested in vocal techniques. Students will perform music of all styles and time periods and will become proficient at sight-singing and music theory to prepare each student for the upper-level choirs. Course covers: vocal production and techniques, music literacy, styles, and forms of vocal literature; After school rehearsals will be required NOTE: At each sequential level performance expectations increase   |
| 54.0221000  | <b>Intermediate Mixed Chorus</b>         | Y    | 1.0    |  |
| 54.0231000  | <b>Advanced Mixed Chorus</b>             | Y    | 1.0    |  |
| 53.0361000  | <b>Beginning Band</b>                    | Y    | 1.0    | Courses provide opportunities for performers to increase performance skills and precision on a wind or percussion instrument. It includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. After school rehearsals will be required. NOTE: At each sequential level performance expectations increase |
| 53.0371000/<br>53.0372000/<br>53.0373000                | <b>Intermediate Band I,II, III</b>       | Y    | 1.0    |  |
| 53.0381000/<br>53.0382000/<br>53.0383000/<br>53.0384000 | <b>Advanced Band I, II, III /IV</b>      | Y    | 1.0    |  |
| 53.0841001/<br>53.0841002                               | <b>Guitar</b>                            | S    | 0.5    | Guitar techniques; Note reading; styles of piano playing music theory as it applies to piano NOTE: At each sequential level performance expectations increase.   |
| 53.0561000  | <b>Beginning Orchestra I</b>             | Y    | 1.0    | Orchestra is a performance organization to be selected by students who play or wish to play a string instrument. Performances are required of all members. After school rehearsals will be required. Course covers: Mechanics of string instruments Note reading, rhythm, pitch discrimination, expression and music literacy NOTE: At each sequential level, performance expectations increase.   |
| 53.0571000  | <b>Intermediate Orchestra I</b>          | Y    | 1.0    |  |
| 53.0581000/<br>53.0582000/<br>53.0583000/<br>53.0584000 | <b>Advanced Orchestra I, II, III, IV</b> | Y    | 1.0    |  |
| 53.0941001/<br>53.0942001/<br>53.09                     | <b>Beg Keyboard Tech I, II</b>           | S    | 0.5    | Basic piano techniques; Note reading; styles of piano playing music theory as it applies to Piano NOTE: At each sequential level Performance expectations increase.  |
| 53.022100   | <b>Music Appreciation</b>                | S    | 0.5    | Students will explore music's various functionalities to gain a deeper understanding and appreciation for all types of music. The course begins by examining basic music literacy and core musical elements such as melody, rhythm, harmony, form, and texture.  |
| 53.09700  | <b>Fundamentals of Music Industry I</b>  | S    | 0.5    | This course is for students who have an interest in learning about the foundations of music and entertainment industries. In this course, students are learning more about themselves through researching and application of the basic concepts of music and the business aspect of music. By the end of the semester, the students will have completed a portfolio of work, comprising a research paper, case study projects, along with music business and creative projects.  |
| 53.0210000  | <b>Music Theory</b>                      | Y    | 1.0    | Students will implement higher-level musical language and grammar skills including musical notation, harmonic analysis, and part writing which will lead to a thorough understanding of music composition and music theory   |

## VISUAL ARTS

| Course #  | Course Name                             | Term | Credit | Description  |
|---|---|------|--------|--|
| 50.0211001  | <b>Introduction to Art</b>              | S    | 0.5    | This course is the prerequisite for all other studio art courses. Introduction to Art is an entry-level class that establishes a standard and consistent foundation in the discipline of visual art. Students will be introduced to all aspects of visual art including but not limited to art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. Students develop these basic skills that will increase critical thinking, problem solving, self-evaluation, and the ability to complete long-term projects.  |
| 50.0313001/<br>50.0314001/<br>50.0321001/<br>50.0322001 | <b>Drawing and Painting I,II,III,IV</b> | S    | 0.5    | Drawing & Painting will instruct students in fundamental drawing skills and prepare them to make the transition to painting. Course work builds on drawing skills introduced in Introduction to Art. Drawing approaches include contour, value to model form, gesture, perspective, and color; students work with drawing media such as pencil, charcoal, oil pastels. Art history, criticism and aesthetics are incorporated with studio production of drawings and paintings. In addition to learning a life-long skill, drawing courses help you increase your observation abilities, your self-discipline, your ability to evaluate your own performance, your problem-solving abilities, and your ability to complete long-term projects. |
| 50.0611001<br>50.0612001                                | <b>Sculpture I, II</b>                  | S    | 0.5    | Course explores the production of three-dimensional art making including additive, subtractive, and modeling processes of sculptural construction. Students will make connections as they explore meaning, develop creative thinking skills, search for contextual understanding resulting in authentic assessment and reflection. Ceramic class introduces students to design elements with CLAY.   |
| 50.0411001  | <b>Ceramics</b>                         |      |        |  |
| 50.0811060  | <b>AP Drawing Portfolio</b>             | Y    | 1.0    | This course allows you to pursue college credit while in high school by submitting a portfolio for evaluation by the College Board. You 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.   |

## DANCE

The conceptual basis of the study of dance as an artform centers on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylized techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasized equally with knowledge of theatre dance.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyze dance as works of art. They think imaginatively and share ideas, feelings, values, and attitudes while physically and intellectually exploring the communication of ideas through movement.

**DANCE PERFORMANCE PATHWAY**

It is important to note that 3 classes are considered the minimum for a Dance Pathway (state course prefix numbers 51) and that one of those classes must be at level 2 or higher. Students are encouraged to take additional courses to be college and career ready

| Course #   | Course Name              | Term | Credit | Criteria   |
|--|--------------------------|------|--------|--|
| 51.0520001   | <b>Dance Composition</b> | S    | 0.5    |  |
| 51.0530002   | <b>Dance 1</b>           | S    | 0.5    |  |
|  | <b>Intro to Dance</b>    | S    | 0.5    | Elective (for students in preparation for Dance Pathway) |
| 51.0310000<br>51.0310000<br>51.0310000<br>51.0310000 | <b>Jazz I - IV</b>       | Y    | 1.0    | Dance Pathway courses                                    |

## THEATRE

Studies the artistic, technical, management, and performance elements of a live theatre production. As a part of the planning, rehearsal, and performance, students assume positions of responsibility and demonstrate basic knowledge and skills in acting, directing, artistic criticism, script analysis, staging, character creation, vocal techniques, and physical movement. Students recognize the responsibilities of the producer, director, actors, designers, technicians, and managers through collaboration in the creation of a theatre performances.

| Course #                 | Course Name                      | Term | Credit | Criteria   |
|--------------------------|----------------------------------|------|--------|--|
| 53.0310001/53.032/53.033 | <b>Musical Theatre I/II/III</b>  | S    | 0.5    | 9th/10th Graders Elective (non-pathways) Explores the mechanics of production, staging, voice, and dance. Explores the career opportunities available in musical theatre and offers opportunity for performance  |
|                          | <b>Theatre I/II/III</b>          | S    | 0.5    | Students investigate theatre by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods.  |
| 52.0610001               | <b>Acting</b>                    | S    | 0.5    | Introduces the acting process and the role of the actor in a range of styles/methods with a focus on scene study. Stresses developing imagination, observation, concentration powers, and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions, and ideas; enhances self-confidence and self-awareness. Theatre is used to encourage cooperative learning, teamwork, organization, and leadership skills. The class allows all students the opportunity to perform on a regular basis. |
| 52.0210001               | <b>Fundamentals of Theatre 1</b> | S    | 0.5    |  |

## CAREER AND TECHNICAL EDUCATION

| Course #                                   | Course Name                                  | Term | Credit | Description   |
|--|--|------|--------|---|
| <b>Audio-Video Tech &amp; Film Pathway</b> |  |      |        |   |
| 10.5181000                                 | <b>Audio-Video Technology &amp; Film I</b>   | Y    | 1.0    | This course is an introduction to video production. Students learn basic camera techniques, introduction to digital editing, scripting, and other digital media. Students will learn a basic understanding of video principles. Students will also explore the video industry with the production of a business plan and/or other career explorations   |
| 10.5191000                                 | <b>Audio-Video Technology &amp; Film II</b>  | Y    | 1.0    | Students will learn to write, produce, direct, and edit a variety of studio and field productions. Students will learn audio and video techniques to produce professional quality media productions. Students will also develop a digital online portfolio.   |
| 10.5201000                                 | <b>Audio-Video Technology &amp; Film III</b> | Y    | 1.0    | Students write, produce, direct, and edit a variety of studio and field productions.  |
| 10.7114000                                 | <b>Broadcast Video Prod WBL</b>              | Y    | 1.0    | Juniors & seniors only; application; Work Based Learning (WBL)/Internship; Work Based Learning inator Approval required   |
| 11.7115000                                 | <b>Information Technology WBL</b>            | Y    | 1.0    | Juniors & seniors only; application; Work Based Learning (WBL)/Internship; Work Based Learning inator Approval required   |
| <b>Engineering Pathway</b>                 |  |      |        |   |
| 21.4250000                                 | <b>Foundations of Engineering Technology</b> | Y    | 1.0    | The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the "E" in STEM. The prerequisite for this course is advisor approval. |
| 21.4710000                                 | <b>Engineering Concepts</b>                  | Y    | 1.0    | Engineering Concepts is the introduction to principles and activities peculiar to the field of Engineering. Engineering Concepts involves the practical application of scientific and mathematical principles for the purpose of solving real world and/or simulated problems and communicating technical information.  |
| 21.4720000                                 | <b>Engineering Applications</b>              | Y    | 1.0    | This advanced course of study in the engineering field is recommended for   |

|                              |   |   |         |  |
|------------------------------|---|---|---------|--|
|                              |   |   |         | students in grades 11-12. Students conduct research and/or design an engineering project. Students sharpen their aptitude and expand their interest through experiences in the field of engineering. The course enables them to make an informed career choice through the study, application, and practice of mechanical, electrical, and other engineering systems. Projects will reinforce the application of communications, mathematics, and science.   |
| 21.7115000                   | <b>Engineering WBL</b>                    | Y | 1.0     | Juniors & seniors only; application; Work Based Learning (WBL)/Internship; Work Based Learning Coordinator Approval required   |
| <b>Allied Health Pathway</b> |   |   |         |  |
| 25.5210000                   | <b>Introduction to Healthcare Science</b> | Y | 1.0     | Topics include vital signs; patient care skills; anatomy and physiology; diseases and treatment modalities; certification in CPR; safety; infection control; health care systems; careers in healthcare; ethical and legal responsibilities; safety and national student organizations.  |
| 25.44000                     | <b>Essentials of Healthcare</b>           | Y | 1.0     | This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders  |
| 25.4370000                   | <b>Allied Health and Medicine</b>         | Y | 1.0     | 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. |
| 25.711500                    | <b>Healthcare WBL</b>                     | Y | 1.0/2.0 | Juniors & seniors only; application; Work Based Learning (WBL)/Internship; Work Based Learning Coordinator Approval  |

**Sports Medicine Pathway**

|            |   |   |     |   |
|------------|---|---|-----|---|
| 25.5210000 | <b>Introduction to Healthcare Science</b> | Y | 1.0 | Topics include vital signs; patient care skills; anatomy and physiology; diseases and treatment modalities; certification in CPR; safety; infection control; health care systems; careers in healthcare; ethical and legal responsibilities; safety and national student organizations.   |
| 25.44000   | <b>Essentials of Healthcare</b>           | Y | 1.0 | This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders   |
| 25.44600   | <b>Sports Medicine</b>                    | Y | 1.0 | This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare |

**Marketing and Management Pathway**

|            |   |   |         |  |
|------------|---|---|---------|--|
| 08.47400   | <b>Marketing Principles</b>             | Y | 1.0     | This course addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services  |
| 08.4410000 | <b>Marketing &amp; Entrepreneurship</b> | Y | 1.0     | This course introduces the student to the Entrepreneurship and the marketing aspect of starting a business; students explore the social and economic impact the industry has on the local, state, national, and global economies                               |
| 08.4420000 | <b>Marketing Management</b>             | Y | 1.0     | Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives. |
| 08.711500  | <b>Marketing WBL</b>                    | Y | 1.0/2.0 | Juniors & seniors only; application; Work Based Learning (WBL)/Internship; Work Based Learning inator Approval   |

**Criminal Justice Pathway**

|           |  |   |     |   |
|-----------|--|---|-----|---|
| 43.450000 | <b>Intro to Law, Public Safety, Corrections and Security</b> | Y | 1.0 | This course examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including conflict resolution, ethics, emergency response, basic firefighting, terrorism, and law. |
|-----------|--|---|-----|---|

|            |                                    |   |     |   |
|------------|------------------------------------|---|-----|---|
| 43.4510000 | <b>Criminal Justice Essentials</b> | Y | 1.0 | Criminal Justice Essentials provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the  |
|            |                                    |   |     | overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. The course will also provide in-depth competencies and components for the co-curricular SkillsUSA student organization that should be incorporated throughout instructional strategies of the course. Participation in additional student organizations that align with Law, Public Safety, Corrections and Security pathways (i.e., mock trial) is encouraged to enhance standards addressed in the curriculum. The prerequisite for this course is Introduction to Law, Public Safety, Corrections and Security. |
| 43.4530000 | <b>Criminal Investigations</b>     | Y | 1.0 | This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation. This course is one of two choices that may be selected for the law enforcement pathway. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Criminal Justice Essentials.  |

## Advanced Academic Pathways

English/Language Arts, Math, Science, Social Studies

An advanced academic pathway may be followed in any one of the content subjects listed above. Upon graduation, students earn an advanced academic pathway when they complete the required coursework to include at least one AP or one IB or one Dual Enrollment course. An advanced academic pathway should also include at least two credits in one world language.

AP, Dual Enrollment and Georgia Virtual School courses may be available.