

Riverwood International Charter
School

Course Catalog
SY 2026-2027



5900 Raider Drive
Sandy Springs, Georgia 30328
470-254-1980
www.riverwoodics.org

Table of Contents

Programs of the Curriculum at Riverwood 3

Fine Arts 6

Career, Technical, and Agricultural Education 9

 Audio/Video Technology and Film Pathway 9

 Computer Science Pathway..... 9

 Engineering and Technology Pathway 10

 Culinary Arts Pathway..... 11

 Business Management and Administration Pathway..... 11

 HealthCare Pathway 13

 JROTC Pathway..... 14

English 15

Mathematics 18

Non-Departmental Courses 23

Performing Arts..... 24

Physical Education 28

Science..... 29

Social Studies..... 31

Talented and Gifted..... 34

World Languages 34

Fulton County’s High School Placement Guidelines 38

Riverwood International Charter School

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

Mission Statement

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

Programs of the Curriculum at Riverwood

Program Title	Duration	Grade Level of Participation	Prerequisite(s)	Major Components
Middle Years Program of the International Baccalaureate (IB)	2 years	9th and 10th grades	All 9th and 10th grade students participate to prepare them for possible participation in the Diploma Program All 9th and 10th Grade classes are MYP courses	The Middle Years Programme (MYP) is a preparatory program of the International Baccalaureate (IB). - Offered only by authorized IB World Schools. - The MYP curriculum framework is a planning and implementation method that uses Georgia Standards of Excellence in all classes and all subject areas. - The challenging framework encourages students to make practical connections between their studies and the real world through the lens of "global contexts". - Teachers' assessments and activities address these contexts as a means of exposure to global thinking for students. - Students who complete the MYP are well prepared to undertake the IB Diploma Program in grades 11 and 12. - The MYP is implemented in partnership with Ridgeview Middle School.
Diploma Program of the International Baccalaureate (IB)	2 years	11th and 12th grades	Application and acceptance in spring of 10th grade	The International Baccalaureate Diploma Program (DP) is offered only by authorized IB World Schools. Diploma Programme Core Components: - Theory of Knowledge (TOK) - Creativity, Activity, and Service (CAS) - Extended Essay (EE) Diploma Programme Curriculum: - Language and Literature (Mother tongue) - Language Acquisition (Non-Mother Tongue) - Individuals and Societies - Sciences - Mathematics

				• The Arts The curriculum consists of a diverse and rigorous combination of Standard Level (SL) courses and Higher Level (HL) courses from which to choose. Students also have the opportunity to complete course candidacy in one or more IB Courses. Students who complete the DP successfully graduate with an internationally-recognized diploma.
Advancement Via Individual Determination Program (AVID)	4 years	Encouraged start in 9th grade	Application and acceptance	AVID brings research-based strategies and curriculum to education that develops students' critical thinking, literacy, and math skills across all content areas. • AVID educators use research-based proven practices to prepare students for success in high school, college, and a career. • AVID teaches skills and behaviors for academic success, provides intensive support, strong student/teacher relationships, creates a positive peer group for students, and develops a sense personal achievement gained through hard work and determination.
Community-Based Instruction (CBI)	Varies	Students with Intellectual Disabilities	Special Education Services	CBI is educational instruction in naturally occurring community environments providing students "real life experiences". • Goals: to provide a variety of hands on learning opportunities at all ability levels to help students acquire the skills to live in the world today. • In addition to traditional classroom activities, students participate in vocational training on and off campus.

Course Scheduling and Scheduling Policies

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

The deadline to solidify course recommendations and requests for course enrollment is March 13, 2026. Parents will be able to verify the requests before March 13th to confirm the course requests are accurate. After this verification, Riverwood will continue with the scheduling timeline and no additional requests for change will be made. If any change to what has been verified is necessitated after March 13th, the school will attempt to contact the student/parent, and if possible or applicable, an attempt at additional input from the student/parent will be made. However, final scheduling enrollment decisions are the school administration's responsibility, and final scheduling determinations are left to the Principal and designees, in this case the Curriculum Assistant Principal and the Guidance Counselor(s).

According to Fulton County School Board Policy IHA, students are expected to complete the year long courses in which they are enrolled. If a change is still necessitated after March 13, 2026, according to Riverwood Operating Guidelines, the parent/guardian may make a written request of the principal's designees in the first 10 school days only. The written request for a schedule change should be made to the Guidance Counselor, and that individual will work with the Curriculum Assistant Principal to review the request. **All course changes must meet the following criteria: an FTE-eligible course is available for the student, space is available in an already scheduled course, the student's graduation requirements can be met within four years, be approved by the teacher and guidance counselor.**

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

Fine Arts

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

Draw/Paint 1 M	S1	9-12	Introduction to Art	Draw/Painting 1 - Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work. Draw/Painting 2 - Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials. Draw/Painting 3 - Enhances level-two skills in technique and provides further exploration of drawing and painting media. Reinforces drawing and painting skills and critical analysis skills for responding to master drawings and paintings of different historical and contemporary styles and periods. Examines solutions to increasingly complex mixed media works of art and the development of personal style and a body of work. Draw/Painting 4 - Enhances level-three skills in technique and provides further exploration of drawing and painting media. Reinforces drawing and painting skills and critical analysis skills for responding to master drawings and paintings of different historical and contemporary styles and periods. Examines solutions to increasingly complex mixed media works of art and the development of body of work as a portfolio.
Draw/Paint 2 M	S2	10-12	Draw/Painting 1	
Draw/Paint 3 M	S1	10-12	Draw/Painting 2	
Draw/Paint 4 M	S2	10-12	Draw/Painting 3	
Photography 1 M	S1	9-12	Introduction to Art	Photo 1 - Introduces photography as an art form. Covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs by introducing traditional and digital photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment. Photo 2 - Enhances level-one skills and provides opportunities to apply photographic design methods. Stresses composing and processing techniques using a 35mm/or digital camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques, darkroom techniques and digital photography editing. Continues to explore photography and photographers for historical and critical appraisal. Photo 3 -Enhances level-two skills and provides opportunities to apply more complex photographic designs. Introduces advanced and experimental pinhole and/or 35mm photographic and/or digital techniques. Explores alternative/experimental developing chemicals and digital processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal. Photo 4 -Enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic or digital techniques. Explores alternative/experimental processes in
Photography 2 M	S2	10-12	Photo 1	
Photography 3 M	S1	10-12	Photo 2	
Photography 4 M	S2	11-12	Photo 3	

				traditional or digital photography. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal.
AP Drawing Portfolio	S1 S2	11-12	Teacher Recommendation Successful completion of a Fine Art pathway	College Board AP Course Descriptions
AP 2D Design	S1 S2	11-12		AP level content culminating in AP portfolio submission and/or AP exam.
AP 3D Design	S1 S2	11-12		1. Conforms to College Board topics for the Advanced Placement Studio Art Portfolio. a. Drawing Portfolio provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. b. 2-D Design Portfolio provides experiences using different a variety media and approaches including photography and digital art; designed for students interested in the practical experiences of art. c. 3-D Design Portfolio provides experiences using different ceramic and/or sculptural media and approaches; designed for students interested in the practical experiences of art.
IB Visual Art HL Yr. 1	S1 S2	11-12	Teacher Rec. IB Visual Arts SL	This is a two-year program that provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Students will complete three assessments – Comparative Study, Process Portfolio and a Curatorial Exhibition. IB level content culminating in portfolio submission and/or IB exams.
IB Visual Art HL Yr. 2	S1 S2	12		

Career, Technical, and Agricultural Education

Audio/Video Technology and Film Pathway

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

Computer Science Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
Introduction to Digital Technology	S1 S2	9-11	None	Introduction to Digital Technology is the foundational course for Web and Digital Communications, Programming, Advanced Programming, Information Support and Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project- focused tasks. ed in this course.

Computer Science Principles	S1 S2	10-11	Intro to Digital Technology	This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. The focus of the course falls into these practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.
Web Development	S1 S2	11-12	Computer Science Principles	This course, with Hypertext Markup Language (HTML) and Cascading Style Sheet (CSS) as its foundation, will teach students to develop and design responsive web sites through coding, testing, debugging and implementation of web-based services.
Work-based Learning in Computing/Network Or Internship via TAG (see Talented and Gifted)	S1 S2	11-12	Computer Science Principles or completion of internship requirements via TAG	Students earn elective credit while participating in a work-based learning experience within the field of Computing. Must apply to be in work-based learning program or must have completed TAG internship requirements.

Engineering and Technology Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
Foundations of Engineering Technology	S1 S2	9-12	None	The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM. The pre-requisite for this course is advisor approval
Engineering Concepts	S1 S2	10-12	Foundations of Eng & Technology	Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.
Engineering Applications	S1 S2	11-12	Foundations of Eng & Technology Engineering Concepts	Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate
				their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering.

Work-based Learning in Engineering Or Internship via TAG (see Talented and Gifted)	S1 S2	11-12 (at least 16 years old)	Engineering Applications	Students earn elective credit while participating in a work- based learning experience within the field of Engineering. Must apply to be in work-based learning program or must have completed TAG internship requirements.
---	----------	----------------------------------	--------------------------	---

Culinary Arts Pathway

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

Business Management and Administration Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
---------------------	-------------	-----------------	------------------------	---------------------

Introduction to Business Technology	S1 S2	9-11	None	Introduction to Business and Technology is the foundational course for Administrative Support, Small Business Development, and Human Resource Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combined to establish the elements of this course.
Legal Environment of Business	S1 S2	10-12	Intro to Business and Technology	Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large.
Entrepreneurship	S1 S2	11-12	Intro to Business and Technology	This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurial Ventures course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner.
Financial Literacy	S1 S2	11-12	Intro to Business and Technology	Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.
IB Business SL IB Business HL Yr.1 IB Business HL Yr. 2	S1 S2 S1 S2 S1 S2	11-12 12	None IB Business SL	IB Business SL/HL The business management course explores four interdisciplinary concepts: creativity, change, ethics, and sustainability, from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Work-based Learning in Business Or Internship via TAG (see Talented and Gifted)	S1 S2	11-12 (at least 16 years old)		Students earn elective credit while participating in a work-based learning experience within the field of Business. Must apply to be in work-based learning program or must have completed TAG internship requirements.
--	----------	----------------------------------	--	---

HealthCare Pathway

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
Intro to Healthcare Science	S1 S2	9 th and 10 th	N/A	Students wishing to pursue a career in the area of Public Health will receive initial exposure to public health skills and attitudes applicable to public health including the concepts of epidemiology, research and statistics. The Introduction to Public Health Course is designed to provide an overall framework of basic skills utilized in the provision of public health services. Career planning, community and world health, healthcare systems, and bioterrorism skills are emphasized. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Safety and Health Administration (OSHA) and Center for Disease Control (CDC). Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work-based learning. Competencies for the co-curricular student organization, Health Occupations Students of America (HOSA) are integral components of both core employability standards and the technical skills standards. HOSA activities should be incorporated throughout the instructional strategies developed for the course.

Essentials to Healthcare	S1 S2	10-12	Intro to Healthcare	The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.
Sports Medicine (Can be 3rd or 4th level class)	S1 S2	11-12	Intro to Healthcare, Essentials to Healthcare	This course focuses on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.
Allied Health (Can be 3rd or 4th level class)	S1 S2	11-12	Intro to Healthcare, Essentials to Healthcare	This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.
IB Sports and Exercise Science	S1 S2	11-12	> 80% in Biology and Chemistry	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

JROTC Pathway (Junior Reserves Officer Training Corps)

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
JROTC 1	S1 S2	9-12	Entry level	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these

				standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions, and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence, and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.
JROTC 2	S1 S2	10-12	JROTC 1	This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values, and attributes. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and cocurricular activities that support the core employability skills standards and McRel academic standards. ARMY JROTC – LEADERSHIP EDUCATION and TRAINING (LET 2): The Developing Leader The Developing Leader is the second of four courses in the Army Junior Reserve Officers’ Training Corps (JROTC) high school program. This textbook supports 24 lessons and is written and designed for students, as developing leaders. It will be an invaluable resource as students work on their learning activities. The JROTC program is designed to help develop strong leaders and model citizens. As a second-year Cadet, students will continue to build on unit 1 knowledge and skills and find themselves being introduced to new content that will help them develop as a leader in the program, school, and community. The knowledge, skills, and abilities students will acquire in this unit are covered in eight chapters:
JROTC 3	S1 S2	11-12	JROTC 2	This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards. ARMY JROTC – LEADERSHIP EDUCATION TRAINING THE SUPERVISING LEADER Unit 3 Leadership Education and Training (LET 3): The Supervising Leader is the third of four courses in the Army Junior Reserve Officers’ Training Corps (JROTC) program. This textbook supports 20 lessons and is designed and written for students, as leaders in their school, community, and JROTC

				programs. It will be an invaluable resource of content as students work on their learning activities. The JROTC program is designed to help develop strong leaders and model citizens. As a third-year Cadet, students will continue to build on Unit 1 and 2 knowledge and skills and find themselves being introduced to new content that will help develop supervisory skills and abilities. The knowledge, skills, and abilities students will acquire in this unit are covered in seven chapters.
JROTC 4 (Coming in 25-26 school year)	S1 S2	12	JROTC 3	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co- curricular activities that support the core employability skills standards and McRel academic.

English

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
Literature and Composition I	S1 S2	9	None	Literature & Composition I is designed to provide students with the essential skills and competencies necessary for continued success. This course is required for high school graduation beginning in the 2025-26 school year, and it must utilize the 9-12 standards and the 9th grade expectations of Georgia's K-12 English Language Arts Standards. This course is designed to build students' capacity in the literacy practices and skills that establish the groundwork for future real-world and academic communications. By the end of the course, students will be prepared to advance to higher-level English courses with a strong foundation in both literature and composition.
Literature and Composition I Honors	S1 S2	9	None	Literature & Composition I Honors is designed to provide students with the essential skills and competencies necessary for continued success. This course is required for high school graduation beginning in the 2025-26 school year, and it must utilize the 9-12 standards and the 9th grade expectations of Georgia's K-

				12 English Language Arts Standards. This course is designed to build students' capacity in the literacy practices and skills that establish the groundwork for future real-world and academic communications. By the end of the course, students will be prepared to advance to higher-level English courses with a strong foundation in both literature and composition.
Literature and Composition II	S1 S2	10	Placement Criteria	Literature & Composition II builds on the skills developed in Literature & Composition I, deepening students' understanding and application of textual analysis, composition, language conventions, vocabulary, and rhetoric, equipping them with the skills necessary for success in upper-level English courses and preparing them for future academic challenges. This course is required for high school graduation beginning in the 2025-26 school year, and it must utilize the 9-12 standards and the 10th grade expectations of Georgia's K-12 English Language Arts Standards. This course is designed to build students' capacity in the literacy practices and skills that enhance future real-world and academic communications. By the end of the course, students will be prepared to advance to higher-level English courses with a strong foundation in both literature and composition.
Literature and Composition II Honors	S1 S2	10	Placement Criteria	Literature & Composition II Honors builds on the skills developed in Literature & Composition I, deepening students' understanding and application of textual analysis, composition, language conventions, vocabulary, and rhetoric, equipping them with the skills necessary for success in upper-level English courses and preparing them for future academic challenges. This course is required for high school graduation beginning in the 2025-26 school year, and it must utilize the 9-12 standards and the 10th grade expectations of Georgia's K-12 English Language Arts Standards. This course is designed to build students' capacity in the literacy practices and skills that enhance future real-world and academic communications. By the end of the course, students will be prepared to advance to higher-level English courses with a strong foundation in both literature and composition.
11th American Literature and Composition M	S1 S2	11	10th Literature Placement Criteria	American Literature and Composition is a study of the major literary topics, themes, and movements in the history of the United States from pre-colonial times to present day. Students will focus on major literary forms of the emerging nation, analyze literary themes and trends, and both research and compose several papers, speeches, and presentations, using representative forms of discourse. This course prepares students for college.

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

Mathematics

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

Geometry: Concepts & Connections	S1 S2	10	Placement Criteria	This course is designed as the second course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning.
Geometry: Concepts & Connection Support	S1 S2	10	Placement Criteria	Elective that is a companion class to Geometry Concepts & Connections for students who need additional mathematics support

Geometry: Concepts & Connections Honors	S1 S2	9	Placement Criteria	Course description is same as above. The distinction is that the course is only offered to students who are a year ahead in mathematics.
Advanced Algebra: Concepts & Connections	S1 S2	11	Placement Criteria	Advanced Algebra: Concepts & Connections is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometry Patterning and Spatial Reasoning. This course is designed as the third course in a three-course series. This course enhances students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry,

				geometric measurement, and conditional probability.
Advanced Algebra: Concepts & Connections Support	S1 S2	11	Placement Criteria	Elective that is a companion class to Advanced Algebra Concepts & Connections for students who need additional mathematics support
Advanced Algebra: Concepts & Connections Honors	S1 S2	10 Because this course offers honors points, it is only offered to students who are a year or more ahead in mathematics.	Placement Criteria	Course description is the same as above. The distinction is that the course is only offered to students who are a year or two years ahead in mathematics.
Enhanced Advanced Algebra and Precalculus	S1 S2	10-11 Because this course offers honors points, it is only offered to students who are a year or more ahead in mathematics.	Placement Criteria	Enhanced Advanced Algebra and Precalculus is a combination of the two courses. See descriptions for both. This is an accelerated course with honors points. This curriculum is designed to ensure that all priority concepts from each course are mastered to be able to have the skills and knowledge to go to the next math whether it be AP or and IB course.
Pre-Calculus	S1 S2	12	Placement Criteria	Precalculus is a fourth-year math option for students who have completed Advanced Algebra (or the equivalent). The course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.

				Topics should be analyzed in multiple ways, to include verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena.
AP Precalculus	S1 S2	11	Placement Criteria	College Board AP Course Descriptions Taking AP Precalculus prepares you for other college-level mathematics and science courses. During the course, you'll explore everyday situations using mathematical tools and lenses. You'll also develop an understanding of modeling and functions and examine scenarios through multiple representations. The course framework outlines content and skills needed for careers in mathematics, physics, biology, health science, social science, and data science. Skills you'll learn are Algebraically manipulating functions, equations and expressions; Translating mathematical information between representations; Communicating with precise language and providing rationales for conclusions.

Advanced Math Decision Making (AMDM)	S1 S2	12	Placement Criteria	Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.
Mathematics of Finance (Georgia Virtual Course)	S1 S2	12	Placement Criteria	Mathematics course that prepares students for life skills in the personal financial arena. This course is ideal for students who are bound for a two-year college or for a career field after graduation.
AP Statistics	S1 S2	11 – 12	Placement Criteria	College Board AP Course Descriptions Introduction to statistics, descriptive statistics, probability; probability distributions and normal probability distributions; estimates and sample size; hypothesis testing; inferences from two samples; correlation and regression; multinomial experiments; analysis of variance; statistical process control; nonparametric statistics; and design and sampling

IB Mathematics A&A SL Yr. 1	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
IB Mathematics A&A SL Yr. 2	S1 S2	12 IB Mathematics SL	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
IB Mathematics A&I SL Yr. 1	S1 S2	11-12	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
IB Mathematics A&I SL Yr. 2	S1 S2	11-12 IB Mathematics SL	Placement Criteria	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams
AP Calculus BC	S1 S2	11-12	Placement Criteria	AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

Non-Departmental Courses

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
Peer Leadership	S1 S2	12	Advisor approval	Peer Leaders are trained by counseling staff to serve as mentors to freshmen students and to conduct guidance lessons to freshman advisement classes. On a day-by-day basis, they serve as office aides and will have different experiences as they work in the counseling department, assistant principal's office, main office, attendance office, and media center. You will be expected to co-lead new student orientation/groups, conduct school tours, and shadow/assist in your designated location.
Peer Facilitation	S1 S2	12	Application	This course enhances skills learned in Peer Leadership and provides practice in modifying instructional methods and materials, enabling communication, and demonstrating appropriate social interaction skills.
AP Seminar	S1 S2	10	Middle Years Program Exposure	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.
AP Research	S1 S2	11	AP Seminar	AP Research, the second course in the AP Capstone™ experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Performing Arts

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

Mastery Band 2	S1 S2	10	Student Placement and/or Audition	See description above
Advanced Band 3	S1 S2	Student Placement and/or Audition		See description above
Mastery Band 3	S1 S2	Student Placement and/or Audition		See description above
Advanced Band 4	S1 S2	Student Placement and/or Audition		See description above
Mastery Band 4	S1 S2	Student Placement and/or Audition		See description above
Intermediate Women's Chorus	S1 S2	Student Placement and/or Audition		This course is for 9th grade and/or entry-level 10th-12th grade treble singers only; no tenors and basses. Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences.
Advanced Chorus 1	S1 S2	Student Placement and/or Audition		This course is for any 10-12 th grade treble voice that does not audition into the Mastery Chorus <i>and</i> any 9-12 th grader with a changed voice (male). This class is a true advanced class, providing challenging musical experiences for a mixed chorus. It stresses individual growth, teamwork, and cohesive yet diverse music making.
Advanced Chorus 2	S1 S2	Student Placement and/or Audition		See Above
Advanced Chorus 3	S1 S2	Student Placement and/or Audition		See Above
Advanced Chorus 4	S1 S2	Student Placement and/or Audition		See Above
Mastery Women's Chorus 1	S1 S2	9	Audition only.	This course is for the most advanced 10 th -11 th grade trebles by audition only. Enhances level-one skills and provides further opportunities for mastery-level female performers to increase performance skills and knowledge in all-female choral singing.
Mastery Women's Chorus 2	S1 S2	10	Audition only.	See Above.
Mastery Women's Chorus 3	S1 S2	11	Audition only.	See Above.
Mastery Women's Chorus 4	S1 S2	12	Audition only	See Above

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

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

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

Physical Education

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

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

Science

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

				the physical sciences to more abstract concepts including interactions of matter and energy, velocity, acceleration, forces, energy, momentum, thermodynamics, charge, electricity, magnetism, waves, light, optics, and subatomic physics. The subject is treated both conceptually and mathematically. Concepts are investigated through laboratory experiences and fieldwork designed for students to develop appropriate knowledge and skills in science as inquiry. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
AP Physics 1	S1 S2	11	Placement Criteria	College Board AP Course Description students will learn interpreting and describing representations and models, using mathematics to solve science problems, formulating a scientific question or hypothesis, designing an experiment to answer a scientific question or to test a hypothesis, analyzing data and evaluation.
Chemistry	S1 S2	10-12	Placement Criteria	This lab science course covers topics including the nature of matter and its classifications; atomic theory and the characteristics of atoms; the effects the motion of atoms and molecules have in chemical and physical processes; the organization of the periodic table and how to use it to predict properties of elements; how atoms combine to make chemicals and then recombine in chemical reactions; factors that can affect chemical reactions; characteristics of acids, bases, and solutions; other topics as time allows. Chemistry students should have strong algebra and problem-solving skills and a firm grasp of the scientific method and its application. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
Honors Chemistry	S1 S2	10-12	Placement Criteria	This course is a lab science course. Skills needed for this course are the ability to apply past learning to new concepts; the demonstration of abstract and higher-level thinking; the ability to perform algebraic manipulations easily; the ability to read critically; self-motivation; and experience in writing formal lab reports. Topics covered in this yearlong course are characteristics of science, the nature and classification of matter, stoichiometry, and conservation of matter, the atom, the atomic theory, the periodic table, and reaction rates. Honors Chemistry students are required to complete an in-depth, individual literature review during the first semester. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
AP Chemistry	S1 S2	11-12	> 80% in Biology Placement Criteria	The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

Environmental Science	S1 S2	9	Placement Criteria	Environmental Science is a lab science course that integrates the study of many components of our environment, including the flow of energy and the cycling of matter, the interconnection of all life, the stability and change in ecosystems, conservation and resource allocation, and evaluation of human activity and technology. Instruction focuses on student data collection and analysis and interpretation of data gathered on global concepts. This is a lab inclusive course with 25% of the time expected to be spent in the lab.
IB Environmental Systems	S1 S2	12 11 th only for IB Diploma	> 80% in Biology and Chemistry	IB Environmental Systems SL combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS engages students in the challenges of 21st century environmental issues. whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts.
Human Anatomy & Physiology	S1 S2	11–12	Placement Criteria Biology and Chemistry	This yearlong lab science course is an in-depth study of the human body. Students investigate the systems of the body in detail. This course is valuable for students interested in allied health careers, psychology, and physical education. Students will be expected to dissect organs and possibly a larger vertebrate. This is a lab inclusive course with 25% of the time expected to be spent in the lab. Prerequisite: Biology and Chemistry
Forensic Science	S1 S2	12	Placement Criteria	The Forensic Science Georgia Standards of Excellence are designed to build upon science concepts from previous courses and apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene, chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence, and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.
IB Sports and Exercise Science	S1 S2	11-12	> 80% in Biology and Chemistry	International Baccalaureate Curriculum and Course Descriptions IB level content culminating in portfolio submission and/or IB exams

Social Studies

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
American Government & Civics with World Geography	S1 S2	9 9	Placement Criteria	This course focuses on the political structure and decision-making process in the United States at the national level. It will also address citizenship and help develop the students' problem-solving skills. The course will include specific facts, basic concepts, analytical questions and generalizations associated with the U.S. Constitution, federal government, democracy, politics, laws, international affairs, and rights and responsibilities of citizens. Students will be required to gain a working knowledge of the political system in the United States and to understand their role as active participants in the formation of public policy.
AP U.S. Government and Politics	S1 S2	9	Placement Criteria	AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an

				understanding of the relationships and interactions among political institutions, processes, and behavior. They will also engage in course skills that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.
--	--	--	--	--

AP Human Geography	S1 S2	9-10	Placement Criteria	Conforms to the College Board topics for Advanced Placement Human Geography. College Board AP Course Descriptions.
AP African American Studies	S1 S2	11-12	Placement Criteria	AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American Studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills.
World History	S1 S2	10	Placement Criteria	World History is a yearlong course that attempts to trace the development of civilization from the earliest to the modern day. Students will identify the basic elements of all civilizations and trace the transition from the ancient to the advanced. Students will gain knowledge of important geography skills, recognizing patterns and connections, and will practice critical thinking skills. A strong emphasis is placed on relating historical events to current conditions of the world. Throughout the school year students will gain a global perspective of the events that helped create the society they live in today.
AP World History	S1 S2	10	Placement Criteria	In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.
U. S. History	S1 S2	11	Placement Criteria	This is a yearlong class organized chronologically but which also focuses on the themes of American democratic heritage, reform movements, and global interdependence. In the first semester, connections are made with enduring social, economic, and political issues in the context of the time period covering the settlement of North America through the early twentieth century. The semester includes an exploration of the development of and challenges to democracy as well as an analysis of national growth and reform. Second semester focuses on the emergence of the United States as a world power, involvement of the United States in the World Wars, the cold war, social change, and the role of the United States in the modern world.
AP U.S. History	S1 S2	11	Placement Criteria	In AP U.S. History, students investigate significant events, individuals, developments, and processes from approximately 1491 to the present. Students develop and use the same skills and

				methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.
Economics with International Affairs	S1 S2	12 12	Placement Criteria	Economics is a one semester senior course that is required for graduation , and it is paired with International Affairs. The course is a survey of the U.S. economic system covering units on Fundamentals, Microeconomic, Macroeconomic, International and Personal Finance concepts. Included in the course is a comparison of economic models and graphic analysis. The goal of the course is to prepare the students to be effective business people, employees and consumers.
IB Economics SL Yr. 1	S1 S2	11	IB Diploma Candidates	IB Economics SL allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. The economics course uses economic theories, models and key concepts to examine the ways in which choices are made: at the level of producers and consumers in microeconomics, macroeconomics, and the global economy.
IB Economics HL Yr. 1	S1 S2	11	IB Diploma Candidates	IB Economics HL allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. The economics course uses economic theories, models and key concepts to examine the ways in which choices are made: at the level of producers and consumers in microeconomics, macroeconomics, and the global economy.
IB History of Amer HL Yr. 2	S1 S2	12	IB Diploma Candidates AP US History	IB History HL is a world history course based on study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources. There are six key concepts: change, continuity, causation, consequence, significance and perspectives.
Sociology with Comparative Religions	S1 S2	11-12	Placement Criteria	Sociology is the scientific study of human social interaction. Students will use current readings and class discussions to explore such topics as social groups; social institutions-family, education, religion, economy and government; social stratification and inequality; deviance; collective behavior and social change. Comparative Religions is a semester course that examines the major world religions and philosophies including Hinduism, Buddhism, Taoism, Confucianism, Shintoism, Judaism, Christianity, and Islam. Students will examine the origins, development, beliefs, practices, and rituals of each of these religions. Students will study the impact of religion on world culture as well as the universalities among and within various world religions. At the completion of the course students will be able to interact with members of various religions from around the world in a tolerant and well educated manner. Prerequisite: Juniors/Seniors

Talented and Gifted

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

World Languages

Course Title	Term	Grade(s)	Prerequisite(s)	Major Topics
French 1	S1 S2	9-12	Placement Criteria	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, leisure, weather/seasons, food/meals, city life, shopping, and culture
French 2	S1 S2	9-12	Placement Criteria	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations
French 2 Honors	S1 S2	9-12	Placement Criteria	In-depth study of all topics in French 2 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; beginning preparation for IB French
French 3	S1 S2	10-12	Placement Criteria	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature
French 3 Honors	S1 S2	10-12	Placement Criteria	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for IB French
IB French SL Yr. 1 IB French SL Yr. 2	S1 S2 S1 S2	11-12	IB DP Candidate	IB French SL/HL is a French language acquisition course designed for students with some previous experience in French. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
IB French HL Yr. 1 IB French HL Yr. 2	S1 S2 S1 S2	12	IB DP Candidate	IB French SL/HL is a French language acquisition course designed for students with some previous experience in French. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
Native Speaker Spanish 1	S1 S2	9-12	Placement Criteria	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening

				comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course. This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language. By the end of the Spanish for Native Speakers I course, students should exhibit Intermediate level proficiency in listening, speaking, reading and writing, and some students may attain Intermediate-High proficiency or above (ACTFL Proficiency Guidelines, 1999).
Native Speaker Spanish 2	S1 S2	9-12	Placement Criteria	This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish, as well as for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking. This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language. By the end of the Spanish for Native Speakers II course, students should exhibit Advanced Low level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 1999).

Native Speaker Spanish 3	S1 S2	9-12	Placement Criteria	The Spanish for Native Speakers (SNS) level III course is designed for heritage/native learners of Spanish who bring strong proficiency and literacy skills in Spanish as well as for those who have completed Spanish for Native Speakers II. The recommended entrance requirement for the Spanish for Native Speakers III is the Intermediate High to Advanced-Low level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-High level of proficiency in reading, writing, and speaking. This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, refining language forms and structures with an eye toward use of Spanish in professional settings, and development of a deep understanding of Hispanic cultures and issues of identity of heritage/native speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities. Additional course focus will be placed on refining written Spanish appropriate for professional settings. Because heritage/native speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language. Special focus will be placed on linking the competitive advantages of bilingualism to student career interests and/or pathways. By the end of the Spanish for Native Speakers III course, students should exhibit Advanced-Low to Advanced-Mid level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 2012). This course should be taught almost exclusively in the target language.
Spanish 1	S1 S2	9-12	Placement Criteria	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography
Spanish 2	S1 S2	9-12	Placement Criteria	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Spanish-speaking countries and Latino culture
Spanish 2 Honors	S1 S2	9-12	Placement Criteria	In-depth study of all topics in Spanish 2 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; beginning preparation for AP Spanish
Spanish 3	S1 S2	10-12	Placement Criteria	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Spanish-speaking countries and Latino culture in the U.S.
Spanish 3 Honors	S1 S2	10-12	Placement Criteria	In-depth study of all topics in Spanish 3 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; continuing preparation for AP Spanish and IB Spanish.

IB Spanish SL Yr. 1	S1 S2	11-12	IB DP Candidate	IB Spanish SL/HL is a Spanish language acquisition course designed for students with some previous experience in Spanish. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
IB Spanish SL Yr. 2	S1 S2			
IB Spanish HL Yr. 1	S1 S2	12	IB DP Candidate	IB Spanish SL/HL is a Spanish language acquisition course designed for students with some previous experience in Spanish. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
IB Spanish HL Yr. 2	S1 S2			
AP Spanish Language and Culture	S1 S2	9	Cohort Teacher Recommendation	AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.
Japanese 1	S1 S2	9-12	Placement Criteria	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography
Japanese 2	S1 S2	9-12	Placement Criteria	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Japanese culture.
Japanese 2 Honors	S1 S2	9-12	Placement Criteria	In-depth study of all topics in Japanese 2 with heavy emphasis on listening and speaking proficiency with additional authentic Japanese-language sources; preparation for IB Japanese
Japanese 3	S1 S2	10-12	Placement Criteria	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Japanese culture
Japanese 3 Honors	S1 S2	10-12	Placement Criteria	In-depth study of all topics in Japanese 3 with heavy emphasis on listening and speaking proficiency with additional authentic Japanese-language sources; preparation for IB Japanese
Japanese 4 Honors	S1 S2	10-12	Placement Criteria	In-depth study of literature with a heavy emphasis on listening and speaking proficiency with additional authentic Japanese-language sources; continuing preparation for IB Japanese
IB Japanese SL Y1	S1 S2	11-12	IB DP Candidate	IB Japanese SL/HL is a Japanese language acquisition course designed for students with some previous experience in Japanese. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
IB Japanese SL Y2	S1 S2			
IB Japanese HL Yr. 1	S1 S2	12	IB DP Candidate	IB Japanese SL/HL is a Japanese language acquisition course designed for students with some previous experience in Japanese. Students further develop their ability to communicate through the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet.
IB Japanese HL Yr. 2	S1 S2			

Placement Guidelines for 2026-2027 Course Recommendations for Core Content Areas in Grades 6-12

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

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

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

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

- 6-12 English Language Arts: Kelley Webb (webbk@fultonschools.org)
- Mathematics: Susan Baker (bakers1@fultonschools.org)
- Science: Steven Moody (moodys@fultonschools.org)
- Social Studies: Crystal Flowers (flowersc1@fultonschools.org)
- World Language: Jamie Patterson (patterson@fultonschools.org)
- Talented and Gifted: Molly Scheifflee (scheiffleem@fultonschools.org)
- Art, Dance, and Theatre: Betsy Eppes (eppese@fultonschools.org)
- Music: Matt Koperniak (koperniakm@fultonschools.org)
- Health & PE: Jodie Fleming (flemingjc@fultonschools.org)
- JROTC: Todd Powers (powerst@fultonschools.org)
- CTAE: Dea Kunovac (kunovacd@fultonschools.org)

High School Placement Guidelines 2026-2027

Mathematics					
Current Grade Level	Student's Current Course	Students Current Performance *All percentages refer to unweighted grades.	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Math 8	Semester 1 Average < 75%	Algebra: Concepts and Connections with Co-Requisite Algebra Support for Algebra: Concepts and Connections	27.0811000 with 27.0812000	
		Semester 1 Average 75%-79%	Algebra: Concepts and Connections (option to add Co-Requisite Algebra Support for Algebra: Concepts and Connections)	27.0811000 (option to add 27.0812000)	
		Semester 1 Average ≥ 80%	Algebra: Concepts and Connections OR Algebra: Concepts and Connections H	27.0811000 OR 27.0811040	27.2811040
	Enhanced Algebra: C&C Honors	Semester 1 Average < 70% OR Student plans to decline high school credit at the end of the year.	Algebra: Concepts and Connections	27.0811000	
		Semester 1 Average ≥ 70%	Geometry: Concepts and Connections OR Geometry: Concepts and Connections Honors	27.0811000 OR 27.0821040	27.281040
	Algebra: C&C Honors	Semester 1 Average < 70% OR Student plans to decline high school credit at the end of the year.	Algebra: Concepts and Connections	27.0811000	
		Semester 1 Average ≥ 70%	Geometry: Concepts and Connections OR Geometry: Concepts and Connections Honors	27.0811000 OR 27.0821040	27.281040
Grade 9	Algebra: C&C	Semester 1 Average < 75%	Geometry: Concepts and Connections with Co-Requisite Geometry Support for Geometry: Concepts and Connections	27.0821000 with 27.0822000	
		Semester 1 Average 75%-79%	Geometry: Concepts and Connections (option to add Co-Requisite Geometry Support for Geometry: Concepts and Connections)	27.0821000 (option to add 27.0822000)	
		Semester 1 Average ≥ 80%	Geometry: Concepts and Connections OR Geometry: Concepts and Connections Honors	27.0811000 OR 27.0821040	27.281040
	Geometry: C&C Honors	Semester 1 Average ≥ 70%	Advanced Algebra: Concepts and Connections OR Advanced Algebra: Concepts and Connections Honors	27.0821000 OR 27.0821040	27.2821040
		Identified through AP Potential OR Students may elect to enroll in Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors.	Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors	27.0931040	27.2931040
Grade 10	Geometry: C&C	Semester 1 Average < 75%	Advanced Algebra: Concepts and Connections with Co-Requisite Advanced Algebra Support for Advanced Algebra: Concepts and Connections	27.0831000 with 27.0832000	
		Semester 1 Average 75%-79%	Advanced Algebra: Concepts and Connections (option to add Co-Requisite Advanced Algebra Support for Advanced Algebra: Concepts and Connections)	27.0831000 (option to add 27.0832000)	
		Semester 1 Average ≥ 80%	Advanced Algebra: Concepts and Connections OR Advanced Algebra: Concepts and Connections Honors	27.0821000 OR 27.0821040	27.2821040
		Identified through AP Potential OR Students may elect to enroll in Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors.	Enhanced Advanced Algebra and AP Pre-Calculus: Concepts and Connections Honors	27.0931040	27.2931040
	Advanced Algebra: C&C Honors	Semester 1 Average < 80%	Precalculus	27.0841000	
		Semester 1 Average ≥ 80% OR Identified through AP Potential	AP Precalculus	27.0741000	27.2741000

High School Placement Guidelines 2026-2027

Grade 11	Advanced Algebra: C&C	Semester Average is 70-79%	Pre-Calculus: Concepts and Connections OR Advanced Mathematical Decision Making OR Statistical Reasoning	27.0841000 OR 27.0850000 OR 27.0880000	
		Semester 1 Average $\geq 80\%$ OR Identified through AP Potential	Pre-Calculus: Concepts and Connections OR AP Precalculus OR AP Statistics	27.0841000 OR 27.0741000 OR 27.0740000	27.2741000 27.2740000
	Enhanced Advanced Algebra and AP Precalculus: C&C	Semester 1 Average $< 80\%$	Calculus OR AP Calculus AB OR AP Statistics OR AP Calculus BC if Identified through AP Potential	27.0780000 OR 27.0720000 OR 27.0741000 OR 27.0730000	27.2720000 27.2740000 27.2730000
		Semester 1 Average $\geq 80\%$	Calculus OR AP Calculus AB OR AP Calculus BC OR AP Statistics	27.0780000 OR 27.0720000 OR 27.0730000 OR 27.0741000	27.2720000 27.2730000 27.2740000
	AP Precalculus	Semester 1 Average $< 80\%$	Calculus OR AP Calculus AB OR AP Statistics OR AP Calculus BC if Identified through AP Potential	27.0780000 OR 27.0720000 OR 27.0741000 OR 27.0730000	27.2720000 27.2740000 27.2730000
		Semester 1 Average $\geq 80\%$	Calculus OR AP Calculus AB OR AP Calculus BC OR AP Statistics	27.0780000 OR 27.0720000 OR 27.0730000 OR 27.0741000	27.2720000 27.2730000 27.2740000

High School Placement Guidelines 2026-2027

English/Language Arts (ELA)					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Language Arts 8 On-Level	i-Ready < 35%ile Mid-Year NPR AND Below Grade Level on GMAS Reading Indicator for Grade 7	Basic Read Write I AND Literature & Composition I	23.0830000 AND 23.0616000 *Use remedial numbers when appropriate.	
		Semester 1 Average < 80%	Literature & Composition I	23.0616000	
		Semester 1 Average ≥ 80%	Literature & Composition I OR Literature & Composition I Honors	23.0616000 OR 23.0616040	23.2616040
	Language Arts 8 Advanced	Semester 1 Average < 80%	Literature & Composition I	23.0616000	
		Semester 1 Average ≥ 80%	Literature & Composition I Honors	23.0616040	23.2616040
	Literature & Composition I Honors OR Enhanced Literature & Composition I Honors	Semester 1 Average < 80%	Literature & Composition II	23.0617000	
		Semester 1 Average ≥ 80%	Literature & Composition II Honors OR AP Seminar, ELA (EOC) OR AP English Language/Composition (EOC)	23.0617040 OR 23.03800E1/E2 OR 23.04300E1/E2	23.2617040 23.23800E1/E2 23.24300E1/E2
Grade 9	Literature & Composition I	Semester 1 Average < 80%	Literature & Composition II	23.0617000	
		Semester 1 Average ≥ 80%	Literature & Composition II OR Literature & Composition II Honors OR AP Seminar, ELA (EOC) OR AP English Language/Composition (EOC)	23.0617000 OR 23.0617040 OR 23.03800E1/E2 OR 23.04300E1/E2	23.2617040 23.23800E1/E2 23.24300E1/E2
	Literature & Composition I Honors	Semester 1 Average < 80%	Literature & Composition II	23.0617000	
		Semester 1 Average ≥ 80%	Literature & Composition II OR Literature & Composition II Honors OR AP Seminar, ELA (EOC) OR AP English Language/Composition (EOC)	23.0617000 OR 23.0617040 OR 23.03800E1/E2 OR 23.04300E1/E2	23.2617040 23.23800E1/E2 23.24300E1/E2
	Literature & Composition II	Semester 1 Average < 80%	American Literature/Comp OR British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors	23.0510000 OR 23.0520000 OR 23.0630000 OR 23.0670000 OR 23.0300011/12	23.2300011/12
		Semester 1 Average ≥ 80%	American Literature/Composition OR American Literature/Composition Honors OR British Literature/Composition OR British Literature/Composition Honors OR World Literature/Composition OR World Literature/Composition Honors OR Multicultural Literature/Composition OR Multicultural Literature/Composition Honors OR Advanced Composition OR Advanced Composition Honors OR Dramatic Writing Honors OR AP Seminar, ELA OR AP English Language/Composition OR AP English Literature/Composition	23.0510000 OR 23.0510040 OR 23.0520000 OR 23.0520040 OR 23.0630000 OR 23.0630040 OR 23.0670000 OR 23.0670040 OR 23.0340000 OR 23.0340040 OR 23.0300011/12 OR 23.0380000 23.0430000 23.0650000	23.2510040 23.2520040 23.2630040 23.2670040 23.2340040 23.2300011/12 23.2380000 23.2430000 23.2650000

High School Placement Guidelines 2026-2027

	Literature & Composition II Honors OR AP Seminar, ELA (EOC) OR AP English Language/Composition (EOC)	Semester 1 Average < 80%	American Literature/Comp OR British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors	23.0510000 OR 23.0520000 OR 23.0630000 OR 23.0670000 OR 23.0300011/12	23.2300011/12
		Semester 1 Average ≥ 80%	American Literature/Composition Honors OR British Literature/Composition Honors OR World Literature/Composition Honors OR Multicultural Literature/Composition Honors OR Advanced Composition Honors OR Dramatic Writing Honors OR AP Seminar, ELA OR AP English Language/Composition OR AP English Literature/Composition	23.0510040 23.0520040 23.0630040 23.0670040 23.0340040 23.0300011/12 23.0380000 23.0430000 23.0650000	23.2510040 23.2520040 23.2630040 23.2670040 23.2340040 23.2300011/12 23.2380000 23.2430000 23.2650000
Grade 10	Literature & Composition II	Semester 1 Average < 80%	American Literature/Comp OR British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors Dual Enrollment (Core Course Credit)	23.0510000 OR 23.0520000 OR 23.0630000 OR 23.0670000 OR 23.0300011/12 Dual Enrollment	23.2300011/12
		Semester 1 Average ≥ 80%	American Literature/Composition OR American Literature/Composition Honors OR British Literature/Composition OR British Literature/Composition Honors OR World Literature/Composition OR World Literature/Composition Honors OR Multicultural Literature/Composition OR Multicultural Literature/Composition Honors OR Advanced Composition OR Advanced Composition Honors OR Dramatic Writing Honors OR AP Seminar, ELA OR AP English Language/Composition OR AP English Literature/Composition Dual Enrollment (Core Course Credit)	23.0510000 OR 23.0510040 OR 23.0520000 OR 23.0520040 OR 23.0630000 OR 23.0630040 OR 23.0670000 OR 23.0670040 OR 23.0340000 OR 23.0340040 OR 23.0300011/12 OR 23.0380000 23.0430000 23.0650000 Dual Enrollment	23.2510040 23.2520040 23.2630040 23.2670040 23.2340040 23.2300011/12 23.2380000 23.2430000 23.2650000
	Literature & Composition II Honors	Semester 1 Average < 80%	American Literature/Comp OR British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors Dual Enrollment (Core Course Credit)	23.0510000 23.0520000 23.0630000 23.0670000 23.0300011/12 Dual Enrollment	23.2300011/12
		Semester 1 Average ≥ 80%	American Literature/Composition Honors OR British Literature/Composition Honors OR World Literature/Composition Honors OR Multicultural Literature/Composition Honors OR Advanced Composition Honors OR Dramatic Writing Honors OR AP Seminar, ELA OR AP English Language/Composition OR	23.0510040 23.0520040 23.0630040 23.0670040 23.0340040 23.0300011/12 23.0380000 23.0430000	23.2510040 23.2520040 23.2630040 23.2670040 23.2340040 23.2300011/12 23.2380000 23.2430000

High School Placement Guidelines 2026-2027

			AP English Literature/Composition Dual Enrollment (Core Course Credit)	23.0650000 Dual Enrollment	23.2650000
		Semester 1 Average < 80%	Any core credit course not previously taken: British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors Dual Enrollment (Core Course Credit)	23.0630000 23.0670000 23.0630000 23.0670000 23.0630000 23.0670000	23.0630000 23.0670000 23.0630000 23.0670000 23.0630000 23.0670000
		Semester 1 Average ≥ 80%	Any core credit course not previously taken: American Literature/Composition OR American Literature/Composition Honors OR British Literature/Composition OR British Literature/Composition Honors OR World Literature/Composition OR World Literature/Composition Honors OR Multicultural Literature/Composition OR Multicultural Literature/Composition Honors OR Advanced Composition OR Advanced Composition Honors OR Dramatic Writing Honors OR AP Seminar, ELA OR AP English Language/Composition OR AP English Literature/Composition Dual Enrollment (Core Course Credit)	23.0510000 OR 23.0510040 OR 23.0520000 OR 23.0520040 OR 23.0630000 OR 23.0630040 OR 23.0670000 OR 23.0670040 OR 23.0340000 OR 23.0340040 OR 23.0300011/12 OR 23.0380000 23.0430000 23.0650000 Dual Enrollment	23.0510000 23.0510040 23.0520000 23.0520040 23.0630000 23.0630040 23.0670000 23.0670040 23.0340000 23.0340040 23.0300011/12 23.0380000 23.0430000 23.0650000 Dual Enrollment
Grade 11	Enrolled in a third core credit course		Any core credit course not previously taken: British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors Dual Enrollment (Core Course Credit)	23.0520000 23.0630000 23.0670000 23.0300011/12 Dual Enrollment	23.2300011/12
		Semester 1 Average <80%	Any core credit course not previously taken: British Literature/Composition OR World Literature/Composition OR Multicultural Literature/Composition OR Dramatic Writing Honors Dual Enrollment (Core Course Credit)	23.0510000 OR 23.0510040 OR 23.0520000 OR 23.0520040 OR 23.0630000 OR 23.0630040 OR 23.0670000 OR 23.0670040 OR 23.0340000 OR 23.0340040 OR 23.0300011/12 OR 23.0380000 23.0430000 23.0650000 Dual Enrollment	23.2510040 23.2520040 23.2630040 23.2670040 23.2340040 23.2300011/12 23.2380000 23.2430000 23.2650000 Dual Enrollment
		Semester 1 Average ≥ 80%	Any core credit course not previously taken: American Literature/Composition OR American Literature/Composition Honors OR British Literature/Composition OR British Literature/Composition Honors OR World Literature/Composition OR World Literature/Composition Honors OR Multicultural Literature/Composition OR Multicultural Literature/Composition Honors OR Advanced Composition OR Advanced Composition Honors OR Dramatic Writing Honors OR AP Seminar, ELA OR AP English Language/Composition OR AP English Literature/Composition Dual Enrollment (Core Course Credit)	23.0510000 OR 23.0510040 OR 23.0520000 OR 23.0520040 OR 23.0630000 OR 23.0630040 OR 23.0670000 OR 23.0670040 OR 23.0340000 OR 23.0340040 OR 23.0300011/12 OR 23.0380000 23.0430000 23.0650000 Dual Enrollment	23.2510040 23.2520040 23.2630040 23.2670040 23.2340040 23.2300011/12 23.2380000 23.2430000 23.2650000 Dual Enrollment

*If a student took World Lit in 10th grade, they cannot take it again in Grade 11 or 12.

**Honors and AP courses are TAG Eligible and use the same course number with a .2 instead of a .0

High School Placement Guidelines 2026-2027

Science					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Science of the Physical World	Semester 1 Average < 80% OR Summative Unit Assessment Average < 70%	Biology OR Physical Science	26.0120000 OR 40.0110000	
		Semester 1 Average ≥ 80% AND Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040	26.2120040
	TAG Science of the Physical World	Semester 1 Average ≥ 80% AND Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040	26.2120040
	High School Physical Science	Semester 1 Average < 80% OR Summative Unit Assessment Average < 70%	Biology	26.0120000	
		Semester 1 Average ≥ 80% AND Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040	26.2120040
	High School Physical Science Honors	Semester 1 Average < 80% OR Summative Unit Assessment Average < 70%	Biology	26.0120000	
		Semester 1 Average ≥ 80% AND Summative Unit Assessment Average ≥ 80%	Biology Honors	26.0120040	26.2120040
Grade 9	Physical Science	Semester 1 Average < 80% AND/OR < 80% in Algebra: C&C	Biology	26.0120000	
		Georgia Milestones Grade 8 Science Level 3 or 4 AND Semester 1 Average ≥ 80% AND ≥ 80% in Algebra: C&C	Biology Honors	26.0120040	26.2120040
	Physical Science Honors	Semester 1 Average < 80% AND/OR < 80% in Algebra: C&C	Biology	26.0120000	
		Georgia Milestones Grade 8 Science Level 3 or 4 AND Semester 1 Average ≥ 80% AND ≥ 80% in Algebra: C&C	Biology Honors	26.0120040	26.2120040
	Biology	Semester 1 Average < 80% AND/OR < 80% in Algebra: C&C	Chemistry OR Earth Systems OR Environmental Science	40.0510000 OR 40.0640000 OR 26.0611000	
		Semester 1 Average ≥ 80% AND ≥ 80% in Algebra: C&C	Chemistry OR Chemistry Honors	40.0510000 OR 40.0510040	40.2510040
		Semester 1 Average < 80% AND < 80% in Geometry: C&C. Student is on track mathematically to take physics.	Chemistry	40.0510000	
		Semester 1 Average ≥ 80% AND Geometry: C&C Average ≥ 80%. Student is on track mathematically to take physics.	Chemistry Honors	40.0510040	40.2510040
	Honors Biology	Semester 1 Average < 80% AND < 80% Geometry: C&C. Student is on track mathematically to take physics.	Chemistry	40.0510000	
		Semester 1 Average ≥ 80% AND Geometry: C&C Average ≥ 80%. Student is on track mathematically to take physics.	Chemistry Honors	40.0510040	40.2510040
Grade 10	Physical Science	Semester 1 Average < 80% AND < 80% Geometry: C&C Average.	Earth Systems OR Environmental Science OR Chemistry	40.0640000 OR 26.0611000 OR 40.0510000	

High School Placement Guidelines 2026-2027

		Semester 1 Average $\geq$ 80% AND Geometry: C&C Average $\geq$ 80% OR Identification through AP Potential	Earth Systems OR Environmental Science OR Chemistry	40.0640000 OR 26.0611000 OR 40.0510000	
	Biology	Semester 1 Average $<$ 80% AND $<$ 80% Geometry: C&C Average.	Chemistry	40.0510000	
		Semester 1 Average $\geq$ 80% AND Geometry: C&C Average $\geq$ 80%.	Honors Chemistry	40.0510040	40.2510040
	Honors Biology	Semester 1 Average $<$ 80% AND $<$ 80% Geometry: C&C Average.	Chemistry	40.0510000	
		Semester 1 Average $\geq$ 80% AND Geometry C&C Average $\geq$ 80%.	Honors Chemistry	40.0510040	40.2510040
	Chemistry	Semester 1 Average $\geq$ 70% AND enrolling in Advanced Algebra: C&C	Physics OR Fourth Year Science	40.0810000 See Approved List	
		Semester 1 Average $\geq$ 70% AND enrolling in Precalculus: C&C	Physics	40.0810000	
		Semester 1 Average $\geq$ 80% AND enrolling in Precalculus: C&C	Physics Honors	40.0810040	40.2810040
	Honors Chemistry	Semester 1 Average $\geq$ 70% AND enrolling in Advanced Algebra: C&C	Physics OR Fourth Year Science	40.0810000 See Approved List	
		Semester 1 Average $\geq$ 70% AND enrolling in Precalculus: C&C	Physics	40.0810000	
		Semester 1 Average $\geq$ 80% AND enrolling in Precalculus: C&C	Physics Honors OR AP Science (AP Chemistry, AP Biology, AP Physics 1, AP Physics 2, AP Physics C requires enrollment in Calculus)	40.0810040 OR *AP Course	40.2810040
Grade 11	Physics	Semester 1 Average $\geq$ 80% AND Precalculus: C&C Average $\geq$ 80% OR Identification through AP Potential	AP Science Course	*AP Course	
		Semester 1 Average $<$ 80% AND $<$ 80% Precalculus: C&C.	Fourth Year Science	See Approved List	
	Environmental Science, AP Environmental Science, Earth Systems, Chemistry, Honors Chemistry	Anticipated completion of course and enrollment in a 4 th year math	Physics OR Fourth Year Science	40.0810000 See Approved List	
	AP Science Course	Semester 1 Average $\geq$ 80% AND Pre-Calculus: C&C Average $\geq$ 80% OR Identification through AP Potential	Fourth Year Science	See Approved List	

*AP Science Courses

AP Biology: 26.0140010

AP Environmental Science: 26.0620010

AP Chemistry: 40.0530010

TAG Eligible 26.2140010

TAG Eligible 26.2620010

TAG Eligible 40.2530010

AP Physics Part 1: 40.0831010

AP Physics Part 2: 40.0832010

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

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

TAG Eligible 40.2831010

TAG Eligible 40.2832010

TAG Eligible 40.2841010

TAG Eligible 40.2842010

High School Placement Guidelines 2026-2027

Social Studies					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Georgia Studies 8	Anticipated promotion to Grade 9	American Government/Civics	45.0570001	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$	AP Government/Civics OR AP Human Geography OR AP Govt/Politics Comp	45.0520000 45.0770000 45.0530001	45.2520000 45.2770000 45.2530001
	TAG Georgia Studies 8	Anticipated promotion to Grade 9	American Government/Civics	45.0570001	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$	AP Government/Civics OR AP Human Geography OR AP Govt/Politics Comp	45.0520000 45.0770000 45.0530001	45.2520000 45.2770000 45.2530001
Grade 9	American Government	Semester 1 Average $< 80\%$	World History	45.0830000	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$ OR Identification through AP Potential	AP World History	45.0811010	45.2811010
	AP American Government, AP Human Geography, or AP Comparative	Semester 1 Average $< 80\%$	World History	45.0830000	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$	AP World History	45.0811010	45.2811010
Grade 10	World History	Semester 1 Average $< 80\%$	US History	45.0810000	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$ OR Identification through AP Potential	AP US History	45.0820010	45.2820010
	AP World History	Semester 1 Average is $< 80\%$ OR Summative Unit Assessment Average $< 70\%$	US History	45.0810000	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$	AP US History	45.0820010	45.2820010
Grade 11	US History	Semester 1 Average $< 80\%$	Personal Finance and Economics	45.0610001	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$ OR Identification through AP Potential	AP Macro Economics OR AP Micro Economics	45.0620001 45.0630001	45.2620001 45.2630001
	AP US History	Semester 1 Average $< 80\%$ OR Summative Unit Assessment Average $< 70\%$	Personal Finance and Economics	45.0610001	
		Semester 1 Average $\geq 80\%$ OR Summative Unit Assessment Average $\geq 80\%$	AP Macro Economics OR AP Micro Economics	45.0620001 45.0630001	45.2620001 45.2630001

High School Placement Guidelines 2026-2027

World Language					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Level 1 WL Course or No WL Course	Average < 70% for either of the two semesters OR No World Language Course	Level 1 WL Course	Level 1 Course Numbers: ASL 64.0310000 Chinese 62.0110000 French 60.0110000 German 61.0110000 Japanese 62.0310000 Latin 61.0410000 Spanish 60.0710000 Spanish for Native Speakers 60.0790000	
	Level 1 WL Course	Semester 1 Average ≥ 70%	Accept the credit for WL Level 1 and continue to the <u>same WL Level 2</u> . (This is the default option.) OR Accept the credit for WL Level 1 but change to a <u>different WL Level 1</u> . OR Decline the credit but continue to the <u>same WL Level 2</u> as a freshman. (This is possible because there are no prerequisites for WL. A teacher recommendation is suggested.)	Level 2 Course Numbers: ASL 64.0320000 Chinese 62.0120000 French 60.0120000 German 61.0120000 Japanese 62.0320000 Latin 61.0420000 Spanish 60.0720000 Spanish for Native Speakers 60.0790000	
Grades 9-11	Level 1 WL	Semester 1 Average < 80%	Level 2 WL Course	ASL 64.0320000 Chinese 62.0120000 French 60.0120000 German 61.0120000 Japanese 62.0320000 Latin 61.0420000 Spanish 60.0720000 Spanish for Native Speakers 60.0791000	
		Semester 1 Average ≥ 80%	Level 2 Honors WL Course	ASL 64.0320040 Chinese 62.0120040 French 60.0120040 German 61.0120040 Japanese 62.0320000 Latin 61.0420040 Spanish 60.0720040 Spanish for Native Speakers 60.0791040	ASL 64.2320040 Chinese 62.2120040 French 60.2120040 German 61.2120040 Japanese 62.2320000 Latin 61.2420040 Spanish 60.2720040 Spanish for Native Speakers 60.0791040
	Level 2 WL	Semester 1 Average < 80%	Level 3 WL Course	Chinese 62.0130000 French 60.0130000 German 61.0130000 Japanese 62.0330000 Latin 61.0430000 Spanish 60.0730000 Spanish for Native Speakers 60.0792000	

High School Placement Guidelines 2026-2027

		Semester 1 Average $\geq 80\%$	Level 3 Honors WL Course	Chinese 62.0130040 French 60.0130040 German 61.0130040 Japanese 62.0330040 Latin 61.0430040 Spanish 60.0730040 Spanish for Native Speakers 60.0792040	Chinese 62.2130040 French 60.2130040 German 61.2130040 Japanese 62.2330040 Latin 61.2430040 Spanish 60.2730040 Spanish for Native Speakers 60.2792040
	Level 2 Honors WL	Semester 1 Average $< 80\%$	Level 3 WL Course	Chinese 62.0130000 French 60.0130000 German 61.0130000 Japanese 62.0330000 Latin 61.0430000 Spanish 60.0730000 Spanish for Native Speakers 60.0792000	
		Semester 1 Average $\geq 80\%$	Level 3 Honors WL Course	Chinese 62.0130040 French 60.0130040 German 61.0130040 Japanese 62.0330040 Latin 61.0430040 Spanish 60.0730040 Spanish for Native Speakers 60.0792040	Chinese 62.2130040 French 60.2130040 German 61.2130040 Japanese 62.2330040 Latin 61.2430040 Spanish 60.2730040 Spanish for Native Speakers 60.2792040
	Level 3 WL	Semester 1 Average $< 80\%$	Level 4 WL Course	Chinese 62.0140000 French 60.0140000 German 61.0140000 Japanese 62.0340000 Latin 61.0440000 Spanish 60.0740000	
		Semester 1 Average $\geq 80\%$ OR Identification through AP Potential and/or teacher recommendation	Level 4 Honors WL Course OR AP Language Course	Chinese 62.0140040 French 60.0140040 German 61.0140040 Japanese 62.0340040 Latin 61.0440040 Spanish 60.0740040 AP Course*	Chinese 62.2140040 French 60.2140040 German 61.2140040 Japanese 62.2340040 Latin 61.2440040 Spanish 60.2740040 AP Course*
	Level 3 Honors WL	Semester 1 Average $< 80\%$	Level 4 WL Course	Chinese 62.0140000 French 60.0140000 German 61.0140000 Japanese 62.0340000 Latin 61.0440000 Spanish 60.0740000	
		Semester 1 Average $\geq 80\%$ OR Identification through AP Potential and/or teacher recommendation	Level 4 Honors WL Course OR AP Language Course	Chinese 62.0140040 French 60.0140040 German 61.0140040 Japanese 62.0340040 Latin 61.0440040 Spanish 60.0740040 AP Course*	Chinese 62.2140040 French 60.2140040 German 61.2140040 Japanese 62.2340040 Latin 61.2440040 Spanish 60.2740040 AP Course*

High School Placement Guidelines 2026-2027

	Level 4 WL	Semester 1 Average < 80%	Level 5 WL Course	Chinese 62.0150000 French 60.0150000 German 61.0150000 Japanese 62.0350000 Latin 61.0450000 Spanish 60.0750000	
		Semester 1 Average ≥ 80% OR Identification through AP Potential and/or teacher recommendation	Level 5 Honors WL Course OR AP Language Course	Chinese 62.01500040 French 60.01500040 German 61.01500040 Japanese 62.03500040 Latin 61.04500040 Spanish 60.07500040 AP Course*	Chinese 62.21500040 French 60.21500040 German 61.21500040 Japanese 62.23500040 Latin 61.24500040 Spanish 60.27500040 AP Course*
	Level 4 Honors WL	Semester 1 Average < 80%	Level 5 WL Course	Chinese 62.0150000 French 60.0150000 German 61.0150000 Japanese 62.0350000 Latin 61.0450000 Spanish 60.0750000	
		Semester 1 Average ≥ 80% OR Identification through AP Potential and/or teacher recommendation	Level 5 Honors WL Course OR AP Language Course	Chinese 62.01500040 French 60.01500040 German 61.01500040 Japanese 62.03500040 Latin 61.04500040 Spanish 60.07500040 AP Course*	Chinese 62.21500040 French 60.21500040 German 61.21500040 Japanese 62.23500040 Latin 61.24500040 Spanish 60.27500040 AP Course*
	AP Spanish Language Course	Semester 1 Average ≥ 70%	AP Spanish Literature and Culture Course	60.0811000	60.2811000

*AP Language Course

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

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

High School Placement Guidelines 2026-2027

Art					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Grade 8 Art	Anticipated promotion to Grade 9	Intro to Art AND Fundamentals of Design	50.0211001 AND 50.0212001	
	Intro to Art	Semester 1 Average $\geq 80\%$	Fundamentals of Design AND Any Level 1 Art Class	50.0212001	
	Intro to Art AND Fundamentals of Design	Semester 1 Average $\geq 80\%$	Drawing I & II OR Painting I & II Drawing & Painting I & II OR Photography I & II OR Graphics I & II OR Digital Design I & II OR Video & Filmmaking I & II OR Ceramics I & II OR Sculpture I & II OR Jewelry & Metalcrafts I & II	50.0311001/50.03120001 50.0310001/50.03220001 50.0313001/50.03140001 50.0711001/50.07120001 50.0721001/50.07220001 50.0725001/50.07270001 50.0731001/50.07320001 50.0411001/50.04120001 50.0611001/50.06120001 50.0460001/50.04620001	
Grade 9	Intro to Art AND Fundamentals of Design	Semester 1 Average $\geq 80\%$	Drawing I & II OR Painting I & II Drawing & Painting I & II OR Photography I & II OR Graphics I & II OR Digital Design I & II OR Video & Filmmaking I & II OR Ceramics I & II OR Sculpture I & II OR Jewelry & Metalcrafts I & II	50.0311001/50.03120001 50.0310001/50.03220001 50.0313001/50.03140001 50.0711001/50.07120001 50.0721001/50.07220001 50.0725001/50.07270001 50.0731001/50.07320001 50.0411001/50.04120001 50.0611001/50.06120001 50.0460001/50.04620001	
	Drawing I & II OR Painting I & II Drawing & Painting I & II OR Photography I & II OR Graphics I & II OR Digital Design I & II OR Video & Filmmaking I & II OR Ceramics I & II OR Sculpture I & II OR Jewelry & Metalcrafts I & II	Semester 1 Average $\geq 80\%$	Drawing III & IV OR Painting III & IV Drawing & Painting I & II OR Photography III & IV OR Graphics III & IV OR Video & Filmmaking III & IV OR Ceramics III & IV OR Sculpture III & IV OR Jewelry & Metalcrafts III & IV	50.0333001/50.03240001 50.0323001/50.03240001 50.0315001/50.03160001 50.0713001/50.07140001 50.0723001/50.07240001 50.0733001/50.07340001 50.0413001/50.04140001 50.0613001/50.06140001 50.0463001/50.04640001	
Grade 10	Drawing I & II OR Painting I & II Drawing & Painting I & II OR Photography I & II OR Graphics I & II OR Digital Design I & II OR Video & Filmmaking I & II OR Ceramics I & II OR Sculpture I & II OR Jewelry & Metalcrafts I & II	Semester 1 Average $\geq 80\%$	Drawing III & IV OR Painting III & IV Drawing & Painting I & II OR Photography III & IV OR Graphics III & IV OR Video & Filmmaking III & IV OR Ceramics III & IV OR Sculpture III & IV OR Jewelry & Metalcrafts III & IV	50.0333001/50.03240001 50.0323001/50.03240001 50.0315001/50.03160001 50.0713001/50.07140001 50.0723001/50.07240001 50.0733001/50.07340001 50.0413001/50.04140001 50.0613001/50.06140001 50.0463001/50.04640001	

High School Placement Guidelines 2026-2027

	Drawing III & IV OR Painting III & IV Drawing & Painting III & IV OR Photography III & IV OR Graphics III & IV OR Digital Design III & IV OR Video & Filmmaking III & IV OR Ceramics III & IV OR Sculpture III & IV OR Jewelry & Metalcrafts III & IV	Semester 1 Average $\geq 80\%$	Any Other Level I & II Course OR AP Studio Art Drawing Portfolio OR AP Studio Art 2D Design Portfolio	50.0811000 OR 50.0813000	50.2811000 50.2813000
Grade 11	Drawing III & IV OR Painting III & IV Drawing & Painting III & IV OR Photography III & IV OR Graphics III & IV OR Digital Design III & IV OR Video & Filmmaking III & IV OR Ceramics III & IV OR Sculpture III & IV OR Jewelry & Metalcrafts III & IV	Semester 1 Average $\geq 80\%$	Any Other Level I & II Course OR AP Studio Art Drawing Portfolio OR AP Studio Art 2D Design Portfolio	50.0811000 OR 50.0813000	50.2811000 50.2813000
	AP Studio Art Drawing Portfolio OR AP Studio Art 2D Design Portfolio	Semester 1 Average $\geq 80\%$	Any Other Level I & II Course OR AP Studio Art Drawing Portfolio OR AP Studio Art 2D Design Portfolio	50.0811000 OR 50.0813000	50.2811000 50.2813000

High School Placement Guidelines 2026-2027

Theatre					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	No Theatre Course	Anticipated promotion to Grade 9	Fundamentals of Theatre I & II OR Acting I & II OR Technical Theatre I & II	52.0210001/52.0220001 52.0610001/52.0620001 52.0410001/52.0420001	
	Theatre Arts	Semester 1 Average $\geq 80\%$	Fundamentals of Theatre I & II OR Acting I & II OR Technical Theatre I & II	52.0210001/52.0220001 52.0610001/52.0620001 52.0410001/52.0420001	
	Fundamentals of Theatre I & II	Semester 1 Average $\geq 80\%$	Fundamentals III & IV OR Any Other Level I & II Course	52.0230001/52.0240001	
Grade 9	Fundamentals of Theatre I & II OR Acting I & II OR Technical Theatre I & II OR Musical Theatre I & II OR Advanced Drama I & II	Semester 1 Average $\geq 80\%$	Fundamentals of Theatre III & IV OR Acting III & IV OR Technical Theatre III & IV OR Musical Theatre III & IV OR Advanced Drama III & IV	52.0230001/52.0240001 52.0630001/52.0640001 52.0430001/52.0440001 52.0330001/52.0340001 52.0523001/52.0524001	
	Fundamentals or Theatre III & IV	Semester 1 Average $\geq 80\%$	Any Other Level I & II Course		
Grade 10	Fundamentals or Theatre III & IV OR Acting III & IV OR Technical Theatre III & IV OR Musical Theatre III & IV OR Advanced Drama III & IV	Semester 1 Average $\geq 80\%$	Any Other Level I & II Course OR Theatre Management	52.0910001	
	Fundamentals of Theatre I & II OR Acting I & II OR Technical Theatre I & II OR Musical Theatre I & II OR Advanced Drama I & II	Semester 1 Average $\geq 80\%$	Fundamentals or Theatre III & IV OR Acting III & IV OR Technical Theatre III & IV OR Musical Theatre III & IV OR Advanced Drama III & IV	52.0230001/52.0240001 52.0630001/52.0640001 52.0430001/52.0440001 52.0330001/52.0340001 52.0523001/52.0524001	
	Theatre Management	Semester 1 Average $\geq 80\%$	Film and Television I & II OR Acting & Production in Film I & II OR Lighting Design I & II OR Sound Design I & II	52.0710001/52.0720001 52.0731001/52.0732001 52.0450001/52.0460001 52.0490001/52.0491001	
Grade 11	Fundamentals or Theatre III & IV OR Acting III & IV OR Technical Theatre III & IV OR Musical Theatre III & IV OR Advanced Drama III & IV		Any Other Level I & II Course OR Theatre Management	52.0910001	
	Theatre Management		Film and Television I & II OR Acting & Production in Film I & II OR Lighting Design I & II OR Sound Design I & II	52.0710001/52.0720001 52.0731001/52.0732001 52.0450001/52.0460001 52.0490001/52.0491001	
	Film and Television I & II OR Acting & Production in Film I & II OR Lighting Design I & II OR Sound Design I & II		Film and Television III & IV OR Acting & Production in Film III & IV OR Lighting Design III & IV OR Sound Design III & IV	52.0713001/52.0714001 52.0733001/52.0734001 52.0470001/52.0480001 52.0492001/52.0493001	

High School Placement Guidelines 2026-2027

Dance					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	No Dance Course	Anticipated promotion to Grade 9	Ballet I OR Jazz Dance I OR Modern Dance I OR Dance I OR Adv Repertpry Dance I OR World Dance Forms I OR Dance Composition	51.0210000 51.0310000 51.0410000 51.0530000 51.0630000 51.0620000 51.0520000	
Grade 9	Ballet I OR Jazz Dance I OR Modern Dance I OR Dance I OR Adv Repertpry Dance I OR World Dance Forms I OR Dance Composition	Semester 1 Average $\geq 80\%$	Ballet II OR Jazz Dance II OR Modern Dance II OR Dance II OR Adv Repertpry Dance II OR World Dance Forms II OR Any Level I Course	51.0220000 51.0320000 51.0420000 51.0540000 51.0631000 51.0621000	
Grade 10	Ballet II OR Jazz Dance II OR Modern Dance II OR Dance II OR Adv Repertpry Dance II OR World Dance Forms II	Semester 1 Average $\geq 80\%$	Ballet III OR Jazz Dance III OR Modern Dance III OR Dance III OR World Dance Forms III	51.0230000 51.0330000 51.0430000 51.0550000 51.0622000	
Grade 11	Ballet III OR Jazz Dance III OR Modern Dance III OR Dance III OR World Dance Forms III	Semester 1 Average $\geq 80\%$	Ballet IV OR Jazz Dance IV OR Modern Dance IV OR Dance IV OR World Dance Forms IV	51.0240000 51.0340000 51.0440000 51.0560000 51.0623000	

High School Placement Guidelines 2026-2027

Music					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Beginning Band (8) Intermediate Band (8) Advanced Band (8)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Band I Intermediate Band I Advanced Band I Mastery Band I	53.0361000 53.0371000 53.0381000 53.0391000	
	Beginning Band I (HS)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Intermediate Band I Advanced Band I Mastery Band I	53.0371000 53.0381000 53.0391000	
	Beginning Chorus (8) Intermediate Chorus (8) Advanced Chorus (8)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Chorus I Intermediate Chorus I Advanced Chorus I Mastery Mixed Chorus I Beginning Treble Chorus I Intermediate Treble Chorus I Advanced Treble Chorus I Mastery Treble Chorus I Beginning Tenor/Bass Chorus I Intermediate Tenor/Bass Chorus I Advanced Tenor/Bass Chorus I Mastery Tenor/Bass Chorus I	54.0211000 54.0221000 54.0231000 54.0235000 54.0231000 54.0241000 54.0261000 54.0265000 54.0271000 54.0281000 54.0291000 54.0295000	
	Beginning Chorus I (HS)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Intermediate Chorus I Advanced Chorus I Mastery Mixed Chorus I Beginning Treble Chorus I Intermediate Treble Chorus I Advanced Treble Chorus I Mastery Treble Chorus I Beginning Tenor/Bass Chorus I Intermediate Tenor/Bass Chorus I Advanced Tenor/Bass Chorus I Mastery Tenor/Bass Chorus I	54.0221000 54.0231000 54.0235000 54.0231000 54.0241000 54.0261000 54.0265000 54.0271000 54.0281000 54.0291000 54.0295000	
	Beginning Music Technology (8) Advanced Music Technology (8)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Music Technology	53.0221000	
	Beginning Music Technology (HS)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Intermediate Music Technology	53.0222000	
	Beginning Orchestra (8) Intermediate Orchestra (8) Advanced Orchestra (8)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Orchestra I Intermediate Orchestra I Advanced Orchestra I Mastery Orchestra I Beginning Orchestra I Intermediate Orchestra I Advanced Orchestra I Mastery Orchestra I	53.0561000 53.0571000 53.0581000 53.0591000 53.0561000 53.0571000 53.0581000 53.0591000	
	Beginning Orchestra I (HS)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Intermediate Orchestra I Advanced Orchestra I Mastery Orchestra I	53.0571000 53.0581000 53.0591000	

High School Placement Guidelines 2026-2027

			Beginning Orchestra I Intermediate Orchestra I Advanced Orchestra I Mastery Orchestra I	53.0561000 53.0571000 53.0581000 53.0591000	
Grade 9	Band Level I Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Band II Intermediate Band II Advanced Band II Mastery Band II	53.0362000 53.0372000 53.0382000 53.0392000	
	Chorus Level I Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Chorus II Intermediate Chorus II Advanced Chorus II Mastery Mixed Chorus II Beginning Treble Chorus II Intermediate Treble Chorus II Advanced Treble Chorus II Mastery Treble Chorus II Beginning Tenor/Bass Chorus II Intermediate Tenor/Bass Chorus II Advanced Tenor/Bass Chorus II Mastery Tenor/Bass Chorus II	54.0212000 54.0222000 54.0232000 54.0236000 54.0232000 54.0242000 54.0262000 54.0266000 54.0272000 54.0282000 54.0292000 54.0296000	
	Music Technology (Beginning or Intermediate)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Intermediate Music Technology Advanced Music Technology	53.0222000 53.0223000	
	Orchestra Level I Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Orchestra II Intermediate Orchestra II Advanced Orchestra II Mastery Orchestra II Beginning Orchestra II Intermediate Orchestra II Advanced Orchestra II Mastery Orchestra II	53.0562000 53.0572000 53.0582000 53.0592000 53.0562000 53.0572000 53.0582000 53.0592000	
Grade 10	Band Level II Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Band III Intermediate Band III Advanced Band III Mastery Band III	53.0363000 53.0373000 53.0383000 53.0393000	
	Chorus Level II Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Chorus III Intermediate Chorus III Advanced Chorus III Mastery Mixed Chorus III Beginning Treble Chorus III Intermediate Treble Chorus III Advanced Treble Chorus III Mastery Treble Chorus III Beginning Tenor/Bass Chorus III Intermediate Tenor/Bass Chorus III Advanced Tenor/Bass Chorus III Mastery Tenor/Bass Chorus III	54.0213000 54.0223000 54.0233000 54.0237000 54.0233000 54.0243000 54.0263000 54.0267000 54.0273000 54.0283000 54.0293000 54.0297000	

High School Placement Guidelines 2026-2027

	Music Technology (Intermediate or Advanced)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Advanced Music Technology Mastery Music Technology	53.0223000 53.0228000	
	Orchestra Level II Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Orchestra III Intermediate Orchestra III Advanced Orchestra III Mastery Orchestra III	53.0563000 53.0573000 53.0583000 53.0593000	
	Any Music Course	AP Music Theory requires teacher approval and previous music experience, which could include Band, Chorus, Music Technology, or Orchestra. Students not enrolled in any music course are eligible with prior music experience (e.g., piano lessons). Band, Chorus, and Orchestra students are required to remain in their performance class while enrolled in AP Music Theory.	AP Music Theory	53.0230000	53.2230000
Grade 11	Band Level III Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Band IV Intermediate Band IV Advanced Band IV Mastery Band IV	53.0364000 53.0374000 53.0374000 53.0394000	
	Chorus Level III Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Chorus IV Intermediate Chorus IV Advanced Chorus IV Mastery Mixed Chorus IV Beginning Treble Chorus IV Intermediate Treble Chorus IV Advanced Treble Chorus IV Mastery Treble Chorus IV Beginning Tenor/Bass Chorus IV Intermediate Tenor/Bass Chorus IV Advanced Tenor/Bass Chorus IV Mastery Tenor/Bass Chorus IV	54.0214000 54.0224000 54.0234000 54.0238000 54.0234000 54.0244000 54.0264000 54.0268000 54.0274000 54.0284000 54.0294000 54.0298000	
	Music Technology (Advanced or Mastery)	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Advanced Music Technology Mastery Music Technology	53.0223000 53.0228000	
	Orchestra Level III Course	Placement is determined by HS Music teacher placement process which may include an audition. HS music teachers have discretion to allow students to join without prior experience.	Beginning Orchestra IV Intermediate Orchestra IV Advanced Orchestra IV Mastery Orchestra IV	53.0564000 53.0574000 53.0584000 53.0594000	
	Any Music Course	AP Music Theory requires teacher approval and previous music experience, which could include Band, Chorus, Music Technology, or Orchestra. Students not enrolled in any music course are eligible with prior music experience (e.g., piano lessons). Band, Chorus, and Orchestra students are required to remain in their performance class while enrolled in AP Music Theory.	AP Music Theory	53.0230000	53.2230000

High School Placement Guidelines 2026-2027

Health & PE				
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	Physical Education 8 Health 8	Anticipated promotion to Grade 9	Health OR Personal Fitness OR Introductory Team Sports OR Introductory Lifetime Sports OR Introductory Recreational Games OR General Physical Education I OR Introductory Outdoor Education	17.0110000 36.0510000 36.0210000 36.0222000 36.0270000 36.0110000 36.0250000
Grade 9	Health OR Personal Fitness	Semester 1 Average $\geq$ 80%	Introductory Team Sports OR Introductory Lifetime Sports OR Introductory Recreational Games OR General Physical Education I	36.0210000 36.0222000 36.0270000 36.0110000
	Introductory Team Sports OR Introductory Lifetime Sports OR Introductory Recreational Games OR General Physical Education I OR Introductory Outdoor Education	Semester 1 Average $\geq$ 80%	Intermediate Team Sports OR Intermediate Lifetime Sports OR Intermediate Recreational Games OR General Physical Education II OR Intermediate Outdoor Education	36.0310000 36.0320000 36.0370000 36.0120000 36.0350000
Grade 10	Intermediate Team Sports OR Intermediate Lifetime Sports OR Intermediate Recreational Games OR General Physical Education II OR Intermediate Outdoor Education	Semester 1 Average $\geq$ 80%	Advanced Team Sports OR Advanced Lifetime Sports OR Advanced Recreational Games OR General Physical Education III OR Advanced Outdoor Education	36.0410000 36.0420000 36.0470000 36.0130000 36.0450000
Grade 11	Advanced Team Sports OR Advanced Lifetime Sports OR Advanced Recreational Games OR General Physical Education III OR Advanced Outdoor Education OR Advanced Outdoor Education	Semester 1 Average $\geq$ 80%	General Physical Education IV OR Physical Conditioning OR Weight Training OR Body Sculpting	36.0140000 36.0520000 36.0540000 36.0560000

High School Placement Guidelines 2026-2027

JROTC				
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number
Grade 8	NO JROTC Courses	Anticipated promotion to Grade 9	JROTC/Army 1	28.0310000
Grade 9	JROTC/Army 1	Semester 1 Average $\geq 70\%$	JROTC/Army 2	28.0320000
Grade 10	JROTC/Army 2	Semester 1 Average $\geq 70\%$	JROTC/Army 3	28.0330000
Grade 11	JROTC/Army 3	Semester 1 Average $\geq 70\%$	JROTC/Army 4	28.0340000

CTAE					
Current Grade Level	Student's Current Course	Student's Current Performance	Next Year Placement	Course Number	TAG Eligible Course Number
Grade 8	Exploring Agricultural Education	Anticipated promotion to Grade 9	Basic Agricultural Science OR Any other first-level CTAE Course	02.4710000	
	Exploring Construction	Anticipated promotion to Grade 9	Industry Fundamentals & Occupational Safety OR Any other first-level CTAE Course	46.5450000	
	Applications of Communications	Anticipated promotion to Grade 9	Introduction to Graphic Design OR Any other first-level CTAE Course	48.5610000	
	Introduction to Graphic Design (HS)	Semester 1 Average $\geq 70\%$	Graphic Design and Production	48.5620000	
	Foundations of Investing and Finance	Anticipated promotion to Grade 9	Introduction to Business & Technology OR Any other first-level CTAE Course	07.4413000	
	Exploring Broadcast and Graphic Communications	Anticipated promotion to Grade 9	Audio-Video Technology & Film OR Any other first-level CTAE Course	10.5181000	
	Audio-Video Technology & Film (HS)		Audio-Video Technology & Film II	10.5191000	
	Family and Consumer Sciences	Anticipated promotion to Grade 9	Food, Nutrition & Wellness OR Any other first-level CTAE Course	20.4161000	
	Therapeutic Services & Applied Anatomy	Anticipated promotion to Grade 9	Introduction to Healthcare Science OR Any other first-level CTAE Course	25.5210000	
	Introduction to Healthcare Science (HS)	Semester 1 Average $\geq 70\%$	Essentials of Healthcare	25.5700000	
	Foundations of Interactive Design (HS)	Semester 1 Average $\geq 70\%$	Introduction to Software Technology OR Introduction to Hardware Technology	11.4460000 11.4480000	
	Introduction to Software Technology (HS)	Semester 1 Average $\geq 70\%$	Computer Science Principles OR AP Computer Science Principles	11.4710000 11.0190000	11.2190000
	Exploring Law Enforcement and Communications	Anticipated promotion to Grade 9	Introduction to Law, Public Safety, Corrections, & Security OR Any other first-level CTAE Course	43.4500000	
	Pathways in Marketing	Anticipated promotion to Grade 9	Marketing Principles OR Any other first-level CTAE Course*	08.4740000	
	Marketing Principles (HS)	Semester 1 Average $\geq 70\%$	Marketing & Entrepreneurship OR Fashion, Merchandising & Retailing Essentials OR Sports & Entertainment Marketing OR Hospitality, Recreation & Tourism Essentials	08.4410000 08.4210000 08.4780000 08.4530000	

High School Placement Guidelines 2026-2027

	Technological Systems	Anticipated promotion to Grade 9	Foundations of Engineering & Technology OR Any other first-level CTAE Course	21.4250000	
	Foundations of Engineering & Technology (HS)	Semester 1 Average $\geq 70\%$	Engineering Concepts	21.4710000	

CTAE Pathways				
Georgia Career Pathway	Course #1	Course #2	Course #3	
Agribusiness Systems	02.47100 Basic Agricultural Science	01.41200 Agribusiness Management & Leadership	01.41300 Marketing Agricultural Products & Services	
Ag Leadership in Animal Production	01.41200 Agribusiness Management & Leadership	02.42100 Animal Science Technology/Biotechnology	01.41200 Agribusiness Management & Leadership	
Companion Animal Systems	01.41200 Agribusiness Management & Leadership	02.42100 Animal Science Technology/Biotechnology	02.42300 Small Animal Care	
Horticulture & Animal Science	01.41200 Agribusiness Management & Leadership	01.46100 General Horticulture & Plant Science	02.42100 Animal Science Technology/Biotechnology	
Veterinary Science	01.41200 Agribusiness Management & Leadership	02.42100 Animal Science Technology/Biotechnology	02.12400 Veterinary Science	
Carpentry	46.54500 Industry Fundamentals & Occupational Safety	46.54600 Introduction to Construction	46.55000 Carpentry I	
Electrical	46.54500 Industry Fundamentals & Occupational Safety	46.54600 Introduction to Construction	46.56000 Electrical I	
Animation & Digital Media	48.42100 Introduction to Digital Media	48.42200 Principles & Concepts of Animation	48.42300 Advanced Animation, Game & APP Design	
AVTF I Pathway	10.51810 Audio-Video Technology & Film	10.51910 Audio-Video Technology & Film II	10.52010 Audio-Video Technology & Film III	
AVTF II Pathway	10.51810 Audio-Video Technology & Film	10.51910 Audio-Video Technology & Film II	10.51410 Broadcast Video Production Application	
Film Production	10.51810 Audio-Video Technology & Film	10.52110 Introduction to Film Production	10.52210 Film Production Application	
Graphic Design	48.56100 Introduction to Graphics & Design	48.56200 Graphic Design & Production	48.52800 Advanced Graphic Design	
Business & Technology	07.44130 Introduction to Business and Technology	07.44130 Business & Technology	07.45100 Business Communications	
Entrepreneurship	07.44130 Introduction to Business and Technology	06.41500 Legal Environment of Business	06.41610 Entrepreneurship	
Early Childhood Care & Education	20.52810 Early Childhood Education I	20.42400 Early Childhood Education II	20.42500 Early Childhood Education III	
Teaching as a Profession	13.01100 Examining the Teaching Profession	13.01200 Contemporary Issues in Education	13.01300 Teaching as a Profession Practicum	
Advanced Accounting	07.44130 Introduction to Business and Technology	07.41100 Principles of Accounting I	07.41200 Principles of Accounting II	
Business Accounting	07.44130 Introduction to Business and Technology	07.42600 Financial Literacy	07.41100 Principles of Accounting I	
Financial Services	07.44130 Introduction to Business and Technology	07.42600 Financial Literacy	07.43100 Banking, Investing, & Insurance	
Financial Technology	07.42700 Introduction to Financial Technology	07.42800 Financial Technologies & Services	11.46300 Coding for FinTech	
Allied Health & Medicine	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.43700 Allied Health & Medicine	
Biotechnology Research	25.52100 Introduction to Healthcare Science	25.57000 Essentials of Biotechnology	25.56900 Applications of Biotechnology	
Exercise Physiology	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.45400 Fundamentals of Exercise Physiology	
Emergency Medical Responder	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.45000 Emergency Medical Responder	
Mental Health Professional	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.47000 Mental Health Professional	
Patient Care	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.43600 Patient Care Fundamentals	
Pharmacy	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.45300 Pharmacy Operations & Fundamentals	
Public Health	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.45200 Applications of Public Health	
Sports Medicine	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.44600 Sports Medicine	
Surgical Technology	25.52100 Introduction to Healthcare Science	25.44000 Essentials of Healthcare	25.44700 Surgical Technician	
Culinary Arts	20.53100 Introduction to Culinary Arts	20.53210 Culinary Arts I	20.53310 Culinary Arts II	
Hospitality, Recreation, & Tourism	08.47400 Marketing Principles	08.45300 Hospitality, Recreation, & Tourism Essentials	08.45400 Hospitality, Recreation, & Tourism Management	
Sports & Entertainment Marketing	08.47400 Marketing Principles	08.47800 Sports & Entertainment Marketing	08.48500 Advanced Sports & Entertainment Marketing	
Cosmetology	12.54400 Introduction to Personal Care Services	12.41000 Cosmetology Services II	12.41100 Cosmetology Services III	
Nutrition & Food Science	20.41610 Food, Nutrition & Wellness	20.41400 Food for Life	20.41810 Food Science	
Artificial Intelligence	11.44300 Foundations of Artificial Intelligence	11.44400 Artificial Intelligence Concepts	11.44500 Artificial Intelligence Applications	
Computer Science	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR 11.01900 Advanced Placement Computer Science Principles	11.01600 Advanced Placement Computer Science A	
CyberSecurity	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR	11.42500 Web Development	

High School Placement Guidelines 2026-2027

		11.01900 Advanced Placement Computer Science Principles	
Game Design	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR 11.01900 Advanced Placement Computer Science Principles	11.42900 Game Design: Animation and Simulation
Cloud Computing	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR 11.01900 Advanced Placement Computer Science Principles	11.44700 Cloud Computing
Internet of Things	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR 11.01900 Advanced Placement Computer Science Principles	11.42700 Embedded Computing
Programming	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR 11.01900 Advanced Placement Computer Science Principles	11.47200 Programming, Games, Apps and Society
Web Development	11.44600 Introduction to Software Technology	11.47100 Computer Science Principles OR 11.01900 Advanced Placement Computer Science Principles	11.42500 Web Development
Applications of Law	43.45000 Introduction to Law, Public Safety, Corrections, & Security	43.45400 Essentials of Legal Services	43.45500 Applications of Law
Criminal Investigations	43.45000 Introduction to Law, Public Safety, Corrections, & Security	43.45100 Criminal Justice Essentials	43.45300 Criminal Investigations
Forensic Science	43.45000 Introduction to Law, Public Safety, Corrections, & Security	43.45100 Criminal Justice Essentials	43.45200 Forensic Science & Criminal Investigations
Fashion Merchandising & Retail Management	08.47400 Marketing Principles	08.42100 Fashion, Merchandising, & Retailing Essentials	08.42200 Advanced Fashion, Merchandising & Retailing
Marketing & Management*	08.47400 Marketing Principles	08.44100 Marketing & Entrepreneurship	08.44200 Marketing Management
Engineering & Technology	21.42500 – Foundations of Engineering & Technology	21.47100 Engineering Concepts	21.47200 Engineering Applications
General Automotive Technologies	47.45000 Automotive Technologies 1	47.45100 Automotive Technologies 2	47.45200 Automotive Technologies 3
Unmanned Aircraft Systems	47.46000 Fundamentals of Aerospace	47.48800 Flight Operations I	47.48910 Unmanned Aircraft Systems
Workforce Ready	32.43000 Introduction to Career Competencies	32.43100 Career Competencies	32.43200 Advanced Career Competencies