

Centennial High School

9310 Scott Rd., Roswell, GA 30076

Phone: 470-254-4230

FAX: 470-254-4250

<https://www.fultonschools.org/CentennialHS>

Home of the KNIGHTS

REGISTRATION GUIDE AND COURSE CATALOG

For Academic School Year 2026 – 2027



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

All information is current as of **February 20th, 2026**

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

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Centennial High School Registration Process

Welcome to the registration process for the 2026-2027 school year!

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

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

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

GO KNIGHTS!



Course Scheduling and Scheduling Policies

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

Students and parents are strongly encouraged to review the students' 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 9, 2026. Parents will receive their child's final verification form in their flex period. After Spring Break 2026, Centennial will enroll students in the verified courses and will not honor additional requests for change. If any change in what has been verified is necessitated after March 30, an attempt at notification from the school will be made to the student/parent, and if possible or applicable, an attempt at additional input from the student/parent will be made. However, final scheduling enrollment decisions are the school administration's responsibility, and final scheduling determinations are left to the principal and designees, in this case the Curriculum Assistant Principal and the School Counselor(s).

According to Fulton County School Board Policy IHA, students are expected to complete the yearlong courses in which they are enrolled. If a change is still necessitated after March 30, 2026, according to Centennial's Operating Guidelines, the parent/guardian may make a written request of the school counselors in the first 10 school days only. The written request for a schedule change should be made to the School Counselor, and that the individual will work with the Curriculum Assistant Principal to review the request. **All course changes must meet the following criteria: an FTE-eligible course is available for the student, space is available in an already scheduled course, the student's graduation requirements can be met within four years, be approved by the teacher and school counselor.**

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

CENTENNIAL HIGH SCHOOL

STUDENT REGISTRATION GUIDELINES AND INFORMATION

2026 – 2027

Please use the 2026–2027 Course Catalog to select your classes for next school year. The guide is available online at <https://www.fultonschools.org/centennialhs> www.fultonschools.org/centennialhs . You are responsible for researching the course selections that interest you.

STEP 1: Teacher Recommendation Phase:

January 12th - January 23rd - Teachers will individually conference with students about academic placements for the 2026–2027 school year.

Jan. 26th – Jan. 30th, 2026 –Teachers begin academic placement of students. All course recommendations entered by teachers will be based on semester 1 grades AND state placement criteria. Please read the online Course Catalog to gain an understanding of which courses are most appropriate. This is the time to ask questions and choose classes.

Note: Rising 9th grade recommendations will occur at the middle school during the same timeframe.

IB/AP/ DE Night Jan. 13th @ 6:00 PM –Students interested in taking an IB, AP, or DE course are encouraged to attend IB/AP/DE Night. during Step 1 of scheduling. Current teachers will be recommending students for all IB/AP courses. Students should speak with their current teachers if they are interested in an IB/AP course. To waive into an IB/AP course, you must submit a waiver by **March 30th** and fulfill all obligations listed on the waiver.

Thursday, January 29th, 2026, Rising 9th High School Showcase – 6:00 PM at Centennial High School

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

STEP 2: Student Elective Phase:

Jan. 14th – Jan. 21st, 2026- Students will rank electives using the Electives Request Form. Students must fill out the form completely and enter electives/alternates. Failure to choose alternates will result in a student's counselor **choosing electives for them**. Elective choices aren't guaranteed due to the popularity of classes and staffing. Elective Forms should be turned in to the student's flex period teacher.

STEP 3: Clean Up Phase:

Jan. 22nd – Feb. 6th: Counselors will enter electives and clean up proposed student classes.

STEP 4: Verification Phase:

1st Verification Feb. 11th – Feb. 18th: Students will be given their proposed course requests for next year. If there are any issues, the students will utilize the Course Verification Change Request Form to detail scheduling issues. Counselors will make changes as needed. Changes to academic course recommendations require subject-area teacher **approval or a waiver**. All students must return this verification form to their flex period teacher.

2nd Verification March 4th – 9th: Students will receive their final verification form for next year in their flex period. **This is the second and final verification phase.** If there are any issues, students will submit a final verification form. Counselors will make changes as needed. Changes to academic courses require subject-area teacher approval or a

waiver. This is the **FINAL** opportunity to adjust the level of the classes for which students have registered. Now is also the **FINAL** time to speak with current teachers and counselors regarding scheduling issues.

STEP 5A: Online Classes Phase:

Feb 11th – Mar. 9th: FVS or GAVS Online Course Registration Forms will be on the school website. FVS Forms must be submitted to the student's counselor and registration completed for the course by **March 9th, 2026**. Online courses involve time management and technology skills to be successful. **Later submissions will not be approved.**

STEP 5B: Dual Enrollment:

March 9th, 2026, is the document deadline for dual enrollment. By this date, the following documents should be submitted: the collegiate application, the funding application, the dual enrollment contract, test score requests and transcript requests. **Late submissions will not be accepted.**

STEP 5C: Course Waiver Phase:

Feb 11th – Mar. 9th: Course Waiver Forms will be available online to students. These forms are requests to increase rigor for recommended courses and involve commitments from parents and students (AP, IB, Honors). They should be submitted to the students' counselor by **March 9th**.

NO SCHEDULE CHANGES WILL BE MADE AFTER May 15, 2026

Students will not be able to select electives for the 2026-2027 school year if they fail to submit a verification form or if you return an incomplete form.

Current teachers of core classes (Math, Science, Language Arts, and select Social Studies) will make all placement recommendations for the next level IB or AP course in their content area. If you are interested in doubling up in a certain content area, you must let your current teacher know to place you in two courses. If you currently do not have the prerequisite grade for your desired IB or AP course or were not recommended by your teacher, **you must submit a course waiver by March 9th**. All waivers will be reviewed and accepted on an individual basis.

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

IB Diploma Programme Course Process

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

Counseling Team:

Student Last Name

A – Dn
Do - Kn
Ko – Ri
Rj – Z

Counselor

Ms. Ekpo
Ms. Frank
Ms. Freeman
Ms. Peart

Counselor Email

ekpo@fultonschools.org
franka2@fultonschools.org
freemanma@fultonschools.org
peart@fultonschools.org

FULTON COUNTY SCHOOL SYSTEM

Graduation Requirements

Course	Credits/Units	Requirements
Language Arts	4	1 unit of Literature and Composition 1 1 Unit of Literature and Composition 2 Plus 2 additional English credits (American Lit, World Lit, Multicultural Lit, AP/IB/DE etc.)
Science	4	1 unit of Biology 1 unit of Physical Science or Physics 1 unit of Chemistry, Earth Systems, Environmental Science, or AP Science 1 unit of an approved 4th science, including any AP, academic science, or career tech science
Mathematics	4	1 unit of Algebra: Concepts & Connections 1 unit of Geometry: Concepts & Connections or Geometry: Concepts & Connections Honors 1 unit of Advanced Algebra: Concepts & Connections or Accelerated or Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors 1 additional math unit (Pre-Calculus or any higher-level mathematics course, including AP)
Social Studies	3	1 unit of World History 1 unit of United States History ½ unit of Economics ½ unit of American Government/Civics
World Language* AND/OR CTAE** (Career, Technical and Agricultural Education) AND/OR Fine Arts	3	World Language – French, German, and Spanish CTAE – Audio-Video Technology & Film, I & II, Business Accounting, Financial Services, Computer Science, Allied Health, Engineering & Technology, Food & Nutrition, Law Enforcement Services, JROTC/Army, Programming, and Emergency Medical Responder Fine Arts - Art, Drama, and Music
Health/Physical Education	1	½ unit of Health ½ unit of Personal Fitness
Electives	4	4 additional elective courses
TOTAL UNITS (Minimum):	23	
<p>*Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same world language.</p> <p>**Students wishing to receive industry certification in certain areas under Career, Technical and Agricultural Education programs must follow specific pathways.</p>		

The above represent minimum graduation requirements

Georgia Milestones End of Course Tests (EOC)

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

Sample Schedules

Sample Freshman Schedules

**These examples are not exhaustive.*

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

OR

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

*Govt and Health Taken Early

Sample Sophomore Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Biology	Biology
World History	World History
World Language	World Language
Personal Fitness	Elective

OR

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

Sample Junior Schedules

Fall Semester	Spring Semester
Language Arts	Language Arts
Math	Math
Physical Science	Physical Science
US History	US History
World Language	World Language
Elective	Elective

OR

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

Sample Senior Schedules

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

OR

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

Career Pathways at Centennial

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

Social Studies	4 courses in Social Studies with at least one AP or post-secondary course AND 2 sequential courses in a world language
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International Baccalaureate Magnet Programme at Centennial

The International Baccalaureate Diploma Program (DP) is offered only by authorized IB World Schools. The program is offered to 11th and 12th grade students.

Diploma Programme Core Components:

- Theory of Knowledge (TOK)
- Creativity, Activity, and Service (CAS)
- Extended Essay (EE)

Diploma Programme Curriculum:

- Language and Literature (First language)
- 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 can complete course candidacy by taking one or more IB Courses junior and senior year.

Students who complete Magnet requirements successfully graduate with an internationally recognized HS diploma.

IB Magnet Full Diploma Program students take one course per group consisting of 3 Higher Level courses, 3 Standard Level courses, and the IB Diploma Core.

Subject	(Courses beginning Junior Year)	Level (HL or SL)
Group 1: English	IB Language & Literature (Required)	Higher Level
Group 2: Language Acquisition	IB French IB French Ab Initio IB Spanish IB Spanish Ab Initio	Standard Level Standard Level Standard or Higher Level Standard Level
Group 3: Individuals & Societies	IB History of the Americas (Required) IB Business and Management IB Global Politics IB Economics IB Psychology	Higher Level Higher or Standard Level* Higher or Standard Level* Standard Level* Higher Level
Group 4: Sciences	IB Biology IB Chemistry IB Environmental Systems and Societies IB Sports, Exercise and Health Sciences	Higher Level Standard Level* Standard Level* Standard Level*

Group 5: Mathematics	IB Applications & Interpretations IB Analysis and Applications	Standard Level* Standard Level*
Group 6: Arts/Electives	IB Music IB Visual Arts IB Film	Standard Level Higher Level Standard Level*

Group 6 requirements can be met with a 2nd course from group 2, 3, or 4.

*1 year course

Course Descriptions

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

International Baccalaureate (IB)					
Placement for the IB Diploma Programme is based on Teacher Recommendations.					
Contact Dr. Von Biberstein for more information at vonbiberstein@fultonschools.org					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
GROUP 1: STUDIES IN LANGUAGE & LITERATURE					
IB Eng A Lang & Lit HL Y1	23.0730011/2	Y	11	Literature & Composition II Honors required. AP Seminar or AP Language & Composition recommended	In this course, students study a wide range of literary and non-literary texts in various media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide range and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.
IB Eng A Lang & Lit HL Y2	23.0731011/2	Y	12	IB Eng A Lang & Lit HL Y1	
GROUP 2: LANGUAGE ACQUISITION					
IB SPANISH SL Y1	60.0713001/2	Y	11	Spanish 3 or 3H	Students develop the ability to communicate in the target language through the study of language, themes, and texts. A conceptual understanding of how language works is developed. Students use receptive, productive, and interactive skills across a range of contexts and purposes to communicate in ways appropriate to the course level (and beyond those for language ab initio).
IB SPANISH SL Y2	60.0716001/2	Y	12	IB Spanish SLY1	
IB SPANISH HL Y1	60.0716011/2	Y	11	AP Spanish or Native Speaker 3	
IB SPANISH HL Y2	60.0713011/2	Y	12	IB Spanish SLY1	
IB FRENCH SL Y1	60.0112001/2	Y	11	French 3/3H	
IB FRENCH SL Y2	60.0113001/2	Y	12	French SL Y1	
IB FRENCH HL Y1	60.0012011/2	Y	11	French 3 H	
IB FRENCH HL Y2	60.0013011/2	Y	12	IB French HL Y1	
IB SPANISH AB INITIO YR1	60.0717001/2	Y	11	Full Diploma Only	IB French and Spanish Ab Initio are college level courses and designed for those new or with limited exposure to the second language.
IB SPANISH AB INITIO YR2	60.0718001/2	Y	12		

IB French AB INITIO Y1	60.0114001/2	Y	11	New to the language	
IB French AB INITIO Y2	60.0115001/2	Y	12	French Ab Initio Y1	
GROUP 3: INDIVIDUALS & SOCIETIES					
IB HIST OF AMER HL Y1	45.0870011/2	Y	11	AP Govt &/or AP World History Recommended	The IB History of the Americas (HOA) course is a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural. HOA encourages students to think historically and critically through multiple interpretations of history. The course is a challenging and demanding critical exploration of the past.
IB HIST OF AMER HL Y2	45.0893011/2	Y	12	IB Hist of Amer HL Y1	
IB ECONOMICS SL Y1	45.0650001/2	Y	11-12	AP US History or Full Diploma recommended	IB Economics develops an understanding of the complexities and interdependence of economic activities in a rapidly changing world. The course uses economic theories, models, and key concepts to examine the ways in which choices are made by producers and consumers, institutions, and the global economy.
IB BUSINESS MANAGEMENT SL	06.4200001/2	Y	11	Teacher Recommendation	IB Business Management examines business operations in local, national, and global contexts. The course provides insights into business functions, decision-making processes, and the impact of internal and external factors on organizations. The course features real-world case studies, the use of financial & strategic analysis tools, and explores international markets and economic interconnectivity.
IB BUSINESS MANAGEMENT HL Y2	06.4300011/2	Y	12	IB Bus SL Y1	
IB GLOBAL POLITICS SL Y1	45.0931001/2	Y	11	Teacher Recommendation	IB Global Politics explores fundamental political concepts such as power, liberty, and equality, in a range of contexts and at a variety of levels. Students examine the local, national, international, and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. Students understand abstract political concepts by grounding them in real world examples and case studies.
IB GLOBAL POLITICS HL Y2	45.0932011/2	Y	12	IB Glob Pol. SL Y1	
GROUP 4: SCIENCES					
IB Biology HL Y1	26.0180011/2	Y	11	Teacher Recommendation	IB Biology focuses on the study of life and living systems. Students make sense of living systems through unifying themes, understanding the interactions at different levels of biological organization, from molecules and cells to ecosystems, and the biosphere. Learning takes place through scientific inquiry and experimental work. Students ask questions, design experiments, collect and analyze data, collaborate with peers, and reflect, evaluate, communicate their findings, and engage with topical scientific issues.
IB Biology HL Y2	26.0190011/2	Y	12		
IB Chemistry SL	40.0550001/2	Y	11-12	Teacher Recommendation	IB Chemistry combines academic study with the acquisition of practical and investigational skills. It is often called central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study, chemistry is a prerequisite for other courses in higher education, such as medicine, biological science, and environmental science, and serves as useful preparation for employment.

IB ENVIRONMENTAL SYSTEMS & SOCIETIES	26.0630001/2	Y	11-12	Teacher Recommendation	IB Environmental Systems and Societies engages students in the challenges of 21st century environmental issues. While studying sustainability issues within social, cultural, economic, political, and ethical contexts. Students gain a balanced perspective of the relationship between the environment and societies and gain the skills to adopt an informed personal response to the wide range of pressing environmental issues.
IB SPORTS, EXERCISE & HEALTH SCIENCE SL	26.020001/2	Y	11-12	Teacher Recommendation	IB Sports, Exercise, and Health Science provides students with an understanding of the science of physical performance. Course topics may include anatomy and physiology, biomechanics, psychology and nutrition, and the measurement and evaluation of human performance.
GROUP 5: MATHEMATICS					
IB Math: Applications & Interpretations SL Y1	27.0535001/2	Y	11-12	Adv. Algebra or Adv. Algebra Honors	IB Applications and Interpretations recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. It emphasizes the meaning of mathematics in context with topics that are often used as applications or in mathematical modelling. This course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.
IB Math: Analysis & Applications SL Y1	27.0531001/2	Y	11-12	AP Pre-Calc or Pre-Calc (On-level) or Adv. Alg Honors	IB Analysis and Approaches recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. Students develop important mathematical concepts in a comprehensible, coherent, and rigorous way. The course takes a carefully balanced approach where students apply their mathematical knowledge to solve abstract problems in various meaningful contexts. There is a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Students develop insight into mathematical form and structure and become equipped to appreciate the links between concepts across topic areas. Students develop the skills needed to continue their mathematical growth in other learning environments.
GROUP 6: THE ARTS					
IB Visual Arts HL Y1	50.0440011/2	Y	11	The completion of two Visual Arts courses	IB Visual Arts encourages students to challenge their own creative and cultural expectations and boundaries. Students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. This two-year program provides students with the opportunities to make personal, sociocultural, and aesthetic experiences meaningful through the production and understanding of art. Students complete three assessments – Comparative Study, Process Portfolio, and a Curatorial Exhibition. IB level content culminates in portfolio submission.
IB Visual Arts HL Y2	50.0450011/2	Y	12		
IB Music SL Y1	53.2290001/2	Y	11	The completion of two years of Performing Arts courses	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. Instruction encourages a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.
IB Music SL Y2	53.2291001/2	Y	12		

IB Film SL Y1	52.0730001/2	Y	11-12	Open Enrollment	IB Film SL develops students as proficient interpreters and makers of film texts. Students study and analyze film texts, emphasizing critical abilities and appreciation of various artistic, cultural, historical, and global perspectives in film. Key components of the course include film analysis, practical exercises, and creative exploration.
THE IB DIPLOMA CORE – FOR FULL DIPLOMA CANDIDATES					
IB Theory of Knowledge Y1	35.0710001/2	Y	11	IB HOA Y1 & Y2 enrollment required	Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all Full DP students. The TOK requirement is central to the educational philosophy of the DP.
IB Theory of Knowledge Y2		Y	12		
Creativity, Activity & Service	IB Core		11-12	Full Diploma – Magnet	Creativity, Activity and Service (CAS) The purpose of CAS is to develop well-rounded students. Activities may be extracurricular activities at CHS or in the community. CAS motivates and promotes learning by doing, and learning about self and others through collaborative work, opportunities to identify areas of growth, personal reflection, and the cultivation of the IB Learner Profile skills.
Extended Essay	IB Core		11-12	Full Diploma - Magnet	Extended Essay With the support of an advisor, students engage in independent research that culminates with a 3500-4,000-word paper. The extended essay provides practical preparation for undergraduate research and creates an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects. Through this research process, students develop skills in formulating an appropriate research question, engaging in a personal exploration of the topic, communicating ideas, and developing an argument.
English & Language Arts					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Literature and Composition 1 (formerly 9 th Lit)	23.0616001/2	Y	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 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 1 Honors (formerly 9 th Lit H)	23.0616041/2	Y	9	Teacher Recommendation	Advanced reading strategies, interpretation of literature, writing, vocabulary, and grammar.
Literature and Composition 2 (formerly 10 th Lit)	23.0617001/2	Y	10	Literature & Composition 1	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 1 Honors (formerly 10th Lit H)	23.0617041/2	Y	10	Teacher Recommendation	Tenth Grade Literature and Composition is a thematic study of literature. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short stories, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing.
AP Seminar ELA (EOC)	23.0380001/2	Y	10	Lit Comp 1 or 1 H & Teacher Recommendation	AP Seminar is a 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.
11th Literature	23.0510001/2	Y	11	Lit Comp 1 & Lit Comp 2	Reading strategies, interpretation of American literature, vocabulary, writing, and grammar.
11th Literature Honors	23.0510041/2	Y	11	Lit Comp 2 or 2H & Teacher Recommendation	Advanced reading strategies, interpretation of American literature, vocabulary, writing, and grammar.
AP Language & Composition	23.0430001/2	Y	11	Lit Comp 2 or 2H or AP Seminar & Teacher Recommendation	Advanced college level study of authors' styles and techniques, survey of American literature, review of writing skills, vocabulary, and preparation for AP exam.
AP Literature & Composition	23.0650001/2	Y	12	11 th Lit & Teacher Recommendation	Advanced college level study of literature and critical approaches, review of writing skills, vocabulary, and preparation for AP exam.
Advanced Composition Honors (Dramatic Writing)	23.0340041/2	Y	12	11 th Lit & Teacher Recommendation	Year-long honors 12th grade core English course where students will learn how to write for theatre, film and television. Students will make skillful use of narrative storytelling techniques through the writing of plays, television scripts, and film screenplays.
Multi-Cultural Literature	23.0670001	S	12	English 9th, 10th, & 11 th	Extensive analysis of literature by and about people of diverse ethnic backgrounds; research project; writing modes and genres, and essential conventions for reading, vocabulary, grammar, writing, and speaking.
World Literature	23.0630002	S	12	English 9th, 10th, & 11 th	This course is taken in senior year. It is a study of the major literary topics and themes of the world. Students will continue to develop vocabulary and apply effective reading strategies to a wide variety of literary and informational texts; to learn about universal themes and symbols common to literary works including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening speaking, and viewing.
Journalism I Annual (Yearbook)	23.0320001/2	Y	9-12	Teacher Approval	Study of photojournalism and production of school yearbook.
Journalism II Annual	23.0330001/2	Y	10-12	Annual I and Application	Advanced study of photojournalism and production of school yearbook.
Journalism IV Annual	23.0360001/2	Y	12	Annual III and Application	Advanced study of photojournalism and production of yearbook.
Communication Skills	55.0210001/2	Y	ESOL	None	Focuses on the acquisition of social and instructional language based on the five WIDA standards. The primary emphasis for this course included building on the initial survival language skills as well as developing interpersonal communication skills while learning about various cultural characteristics of the United States.

Reading & Listening in the Content Area	55.0230001/2	Y	ESOL	None	This course will provide activities and opportunities to enhance literacy and listening skills necessary for success in the content areas.
AVID: Tools for College Success I, II.	35.0670001/2 35.0671001/2	Y	9 10	Teacher Recommendation and minimum 2.5 GPA	The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICOR method, which stands for writing, inquiry, collaboration, organization, and reading to learn AVID curriculum is taught in the AVID elective class, and students use those learned strategies to increase success in all their other classes. The AVID Elective Classroom. In the AVID elective classroom students are taught study skills, Cornell note taking, time management, writing and research skills. Students also learn about colleges and universities. Prepares students for college admission tests. Students may take field trips to college campuses and cultural events, and guest speakers from the community may speak to the class
AVID: Tools for College Success III, IV.	35.0672001/2 35.0673001/2		11 12		

Mathematics					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Algebra: Concepts & Connections	27.0811001/2	Y	9	8 th Grade Math	The first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning.
Algebra: Concepts & Connections Honors	27.0811041/2	Y	9	8 th Grade Math & Teacher Recommendation	<p>This is the first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. 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 Geometric and Spatial Reasoning.</p> <p>Students in Algebra: Concepts and Connections Honors will have different workload expectations, including a focus on rich performance-based tasks and problem-based lessons. Core content within the course standards may be taught at a faster pace to allow time for more in-depth exploration through projects and real-world application of mathematical principles.</p>

Geometry: Concepts & Connections	27.0821001/2	Y	10	Algebra: Concepts & Connections	The second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability.
Geometry: Concepts & Connections Honors	27.0821041/2	Y	9	Algebra: C & C & Teacher Recommendation	<p>This is the second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. 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 Geometric and Spatial Reasoning.</p> <p>Students in Geometry: Concepts and Connections Honors will have different workload expectations, including a focus on rich performance-based tasks and problem-based lessons. Core content within the course standards may be taught at a faster pace to allow time for more in-depth exploration through projects and real-world application of mathematical principles.</p>
Advanced Algebra: Concepts & Connections	27.0831001/2	Y	11	Geometry: Concepts & Connections	The third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their post-secondary pursuits. Students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations, and functions to further understand the world around them.

Advanced Algebra: Concepts & Connections Honors	27.0831041/2	Y	10	Geometry: C & C or Geometry: C & C Honors (9 th Grade) & Teacher Recommendation	<p>This is the third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their post-secondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. In Advanced Algebra: Concepts & Connections Honors, students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them.</p> <p>Students in Advanced Algebra: Concepts and Connections Honors will have different workload expectations, including a focus on rich performance-based tasks and problem-based lessons. Core content within the course standards may be taught at a faster pace to allow time for more in-depth exploration through projects and real-world application of mathematical principles.</p>
Enhanced Advanced Algebra & AP Precalculus: Concepts & Connections Honors	27.0931041/2	Y	10-11	Geometry: C & C Honors (9 th Grade) or Geometry: C & C (10 th Grade) & Teacher Recommendation	<p>This course is a thoughtful blend of the topics from Advanced Algebra: Concepts & Connections and Precalculus. This is a single credit course, intended to provide students with the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Students will continue to enhance their understanding of data and statistical reasoning, functional and graphical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning. There should be an emphasis on notational fluency and the use of multiple representations as students engage with all topics. Some of those topics include, sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Students will further develop their algebraic, functional, and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, piecewise and rational expressions, equations, and functions to further understand the world around them.</p>

Precalculus	27.0841001/2	Y	12	Advanced Algebra: Concepts and Connections (11 th Grade)	The course is a fourth-year mathematics course option intended to provide students with opportunities to develop a deeper understanding of Algebraic concepts that are critical to the study of Calculus. Students will also deepen their understanding of trigonometry and its applications. Throughout the Precalculus course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities.
AP Precalculus	27.0741001/2	Y	11-12	Advanced Algebra: C & C Honors (10 th Grade) or Advanced Algebra C & C (11 th Grade) & Teacher Recommendation	This course is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.
Calculus	27.0780001/2	Y	12	Precalculus (11 th Grade)	This fourth-year mathematics course option provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. The course includes the study and analysis of limits and continuity as applied to a variety of functions; the derivative as related to limits and continuity; various derivative rules such as product, quotient, and chain; applications of the derivative including curve analysis, applied max/min situations, related rate problems, and use of Mean Value Theorem; the definite integral as a limit of Riemann sums; properties of definite integrals; the Fundamental Theorem of Calculus as it relates derivatives and integrals; techniques of integration including u-substitution; and applications of the integral including solving separable differential equations, finding a particular solution curve given an initial condition, area between curves on a coordinate plane, and average value situations.
Advanced Mathematical Decision Making	27.0850001/2	Y	12	Advanced Algebra: Concepts & Connections (11 th Grade)	A fourth-year mathematics course option designed to follow the completion of Advanced Algebra: Concepts and Connections. Students will enhance their understanding of concepts explored in the context of real-life phenomena. The intent of this course is for students to combine their understanding of multiple mathematical concepts as they explore and solve real-world mathematical problems. Students will investigate applications of mathematics in a variety of contexts, including business and financial decision-making, earning, investing, spending, and borrowing money, using functions to model problem

					situations in both discrete and continuous relationships, and using ratios, rates, and percentages to solve problems.
Statistical Reasoning	27.0880001/2	Y	12	Advanced Algebra: Concepts & Connections (11 th Grade)	The course is a fourth-year mathematics course option intended to provide students with opportunities to develop a deeper understanding of statistical methods. Throughout the Statistical Reasoning course there is a focus on the study and use of data. The course includes calculations and analysis of statistical data. Students are required to use both their computational skills but also their writing skills. There are four themes evident in the content: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
AP Calculus AB	27.0720001/2	Y	11-12	Enhanced Advanced Algebra & AP Precalculus: C & C Honors, AP Precalculus, or IB Math AA/Al & Teacher Recommendation	This course focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus.
AP Calculus BC	27.0730001/2	Y	11-12	Enhanced Advanced Algebra & AP Precalculus: C & C Honors, AP Precalculus, or IB Math AA & Teacher Recommendation	AP Calculus BC is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.
AP Statistics	27.0740001/2	Y	11-12	Advanced Algebra: C & C, AP Precalculus, Enhanced Advanced Algebra & AP Precalculus: C & C Honors & Teacher Recommendation	The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics.

Science					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Biology	26.0120001/2	Y	9 10	Teacher Recommendation Environmental Science	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution.
Biology Honors	26.0120041/2	Y	9 10	Teacher Recommendation Environmental Science & Teacher Recommendation	This curriculum includes abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, and biological evolution. Students investigate biological concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classification, the characteristics of science, structure and function of the six kingdoms, matter-energy relationships, DNA/RNA, homeostasis, Heredity, ecosystems, and biological evolution. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.
Physical Science	40.0110001/2	Y	10	None	This course is designed as a survey course in chemistry and physics. This curriculum includes abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, solutions, acid/base chemistry, phase changes, Laws of motion and forces, energy transformation, electrical/magnetic forces, and wave properties.
Chemistry	40.0510001/2	Y	11	Biology & Teacher Recommendation	This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry.

Honors Chemistry	40.0510041/2	Y	10-11	<p>Biology & Teacher Recommendation</p> <p>Students are also recommended to take Adv. Alg. C&C concurrently w/H Chem</p>	<p>This curriculum includes abstract concepts such as the structure of atoms, structure and properties of matter, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include: classifications of matter, atomic theory/configuration, periodicity, bonding/nomenclature, chemical reactions, Law of conservation of matter, empirical/molecular formulae, stoichiometry, kinetic molecular theory/phase changes, gas laws, solutions/concentrations, acid/base chemistry. There is a heavier focus on understanding concepts and data analysis in preparation for advanced sciences.</p>
Physics	40.0810001/2	Y	11-12	<p>Teacher Recommendation</p> <p>Students are also recommended to take Adv. Alg. C&C concurrently w/Physics.</p>	<p>This curriculum includes abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Major concepts and skills include kinematics, energy and its transformations, Electricity, magnetism, wave properties.</p>
Human Anatomy & Physiology	26.0730001/2	Y	12	<p>Biology & Chemistry</p> <p>Note: this is not for students in the Healthcare Sciences Pathway where the class is embedded.</p>	<p>The human anatomy and physiology curriculum is extensive performance and laboratory based. It integrates the study of the structures and functions of the human body and essential requirements for life. Areas of study include organization of the body; protection, support, and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth, and development. Dissections are part of the curriculum, and all students are expected to participate.</p>
Environmental Science	26.0611001/2	Y	9-11	None	<p>Environmental science is an interdisciplinary course of how nature works and how things in nature are interconnected. The following themes are central to the study of environmental science: sustainability; natural resources; natural resource degradation; solutions to environmental problems; tradeoffs in finding acceptable solutions; the importance of individual actions in implementing solutions; and sound science. Areas of study include the interconnection of all life, the flow of energy and cycling of matter, the stability and change in an ecosystem, conservation and resource allocation, and the evaluation of human activity and technology on the environment.</p>
Astronomy	40.0210001/2	Y	12	<p>Biology; Chemistry or Environmental Science; Physical Science or Physics</p>	<p>This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course covers many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.</p>

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

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

Social Studies

For the 2026-27 school year, 9th graders will take American Government (S1) and Health (S2). Interested IB or Accelerated students can take A.P. Human Geography (Y) during 9th Grade with a Teacher Recommendation and Health/Govt. taken early.

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

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

Economics	45.0610001	S	12	U.S. History	The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. Topics include supply and demand, market forces, money, banking and capital, organization of natural resources, the national economy and global interdependence.
AP Macroeconomics	45.0620002	S	12	U.S. History & Teacher Recommendation	AP Macroeconomics is a semester-long introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Extensive math skills are not required; however, students must learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. In order for a student to be successful in this class, he/she should possess these specific skills: ability to read college level texts independently; ability to critically analyze graphs; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits. This semester-long course will prepare students for the AP Macroeconomics exam in May and also satisfies the Georgia graduation requirement for Economics.
AP Microeconomics	45.0630001	S	12	U.S. History & Teacher Recommendation	Conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government.
AP African American History	45.0896001/2	Y	10-12	Teacher Recommendation	AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with rich and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment.
Sociology	45.0310001	S	11-12	None	The emphasis of Sociology is to show the complexity of social life with its inter-connections between social events and conditions. Topics will include adolescence and socialization, the institutional structure of society, stratification and race relations and understanding social change. The course will also cover social problems in the U.S. and how they affect the individual and society as a whole. Crime, poverty, race and ethnic relations will be studied as well.
Current Issues	45.0120001	S	9-12	None	Analyze & discuss Current Issues in the news through various class activities and projects. Main areas of study include but are not limited to International Affairs, Domestic Affairs, Technology, & the Environment. Students will also work to improve presentation skills in anticipation of future postsecondary opportunities.
International Affairs Model UN	45.0910001	S	9-12	None	Model United Nations is an elective course designed to provide students with an opportunity to learn about the United Nations and the problems facing the international community. This course is different in its approach in that it requires the student not only to acquire information but also to apply that information via the utilization of several major global simulations. The goal of the course is to prepare young adults to become better-informed and practicing citizens of the global community.

Sports in United States Society <i>This course may not be offered every year</i>	45.0190001	S	9-12	None	<p>The Sports in United States Society course examines the vital sociological role of sport in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented.</p>
AP U.S. Government & Politics (fulfills the state requirement for American Government)	45.0520001/2	Y	9 or 12	Teacher Recommendation	<p>The AP course in U.S. Government and Politics is a semester-long course. It is designed to assist students in becoming knowledgeable about the Constitution, the varied political beliefs and behaviors which shape U.S. government, the role of political parties and interest groups, the organization and powers of Congress, the president, the bureaucracy, the federal courts, and the development of civil rights and liberties. Students will play roles in simulations such as moot courts, participate in debates, read and analyze current issues, take notes from lectures, and answer multiple choice and free response questions. Outside of class, students will attend local government meetings and <u>may</u> visit the Carter Presidential Museum and Library, the Martin Luther King Center, the State Capitol, and other museums in the Atlanta area that interest the students. In order for a student to be successful in this class, he/she should possess these skills: ability to read college level texts independently; ability to critically analyze written works; ability to take notes and move rapidly through material; ability to work independently outside of class with disciplined work habits; ability to recognize perspectives, with a willingness to learn about and respect differences of opinion. Outside commitments: reading and completing study guide materials 4-5 nights a week, working approximately 45 minutes - one hour a night; attending at least one local government meeting; additional performance tasks that will require reading and research. This class is comparable to an introductory college political science course and satisfies the state of Georgia American Government graduation requirement.</p>
American Government & Civics	45.0570001	S	9	None	<p>The state-mandated American Government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. The course will cover U.S. constitutional principles, the branches of the federal government, factors influencing the political process, the role of the media and political parties, and civil rights and responsibilities. Students will construct and evaluate arguments, use documents and other primary source data to analyze points of view, analyze and interpret information, and write document-based and comparative analysis essays.</p>

AP Psychology	45.0160001/2	Y	11-12	Teacher Recommendation	The purpose of Advanced Placement Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Throughout the course, students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields of psychology. In addition, the course will stress the need to think like a psychologist. As author and social psychologist David Myers, notes – to think as a psychologist, one must learn to “restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding” (Sternberg, 1997). Whether students choose to pursue a career in psychology or in an entirely different field, this habit of mind will be of great value.
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World Language					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
French I	60.0110001/2	Y	9-12	None	Sound systems, French alphabet, familiar words and phrases, greetings, family and friends, numbers and time, dates, weather/seasons, food/meals, city life, shopping, leisure, and culture.
French II	60.0120001/2	Y	9-12	French 1	School and class routines, family and relations, self and daily routines, clothing, body parts, shopping, money, banking, directions, community sites, food, meals, transportation, holidays, vacations.
French II Honors	60.0120041/2	Y	9-12	French 1, Teacher Recommendation	In-depth study of all topics in French 2 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; beginning preparation for AP French.
French III	60.0130001/2	Y	10-12	French 2, Teacher Recommendation	Daily routines, family relations, history, geography, travel, accommodations, festivals, leisure time, food, current events, careers, aspects of art and literature.
French III Honors	60.0130041/2	Y	10-12	French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French IV	60.0140001/2	Y	10-12	French 2, Teacher Recommendation	In-depth study of all topics in French 3 with heavy emphasis on listening and speaking proficiency with additional authentic francophone sources; continuing preparation for AP French.
French IV Honors	60.0140041/2	Y	11-12	French 3, Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP French; near-exclusive use of French in class.
AP French Language and Culture	60.0170001/2	Y	11-12	French 3, Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic francophone sources; in-depth reading, writing, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of French in class.
Spanish I	60.0710001/2	Y	9-12	None	Numbers, weather, colors, celebrations, family, routines, self, school, clothing, shopping, food, transportation, body parts, health/emotions, animals, leisure time, sports, geography.
Spanish II	60.0720001/2	Y	9-12	Spanish 1	Leisure time, travel, food/restaurants, fine arts, news, childhood experiences, family, celebrations, daily routines, beach, chores, and health; Spanish-speaking countries and Latino culture in the U.S.

Spanish II Honors	60.0720041/2	Y	9-12	Spanish 1, Teacher Recommendation	In-depth study of all topics in Spanish 2 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; beginning preparation for AP Spanish.
Spanish III	60.0730001/2	Y	9-12	Spanish 2	Vacations and hobbies, health and diet, urban life and culture, music, geography and politics, clothing, celebrations, household, environment, occupations, and fashion; Spanish-speaking countries and Latino culture in the U.S.
Spanish III Honors	60.0730041/2	Y	9-12	Spanish 2, Teacher Recommendation	In-depth study of all topics in Spanish 3 with heavy emphasis on listening and speaking proficiency with additional authentic Spanish-language sources; continuing preparation for AP Spanish.
Spanish IV Honors	60.0740041/2	Y	11-12	Spanish 3, Teacher Recommendation	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP French; near-exclusive use of Spanish in class.
Spanish for Native Speakers Lv.1	60.0790001/2	Y	9-12	Teacher Recommendation Recommended entrance requirement: 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.	Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional to those who are more proficient and/or literate in Spanish. This course focuses on the development of communicative competence in reading, writing, speaking and listening, and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites.
Spanish for Native Speakers Lv. 2	60.0791001/2	Y	9-12	Spanish for Native Speakers Lv. 1	This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish, as well as for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking. This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.
Spanish for Native Speakers Lv. 2 Honors	60.07901041/2	Y	9-12	Spanish for Native Speakers Lv. 1 & Teacher Recommendation	
Spanish for Native Speakers Lv.3	60.0792001/2	Y	9-12	Spanish for Native Speakers Lv. 2	This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, refining language forms and structures with an eye toward use of Spanish in professional settings, and development of a deep understanding of Hispanic cultures and issues of identity of heritage/native speakers of Spanish in the United States. During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes. Spanish for Native Speakers 3 will be offered on the same period as Workplace Spanish as they have similar standards.
Spanish for Native Speakers Lv.3 Honors	60.07902041/2	Y	9-12	Spanish for Native Speakers Lv. 2 & Teacher Recommendation	

Spanish AP Language and Culture	60.0770001/2	Y	12	Teacher Recommendation	College-level course that provides intense preparation for the AP Language and Culture exam using authentic Spanish-language sources; in-depth reading, speaking, and listening on themes of global challenges, science and technology, contemporary life, families and communities, identities, and beauty; exclusive use of Spanish in class.
Workplace Spanish – Medical Interpreter	60.0714001/2	Y	11-12	Teacher Recommendation Spanish IV	This is a course for students who have demonstrated whether through heritage learning or completion of AP Spanish, advanced proficiency levels of listening, speaking, reading and writing in Spanish and English. The course consists of two semesters of instruction in the medical interpretation field. Including topics such as Medical Ethics, advanced medical terminology, Consecutive, Simultaneous, and Sight Interpreting. Successful completion of the course may lead to certification as an Interpreter in a variety of communities and/or professional fields. Workplace is the culminating course of a pathway to a career upon high school graduation if students are successful on all components.
A.P. Spanish Literature	60.0811001/2	Y	11-12	Teacher Recommendation	AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.
German 1	61.0110001/2	Y	9-10	None	Beginning level German is designed to introduce students to the German language and the culture of German-speaking peoples. Students will use the four language skills listening, speaking, reading and writing to attain proficiency and the ability to communicate in German. Major topics include: German pronunciation; greetings, alphabet & numbers; family & house; days of the week & time; youth activities & school life; weather & shopping; ordering food; special occasions; hobbies & sports; German culture.
German II	61.0120001/2	Y	9-11	German 1	German II emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use. Major topics include: Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications; German culture.
German II Honors	61.0120041/2	Y	9-11	German 1, Teacher Recommendation	German II Honors emphasizes oral fluency and expects distinct growth in vocabulary and sentence patterns for functional use, at an accelerated pace. Major topics include Greetings & festivals; transportation & driving; vacations & restaurant, living; accommodations, metric system; postal services & telecommunications. German culture.
German III Honors	61.0130041/2	Y	10-12	German 2 or German 2 H, Teacher Recommendation	German III Honors emphasizes advanced structures of the language through a thorough practice in reading, writing, speaking, and listening, at an accelerated pace. Major topics include offering & accepting gifts. inquiring about prices & travel arrangements; obtaining information, identifying people; sequencing events & expressing wishes; describing daily routines; inquiring about details; asking & giving directions; expressing preferences/politeness; describing talents & abilities and current situations; developing & supporting an argument; proposing solutions to problems; comparing cultural trends over time; creation of a class newspaper or magazine; German culture.

German IV Honors	61.0140041/2	Y	11-12	German 3	Intense development of communicative, cultural, and advanced grammatical competence; final preparation for AP German; near-exclusive use of French in class.
AP German Language	61.0170001/2	Y	11-12	German 4	The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture courses engage students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Career & Technical Education

Health Science: Therapeutic Services

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
Introduction to Healthcare Science	25.5210001/2	Y	9-12	None	Health, wellness, and preventative care are evaluated, as well as ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. First course in Sports Medicine and Surgical Technology Pathways. (First course in Allied Health or Emergency Medicine pathway)
Essentials of Therapeutic Services (This course earns 2 credits: 1 CTAE, 1 Science.)	25.4400001/2	Y	10-12	Introduction to Healthcare	Anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. Second course in Sports Medicine and Surgical Technology Pathways.
Sports Medicine	25.4460001/2	Y	11-12	Introduction to Healthcare and Essentials of Therapeutic Services	This course is designed to offer students' knowledge in anatomy and physiology assessment, preventative and rehabilitative care, medical terminology, kinesiology, patient assessment, record keeping, and basic life support. This is the third course in the Sports Medicine Pathway.
Emergency Medical Responder	25.4500001/2	Y	11-12	Essentials of Therapeutic Services	The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety; Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally-Recognized Body (American Heart Association or Red Cross, etc.).
Medical Services Internship	25.5260001/2	Y	12	Application Required See Ms. Marie Robinson Or code	This internship of experiences in hospital, medical, dental, physical therapy and/or veterinary offices reinforce learning in the classroom. Students are at the clinical sites three to four days/week and are in the classroom one to two days/week to earn additional certifications in oxygen administration, blood borne pathogens, and HIPPA. Students must provide their own transportation to and from clinical sites.

					
Financial Services (Business)					
Intro to Business & Technology	07.4413001/2	Y	9-12	None	<p>This is the foundational course for the Business Accounting and Financial Services pathways. The course is designed for high school students as a gateway to business careers and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry Business characteristics, ownership and communication, finance, human resources, leadership, international business, marketing. First course in Business Accounting and Financial Services Pathways.</p>
Financial Literacy & Banking This is an embedded course with Banking, Investing & Insurance and offers 2 course credits.	07.4260001/2	Y	10-12	Introduction to Business & Technology	<p>This course is specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Financial Literacy is the second course in the Financial Services pathway. This is a merged course with Banking, Investing & Insurance.</p>

Banking, Investing, & Insurance This is an embedded course with Financial Literacy and offers 2 course credits.	07.4310001/2	Y	10-12	Financial Literacy	(required for pathway completion) Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. The concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Banking, Investing, & Insurance is the third course in the Financial Services pathway. This is a merged course with Banking & Insurance.
Financial Technology (Fin Tech) (new pathway)					
Introduction to Financial Technology	07.4270001/2	Y	9-12	None	Financial Technology, or FinTech, encompasses all of the "behind the scenes" operations that occur to make financial services more convenient. Every time you swipe a debit card, make a mobile bank deposit, pay a bill online, or send money to a friend, there are multiple FinTech companies working simultaneously to make those transactions possible.
Financial Technologies and Services	07.4280001/2	Y	10-12	Introduction to Financial Technology	This course covers the foundations of financial technologies and services. The course focuses on the usage of technology that powers financial ecosystems, digital finance platforms, mobile payments, and digital asset management. Students will explore the characteristics and functions of electronic and mobile payment systems. Various forms of technologies and internet research will be highlighted to expose students to the resources available on financial technology (FinTech).
Coding for FinTech	11.4630001/2	Y	11-12	Financial Technologies and Services	This course covers the design and development of dynamic, data-driven financial applications using client- and server-side architecture. It focuses on various application development techniques for users and mobile friendly design. It also introduces how to develop financial applications conforming to the industry standards. Various forms of technologies and internet research will be highlighted to expose students to the resources available on financial technology (FinTech). In this course students will develop a functional model financial application across the full development stack from model to view, using the Model-View-Controller (MVC) programming paradigm
Computer Science					
Intro to Software Technology	11.4460001/2	Y	9-11	None	This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world.

This is an embedded course with Computer Science Principles and will offer 2 course credits.					Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. The first course in Computer Science, Internet of Things, and Programming Pathways. This is a merged course with Computer Science Principles.
Computer Science Principles This is an embedded course.	11.4710001/2	Y	9-12	Intro to Digital Technology	Computer Science Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. Various forms of technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the Game Design pathway, Computer Science, or Programming Pathways. This is a merged course with Introduction to Software Technology.
AP Computer Science A	11.0160011/2	Y	10-12	Required prerequisite: AP Computer Science Principles	Application of data abstraction and encapsulation, class specifications and relationships among classes, design and interface, modification of existing code, extension of existing code using inheritance, and analysis of algorithms. This course qualifies as the fourth science course for graduation and for college admissions. It meets the RIGOR requirement. Third course in Computer Science Pathway. *AP Computer Science A can be taken as a stand-alone elective.
AP Comp Sci Principles	11.0190001/2	Y	9-12	Intro to Digital Technology	AP Computer Science Principles introduces you to the essential ideas of computer science with a focus on how computing can impact the world. Along with the fundamentals of computing, you will learn to analyze data, information, or knowledge represented for computational use; create technology that has a practical impact; and gain a broader understanding of how computer science impacts people and society. AP Computer Science Principles is the second course in Computer Science, Programming or Game Design Pathways. *AP Computer Science Principles can be taken as a stand-alone elective.
Game Design					
Game Design: Animation and Simulation	11.4290001/2		10-12	Introduction to Software Technology/ Computer Science Principles /APCSP	Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design,

					storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options.
Programming					
Programming, Games, Apps & Society <i>This course will not be offered for the 2026-2027 school year.</i>	11.4720001/2	Y	10-12	Intro to Software Technology & AP CS Principles OR AP Computer Science	<p>The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. Various forms of technologies will be used to expose students to resources, software, and applications of programming. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.</p> <p>This is the second or third course in the Programming Pathway.</p>
Audio-Video Technology & Film 1					
Audio & Video Technology & Film I	10.5181001/2	Y	9-12	This is the first course for the following pathways: Film I, Film II, and Film Productions	<p>This course is the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.</p>
Audio & Video Technology & Film II	10.5191001/2	Y	10-12	Audio & Video Technology & Film I	<p>This year-long course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.</p>

Audio & Video Technology & Film III	10.5201001/2	Y	10-12	Audio & Video Technology Film II	The last class of the pathway is geared towards careers in which students may be able to pursue. Students will manage a student-led broadcast and work, both individually and cooperatively, on a variety of projects. You will cover film making, career opportunities, professional ethics, copyright.
Audio-Video Technology & Film 2					
Broadcast Video Production Application	10.5141001/2	Y	10-12	Audio & Video Technology Film II	Broadcast Video Production Applications is designed to facilitate student-led projects under the guidance of the instructor, as well as provide opportunities for students to master skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate. Students work cooperatively and independently in all phases of production. Topics include advanced camera techniques, audio production, scriptwriting, producing, directing, editing, employability skills, and development of a digital portfolio to include resume, references, and production samples.
Film Production (New Pathway)					
Introduction to Film Production	10.5211001/2	Y	10-12	Film Production Pathway Course 2	This course will serve as the second level course in the AVTF Film Production career pathway. The course prepares students by teaching introductory technical skills and employment needs for an entry level film production worker or to enter a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to terminology, safety, equipment, script writing, production teams, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I course.
Film Production Application	10.5221001/2	Y	11-12	Film Production Application Course 3	Course Description: This course will serve as the third-level course in the AVTF Film Production career pathway. This course prepares students to participate in multiple class-created film production team simulations and film projects to develop a professional film portfolio. This portfolio may include documents, projects, documented work activities in various simulated film production departments and film clips and related projects showcasing student activities. Students may also enter a postsecondary education program in the audio and video technology career field after completing this course. Topics covered may include terminology, safety on a set, production teams, equipment, script writing, production, editing, post-production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate Career, Technical Student Organizations (CTSO) for providing leadership training and for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. The pre-requisite for this course is successful completion of Audio & Video Technology & Film I and Introduction to Film Production courses
Teaching as a Profession					

Examining the Teaching Profession	13.0110001/2	Y	9-12	None	This isn't just a class; it's an adventure into the world of education where you'll think like a coach, like a teacher, like a corporate trainer, and be inspired like a mentor . In this hands-on course, you'll collaborate with real educators and community programs, create engaging lessons using technology, and develop teamwork and leadership skills. Learn strategies for diverse learners, design instruction that connects to real life, and discover how to inspire others. If you love helping people and want to make a difference, this class is your chance to lead, create, and succeed! This class is all about active learning, creativity, and collaboration . You'll get opportunities to coach your peers, lead activities, and design fun learning experiences that make education exciting. If you love collaborating with people, enjoy helping others succeed, and want to make a difference, you will want to play on the winning team every day!
Contemporary Issues in Education <i>This is an embedded course with Teaching Practicum. This course will provide 2 course credits.</i>	13.0120001/2	Y	10-12	Examining the Teaching Profession	This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.
Teaching as a Profession Practicum <i>This is an embedded course with Contemporary Issues in Education. This course will provide 2 course credits.</i>	13.0130001/2	Y	11-12	Contemporary Issues in Education	The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of students with special needs, maintain the safety of the students, practice professionalism, and demonstrate ethical behavior.
Law Enforcement Services					
Introduction to Law, Public Safety, Corrections & Security	43.4500001/2	Y	9-12	None	This course provides students with career-focused educational opportunities in LPSCS fields. It examines the basic concepts of law related to citizens' rights and responsibilities. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training), basic firefighting, and civil and criminal law. First course in Law Enforcement Services/Forensics Pathway.
Criminal Justice Essentials	43.4510001/2	Y	10-12	Introduction to Law, Public Safety, Corrections, and Security	An overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system. This course is offered in alternate years with Forensics. Second or third course in Law Enforcement Services/Forensics Pathway.

Forensic Science & Criminal Investigation	43.4520001/2	Y	10-12	Intro to Law, Public Safety, Corrections & Security (ILPSCS)	This course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene and enabling the investigator to analyze evidence and its relationship to the crime. The students will also study interviews and interrogations and how those statements are used as evidence in court. Students will express understanding of their knowledge by composing clear, concise, and thorough investigative reports, indicating a successful conclusion to an investigation. Most of this course is lab-based, students will have practical experiences in the analysis and identification of different types of evidence commonly found at crime scenes.
JROTC					
JROTC Army Leadership Education Training I	28.0310001/2	Y	9-12	None	Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21 st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High 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 Army Leadership Education Training II <i>This course will not be offered for the 2026-2027 school year.</i>	28.0320001/2	Y	10-12	JROTC I	This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards. JROTC II and III can be taken concurrently.

JROTC Army Leadership Education Training III	LET III 28.0330001/2	Y	10-11	JROTC II	Description: Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21 st Century leadership responsibilities. This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills, to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.
JROTC Army Leadership Education Training IV	LET IV 28.0340001/2	Y	11-12	JROTCIII	

Work Based Learning

Work-Based Learning OFF CAMPUS WORKERS Business Employments or Medical Internships ON-CAMPUS WORKERS (Peer Facilitators, Teaching Assistants, Office-Aides) (1-hour, 2-hour, or 3 hour blocks)	Course Numbers are assigned based upon the student's WBL pathway	Y	11-12	Application only! Apply during registration. See Ms. Marie Robinson in E18 Or Use this QR Code 	Work-Based Learning (WBL): Your Gateway to Real-World Success Step out of the classroom and into the future! Work-Based Learning gives students the opportunity to gain hands-on experience in a professional setting while earning high school credit. Whether you choose one, two, or three class periods , WBL allows you to: <ul style="list-style-type: none"> • Explore Careers in your field of interest • Build Professional Skills employers value • Network with Industry Experts • Have a paid or non-paid job placements • Earn While You Learn (skills and money) This program is perfect for students who want to connect classroom learning with real-world applications, develop a competitive edge for college or career, and discover what it takes to succeed in today's workforce. Flexible Scheduling: Students may enroll for 1, 2, or 3 periods based on their career goals and availability. Take control of your future—join Work-Based Learning and start building your career today!
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Performing Arts

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Fundamentals of Theatre	52.0210001/2	Y	9-12	None	This fun and interactive course provides an introduction to the world of theatre. Students will be given a broad overview of experiences in acting, technical theater and elements of dramaturgy to help uncover their strengths in these areas. Students are able to explore the various areas throughout this year-long course. There are no Pre-Requisites or after school commitments for this course.
Acting & Film Production	52.0731001/2	Y	10-12	Fundamentals of Theatre	Introduces the basics of acting and directing for the camera, with a focus on scene study and the differences between theatre and film. Students apply basic acting and directing techniques such as character development, audition techniques, vocal and physical techniques, and script analysis. Introduces students to on-camera performance in various genres and addresses the technical requirements of film acting such as framing, lighting, playing to the camera, shooting out of sequence, and other production considerations. Students explore the process of finding auditions for film and television and getting work on camera.

Technical Theater I Technical Theater II Technical Theater III	52.0410001/2 52.0420001/2 52.0430001/2	Y	10-12	Fundamentals of Theatre	This year-long course focuses on the ins and outs of production roles that take place behind the scenes, from lighting to costume design. There are no required extracurricular events outside of the school day for this course.
Advanced Drama I Advanced Drama II Advanced Drama III	52.0510001/2 52.0520001/2 52.0523001/2	Y	10-12	By Audition Only	This year long course focuses on the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected productions throughout the year, and will have an opportunity to participate in several types of artistic situations. Students will be required to take part in productions generated by the class, including performance competitions outside of class. Many rehearsals, building days, and performances will take place outside of the school day and are required for participation in this course.
Int. Band I Int. Band II Int. Band III Int. Band IV	53.0371001/2 53.0372001/2 53.0373001/2 53.0374001/2	Y	9-12	Previous Director Recommendation, no audition required, All incoming 9th grade Band students should enroll in this class; placement auditions will be taking into consideration.	This yearlong course develops an awareness of music literature through performance and listening. Explore techniques of playing instruments, note reading, simple rhythm, and pitch discrimination. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Band I Adv. Band II Adv. Band III Adv. Band IV	53.0381001/2 53.0382001/2 53.0383001/2 53.0384001/2	Y	9-12	Teacher recommendation & placement is by audition only	This yearlong course is similar to Intermediate Band, but includes more complex rhythms, pitch discrimination through singing and playing, expression, and music vocabulary. Major wind band literature is studied and performed; advanced knowledge of instrumental technique and music vocabulary is a must. Course content expectations are high. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Mastery Band I Mastery Band I Mastery Band III Mastery Band IV	53.0391001/2 53.0392001/2 53.0393001/2 53.0394001/2	Y	9-12	Teacher recommendation & placement is by audition only.	This year-long course is similar to Advanced Band, but for the most advanced musicians; this is our top performance ensemble. Course requires very specific commitment to this ensemble. Major wind band literature is studied and performed; extensive knowledge of advanced instrumental technique and music vocabulary is a must. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Beginning Percussion	53.0761001/2 53.0762001/2 53.0763001/2 53.0764001/2	Y	9-12	None	Students will learn the fundamentals of various percussion instruments including snare drum, mallets, and timpani. Students will learn how to read music and music notation. Students will have the opportunity to perform with the concert bands and percussion ensembles.
Beginning Music Technology	53.0221001/2	Y	9-12	None	This course will introduce students to the concepts of music technology, and its use in current music production methods. Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Music Technology students will also compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.

Intermediate Music Technology	53.0222001/2	Y	10-12	Beginning Music Tech	This course will have the ability to dig deeper into areas of music and sound production. Students will be able to work independently to compose their own music and create more advanced technical products.
Music Appreciation	53.0140001	S	9-12	None	Students will learn about music and how it applies to their everyday life. Students will encounter many genres and learn how music elements like melody, pitch, and rhythm contribute to music. Students will experience music from all over the world and in many different periods including modern pop music.
Beginning Piano I	53.0941001	S	9-12	None	The course introduces basic piano keyboard techniques. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. An individualized setting will be provided. This semester course is for beginning piano students. Students work individually at their own pace on electronic keyboards with headphones.
Beginning Piano II	53.0942001	S	9-12	Beginning Piano I	The course builds upon the basic piano keyboard techniques learned in Piano Lab I. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, and creative aspects of music and appreciation of music. Students must complete Beginning Piano I before taking Beginning Piano II.
Beginning Orchestra	53.0561001/2	Y	9-12	No previous experience required	This course provides opportunities for beginner level performers to develop performance skills and precision on orchestral stringed instruments. This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Int. Orchestra I Int. Orchestra II Int. Orchestra III Int. Orchestra IV	53.0571001/2 53.0572001/2 53.0573001/2 53.0574001/2	Y	9-12	Audition Previous director recommendation , no audition required, ALL incoming 9th grade Orchestra students should enroll in this class; placement auditions will be taken into consideration.	This course provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. This course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Orchestra I Adv. Orchestra II Adv. Orchestra III Adv. Orchestra IV	53.0581001/2 53.0582001/2 53.0583001/2 53.0584001/2	Y	9-12	Director Recommendation & placement is by audition only	This course provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. It covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. The objectives of the course for self-paced progress are organized through all four levels. It stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.

Mastery Orchestra I Mastery Orchestra II Mastery Orchestra III Mastery Orchestra IV	53.0591001/2 53.0592001/2 53.0593001/2 53.0594001/2	Y	9-12	Director Recommendation & placement is by audition only	This course provides opportunities for mastery-level performers to increase performance skills and precision on orchestral stringed instruments. The course covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Beginning Chorus	54.0211001/2	Y	9-12	No previous experience required	This yearlong course provides opportunities for beginner-level voice performers to develop performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore vocal technique, musical score reading, simple theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Int. Women's Chorus I Int. Women's Chorus II Int. Women's Chorus III Int. Women's Chorus IV	54.0251001/2 54.0252001/2 54.0253001/2 54.0254001/2	Y	9-12	No audition required- placement by previous director recommendation ALL incoming 9th grade Chorus students (treble voices) should enroll in this class.	This yearlong course provides opportunities for intermediate-level Treble voice performers to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore vocal technique, musical score reading, simple theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Adv. Chorus I Adv. Chorus II Adv. Chorus III Adv. Chorus IV	54.0231001/2 54.0232001/2 54.0233001/2 54.0234001/2	Y	9-12	Treble voice placement by previous director recommendation ALL incoming 9th grade tenor and bass Chorus students should enroll in this class; placement auditions will be considered.	This yearlong course provides opportunities for intermediate and advanced-level performers of all voice parts to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore more advanced vocal techniques, musical score reading, intermediate level theory concepts, as well as historical and cultural contributions and influences. Students should be advised that rehearsals and performances may be required after school hours as a part of this course.
Mastery Women's Chorus I Mastery W. Chorus II Mastery W. Chorus III Mastery W. Chorus IV	54.0265001/2 54.0266001/2 54.0267001/2 54.0268001/2	Y	9-12	By Audition and Teacher Placement Only	Placement by Audition Only Contact Ms. Burney BurneyC@fultonschools.org Centennial's award-winning top performance ensemble. This yearlong course provides opportunities for advanced-level Treble performers to increase performance skills and knowledge in choral singing while developing an awareness of music literature through performance and listening. Explore more extensive vocal techniques, advanced level musical score reading, advanced level theory concepts, as well as historical and cultural contributions and influences. Mastery Women's Chorus requires extreme commitment to this ensemble and stresses individual progress and group experiences. Students should be advised that rehearsals and performances will be required after school hours as a part of this course.

AP Music Theory	53.0230001/2	Y	10-12	Teacher Recommendation	College Board topics for the AP Music Theory exam include terminology and notational skills, writing skills, visual analysis and aural skills, and advanced levels of understanding.
Visual Arts					
Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Intro to Art/Design Fundamentals	50.0211001	Y	9-12	None	These 2 courses combine for a year long introductory course that establishes a standard and consistent foundation in the discipline of visual art. Students will be introduced to all aspects of visual art including but not limited to art as personal communication, drawing, sculpture, ceramics, design, aesthetics, careers, art criticism and art history. There are no required prerequisites for this course.
Ceramics I	50.0411001	S	9-12	Intro to Art	This semester long course in ceramics covers the three basic methods of hand building. Students will produce ceramic artwork using pinch, slab, and coil techniques. Students will learn the basic vocabulary of ceramics as well methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course.
Ceramics II	50.0412001	S	9-12	Intro to Art, Ceramics I	This semester long course provides in-depth work with clay beyond that of Ceramics 1. Students will further technical ability in hand building, surface decoration, and/or wheel-thrown ceramics. Glaze chemistry will be addressed with an emphasis on how a glaze works and how to alter results. Alternative firing techniques will introduce students to various surface effects and firing atmospheres. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice. Students will continue to investigate ceramics from around the world and throughout time.
Ceramics III	50.0413001	S	10-12	Intro to Art, Ceramics I, Ceramics II	This semester long course provides in-depth work with clay beyond that of Ceramics 2. Enhances level two skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while developing personal artistic voice. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present.
Ceramics IV	50.0414001	S	10-12	Intro to Art, Ceramics I, Ceramics II, Ceramics III	This semester long course provides in-depth work with clay beyond that of Ceramics 3. Enhances level three skills and provides opportunities to apply design techniques in clay through hand building and/or wheel throwing techniques while continuing to develop personal artistic voice. Emphasizes more complex form and surface treatments using tools, glazes, resists, and multiple clay bodies.
Draw/Paint I	50.0311001	S	9-12	Intro to Art	This semester length course instructs students in fundamental drawing skills and prepares a foundational understanding in the academic process of drawing. Course work builds upon drawing skills introduced in Introduction to Art/Art Fundamentals. Drawing approaches include variations in contour, value to model form, color value to model form, gesture, and perspective; students work with drawing media such as pencil, charcoal, conte, oil pastels and pen. Art history, criticism and aesthetics are incorporated with studio production of artworks.

Draw/ Paint II	50.0312001	S	9-12	Intro to Art, Drawing I/ Draw/Paint I	This semester long course continues to develop drawing skills toward mastery in a variety of drawing applications building understanding of anatomy and portraiture. The course includes studies in color sensitivity and a wide range of media and techniques. Students begin working on creating a unique artistic style and developing a portfolio.
Draw/Paint III	50.0303001	S	10-12	Intro to Art, Drawing 1 &2 OR Drawing/Painting 1 & 2	This semester long course continues to develop an expanded array of drawing moving into painting skills. The course includes studies in color sensitivity and a wide range of wet & dry media techniques. Students begin working on creating a unique artistic style and developing a portfolio. <i>This is considered a Pre-AP Drawing class.</i>
Draw/Paint IV	50.0304001	S	11-12	Intro to Art, Drawing 1, 2, & 3 OR Draw/paint 1, 2, & 3	This semester long course builds upon previous drawing and painting skills in tandem with developing personal voice. The course continues to support growth and mastery in a variety of wet and dry media techniques and styles. Students continue developing a comprehensive portfolio. <i>This is considered a Pre-AP Drawing class.</i>
Photo Design I	50.0711001	S	9-12	Intro to Art	This semester long course is an introduction to black and white photography and darkroom processing. Students will construct their own pinhole camera, take photos, and develop photos in the darkroom creating a photographic portfolio as they learn the technical and artistic aspects of photography. Photo history, critiques of photos, aesthetics and design will be addressed throughout the semester. Students will have assignments to make photos at home and keep a visual journal. Students will provide their own light sensitive paper which can be purchased in bulk for a discount. Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
Photo Design II	50.0712001	S	9-12	Introduction to Art and Photo Design I	Is a semester long course that builds on basic skills and darkroom techniques learned in Photo Design I. Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, they develop and print images from black and white film and refine their darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and an introduction to digital photography. It is encouraged for students to have their own 35mm Manual Camera for the course. This course is <u>very Technical</u> and has a steep learning curve as students learn how to use the 35mm camera, how to develop the negatives, how to enlarge negatives into positives, and presentation of their final images. Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
Photo Design III	50.0713001	S	10-12	Introduction to Art, Photo Design I, and Photo Design II	Is a semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All artwork created in this class becomes the property of the student. <i>This is considered a Pre- AP Photo class.</i> Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.

Photo Design IV	50.714001	S	11-12	Introduction to Art, Photo Design I, Photo Design II, and Photo Design III	Is an advanced semester long course that hones skills in communicating meaning through photography. Students will work in a more conceptual manner to develop their own ideas, style and artistic voice while developing a portfolio. Students will create a portfolio of prints in the form of a concentration. Students will be asked to make selected photographs at home and to keep a visual journal. Students will provide their own film and light sensitive paper which can be purchased in bulk for a discount. All artwork created in this class becomes the property of the student. <i>This is considered a Pre-AP Photo class.</i> Students will need to have access to their own digital camera or cell phone with a working digital camera to be able to complete the coursework for this class.
AP Drawing	50.0811001/2	Y	11-12	Intro to Art, Drawing 1 & 2 OR Draw/Paint 1 & 2 & Teacher Recommendation	This is a year-long course for juniors and seniors. The course allows students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue art beyond high school are not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions. Application and portfolio required. All AP Art students will complete a written component in addition to their portfolios in early May.
AP 2D Art and Design	50.0813001/2	Y	11-12	Intro to Art, Drawing 1 & 2 OR Draw/Paint 1 & 2 OR Photo 1-2 & Teacher Recommendation	This is a year-long course for juniors and seniors. The course allows students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue art beyond high school are not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions. Application and portfolio required. All AP Art students will complete a written component in addition to their portfolios in early May.
AP 3D Art and Design	50.0814001/2	Y	11-12	Intro to Art, Ceramics I, Ceramics II & Teacher Recommendation	This is a year-long course for juniors and seniors. The courses allow students to pursue college credit while still in high school by submitting a portfolio for evaluation by the College Board. Plans to pursue beyond high school is not required. However, students should have the desire to excel in visual art and to master long-term goals. Students in these courses have opportunities to build portfolios for college admission and participate regionally and nationally in exhibitions and scholarship competitions. . Application and portfolio required. All AP Art students will complete a written component in addition to their portfolios in early May.

Health & Physical Education

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Course Description
General Health (<i>Required course for graduation</i>)	17.0110001	S	9-12	None	Wellness concepts, human sexuality, State ADAP requirements, CPR training, first aid procedures, safety practices, and responsibility for health decisions are all discussed. Course is required to graduate high school.
Personal Fitness (<i>Required course for graduation</i>)	36.0510001	S	9-12	None	This course helps students develop a physical fitness program. Students are introduced to the concepts of stress management, weight training and conditioning, and proper nutrition. Progress toward individual fitness goals is measured throughout the semester. This course is required to graduate high school, unless an approved Personal Fitness waiver is on file.

Intro to Rec. Games	36.02700001	S	9-12	None	Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
Exercise and Weight Control	36.0550001/2	S	9-12	None	Introduction to fitness and wellness principles and exercise techniques, including basic nutrition principles, healthy lifestyle practices, and low-impact and beginner-level exercises.
Weight Training Adv. Weight Training Physical Conditioning Adv. Physical Conditioning	36.0540001/2 36.0640001/2 36.0520001/2 36.0620001/2	S	9 10 11 12	None	For Centennial Athletes participating on JV or V teams only. Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
Body Sculpting Adv. Body Sculpting	36.0560001/2 36.0660001/2	S	9-12	None Body Sculpting	For non-JV or V Athletes. Weight training and conditioning introduces correct lifting form, emphasizes safety practices, and presents a variety of exercises. Individual weight training programs are designed and followed throughout the course.
Intro to Team Sports	36.0210001/2	S	9-12	None	Enhance skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

Talented & Gifted

Course Title	Course #	Term	Grade(s)	Prerequisite(s)	Major Topics
Directed Study Directed Study <i>This course may not be offered every year.</i>	70.2320001 70.2320002	S1 S2	11-12	Elective Credit (Self-Direction Skills Needed)	Directed Study is an academic elective course that is designed to encourage students to explore areas of interest and passion. Modeling many colleges' independent studies, research courses, or capstone projects, Directed Study allows students to choose their own subject of study and design their own goals and coursework. Students in this course will collaborate with the Directed Study teacher during the first week of school to create a contract that defines and develops independent schedules, objectives, and goals. The majority of contract objectives are derived from the analysis, synthesis, and evaluation levels of Bloom's Taxonomy, and the processes employed include the major elements of Treffinger's creative problem-solving techniques.
Gifted Internship I <i>This course may not be offered every year.</i>	70.2210001 70.2210002	S1 S2	11-12 11-12	Completion of "Hire Me" seminar Need your own transportation	The internship course is a hands-on learning experience designed for students who are interested in gaining an in-depth view of possible career choices. Though unpaid, students will earn course credit at the end of the semester. This program seeks to grow students' career awareness and introduce students to various professional paths in their communities. Students will gain first-hand experience of the nuances in different work environments, while also developing their networking skills.

Centennial High School

Main Office: 470-254-4230

General Fax: 470-254-4250

<https://www.fultonschools.org/centennialhs>

Home of the Knights!

For more information or assistance, please contact:

Stephanie Peet, Curriculum Assistant Principal

peets@fultonschools.org