2027-2028

Curriculum Guide

Cambridge



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From the Principal

Dear Students, Parents and Guardians,

Welcome to the Cambridge Course Catalog for the 2027-2028 school year! The information in this catalog is meant to help you make decisions on which courses you wish to pursue. Each course has a brief description created by the teachers who actually teach them, and course pre-requisites.

One of my favorite things about high school is the experience. I know you have heard me say this many times. So, as you peruse the catalog and look up the courses in which you are interested, I encourage you to also make a list of the activities you wish to pursue outside of classes. Students and parents/guardians, I highly recommend you go through this catalog and your goals as a family. Consider your short-term goals for graduation, your desire to pursue talents and options that interest you, and your long terms goals of college and career. Consider that this is an opportunity to pick courses that provide balance for all three of these goals and maximize your high school experience.

Students, if you choose to go to college, learning how to navigate and pick courses of study for your degree is a valuable skill. Every college, university, and institution of higher learning has a course catalog. This is a great opportunity to explore options and, where possible, choose for yourself. There are lots of mandates and required classes in high school (and later in post-studies), but you do have freedom to choose at least one or two classes per year that match your interests, values, and goals. Once you have completed your selections, discuss them as a family. Then, reach out to teachers, counselors, and/or administrators for their input. Our Cambridge faculty and staff have valuable experience, advice, and insight to offer you on your journey. Please do not hesitate to reach out if you need help or guidance.

For some of you, this will be your first step into Cambridge. For others, it will be the final selections in your high school career. For all of you, be mindful in your choices. Do not hesitate to question, to consider, and to find your balance. Wishing you joy and success in creating your Cambridge high school experience! Be Safe. Be the B.R.I.D.G.E. Go BEARS!

Sincerely,

A^2

Ashley Agans

Proud Principal of Cambridge High School

Course Scheduling and Scheduling Policies

Core course recommendations are made each winter 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 winter. 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 for their student should be directed to the teacher of that course.

Students and parents provide a valuable review of scheduling decisions during what is called the schedule verification process. This process occurs in the winter after teacher recommendations and requests are made. Students and parents are strongly encouraged to review their students' teachers' recommendations and the students preferred elective courses and to request any necessary changes during the schedule verification process.

The deadline to solidify course recommendations and requests for course enrollment is February 19, 2027. Students will begin their first verification process around January 25, 2027. This will be followed by a final verification period around February 16, 2027. Starting February 22, Cambridge will build the master schedule to enroll students in the verified courses. Therefore, we will not honor additional schedule requests for changes after the February 19 deadline. If Cambridge must make changes to course offerings after Feb. 19, impacted students and families will be notified.

According to Fulton County School Board Policy, students are expected to complete the yearlong courses in which they are enrolled. After February 19, through the 2027-2028 school year, there will be no requested elective changes, leveling up of courses, changing of teachers, changing of lunches, and new online (virtual) requests. If a level down change is still necessitated after February 19, according to Cambridge's scheduling guidelines, the parent/guardian may fill out the level down form found on the Cambridge website and submit it to Bridge West in the first 10 school days only. All leveling down course changes must meet the following criteria: 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 and 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 their counselor. Final scheduling enrollment decisions are the school administration's responsibility, and final scheduling determinations are left to the Curriculum Assistant Principal and 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. Cambridge 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.

Student Registration Guidelines and Information

Please use the 2027-2028 Academic Handbook to select your classes for next school year. The guide is available online at Home - Cambridge High School. You are responsible for researching the course selections that interest you.

Elective Fair
January 7th 5:30-7:00pm at Cambridge High School. Discover the wide range of exciting elective courses available at Cambridge High School! Whether you're a current student or a rising 9th grader, this is your chance to explore the diverse academic and creative opportunities at CHS.
Students and their families will be able to meet our elective teachers, ask questions, and learn how each course can support their interests, goals, and future plans. This event is designed to help students and families make informed decisions during the course verification process.

Teacher Recommendation Phase
Jan. 25th – Jan. 29, 2027 –Teachers begin academic placement of students. All course recommendations entered by teachers will be based on semester 1 grades AND prerequisite criteria. Please read the online Academic Handbook to gain an understanding of which courses are most appropriate. Students can also speak with their teachers about academic placements for the 2027–2028 school year. 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.

Dual Enrollment Night
January 28th 6:00 PM virtual. Students interested in taking a Dual Enrollment (DE) course are required to attend with their parent or guardian.

First Course Verification
1st Verification January 25-January 29: Students will begine their First Course Request Verification Process which includes their proposed teacher recommendations for the 2027-28 school year. On this form, students will also rank 6 elective choices.
If there are any teacher recommendation issues, the students will utilize the First Course Request Verification Process to detail course request corrections. Counselors will make changes as needed. All students must complete this process by 4pm on January 29.
Note: Rising 9th grade First Course Request Verification will be January 25 - February 5.

Counselor Clean Up
Feb. 1st – Feb. 12: Counselors will view and/or enter courses in Infinite Campus and clean up proposed student classes.

Rising 9th and New Student Tours
February 3rd 9am – 11am. We're excited to welcome future Cambridge Bears to our campus! Students from Hopewell and Northwestern Middle Schools will tour Cambridge High School through their school's coordinated visit.
If you're a new student or a rising 9th grader not currently attending HMS or NMS, we'd love to meet you too! Please contact Cambridge High School to let us know you're interested in attending and we'll arrange this with you.

Final Course Verification
February 16th – 19th: Students will complete their Final Course Request Verification process. This is the second and final verification phase. If there are any issues, students will submit the changes by 4pm on February 19th. If there are no changes to be made, students do NOT need to complete their Final Course Request Verification. Counselors will make changes as needed. This is the FINAL opportunity to adjust all classes including electives. Now is also the FINAL time to speak with current teachers and counselors regarding scheduling concerns**. NO requested elective changes or leveling up will happen after February 19, 2027.**

Note: WBL, Online Contract, Peer Leadership, and Exceptional Mentorship Applications and Forms are due January 29th to Bridge West by 4pm. All forms may be found on our school website. All online classes must be taken off campus. No additional online classes will be added after February 19 for both the fall and spring semesters of the 2027–2028 academic year.

Dual Enrollment
March 26, 2027, is the document deadline for dual enrollment. By this date, the following documents should be completed: the collegiate application, Ga Futures DE application, the Fulton Schools dual enrollment contract, test score requests and transcript requests. Late submissions will not be accepted. All DE classes must be taken off campus. No additional DE classes will be added after the established deadlines for both the fall and spring semesters of the 2027–2028 academic year.

NO SCHEDULE CHANGES WILL BE MADE AFTER February 19, 2027

Students will not be able to select electives for the 2027-2028 school year if they fail to submit a verification form or if you return an incomplete form. Your electives will be chosen for the student. No requested elective changes will be made after February 19, 2027.

*Students enrolling over the summer do not abide by this timeline.

Course Requirements

THE FOLLOWING UNITS ARE REQUIRED UNDER THE NEW GRADUATION RULE FOR STUDENTS ENTERING NINTH GRADE IN FALL 2022 AND BEYOND:

Subject	Credits/Units	Requirements
Language Arts	4	• 1 credit in Lit Comp I • 1 credit in Lit Comp II • Plus 2 additional English credits (American Lit, World Lit, Advanced Comp, AP course, and/or DE course, etc.)
Mathematics	4	• 1 credit in Algebra: Concepts & Connections • 1 credit in Geometry: Concepts & Connections • 1 credit in Advanced Algebra: Concepts & Connections • 1 credit in an additional math course beyond Adv Algebra
Science	4	• 1 credit in Biology • 1credit in Physical Science or Physics • 1 credit in Chemistry, Environmental Science, or AP Science • 1 credit in approved 4th science, including any AP, academic science, or CTAE science credit course
Social Studies	3	• 1 credit in World History • 1 credit in United States History • .5 credit in Personal Finance and Economics • .5 credit in American Government/Civics
Career Tech/World Language/Fine Arts	3	• Students must take a minimum of 3 credits in CTAE, Fine Arts, or World Language. *Students seeking admission to a four-year college or university in Georgia must take a minimum of 2 units of the same language.
Health/General PE	1	• .5 credit in Health • .5 credit in Personal Fitness (waiver) *Students at CHS will take General PE or Weight Training and completion of the class will be required to submit the Personal Fitness waiver to fulfill the Personal Fitness Requirement.
Electives	4	4 additional credits
Total	**23**	

*STUDENTS WISHING TO RECEIVE INDUSTRY CERTIFICATION IN CERTAIN AREAS UNDER CAREER, TECHNICAL, AND AGRICULTURAL EDUCATION PROGRAMS MUST FOLLOW SPECIFIC PATHWAYS.

HOPE SCHOLARSHIP

CURRENT INFORMATION ABOUT HOPE SCHOLARSHIP ELIGIBILITY CAN BE FOUND AT HTTPS://WWW.GAFUTURES.ORG

AP Capstone Diploma Program

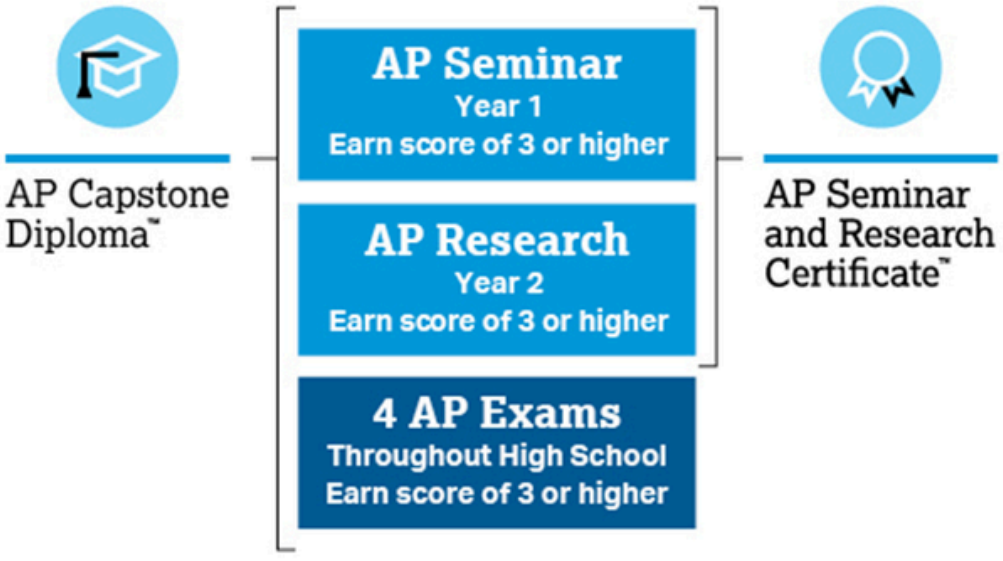
AP Capstone is an innovative diploma program from College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources to develop credible and valid evidence-based arguments. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry to produce and defend their scholarly work.

AP Capstone program aims to empower students by:

- Engaging them with rigorous college-level curricula focused on the skills necessary for successful college completion
- Extending their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts
- Enabling them to collect and analyze information with accuracy and precision
- Cultivating their abilities to craft, communicate, and defend evidence-based arguments
- Providing opportunities for them to practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity

The AP Capstone Diploma and AP Seminar and Research Certificate Students who earn scores of 3 or higher on the AP Seminar and AP Research and on four additional AP exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams will receive the AP Seminar and Research Certificate.



More information on the AP Capstone Diploma Program can be found on https://apcentral.collegeboard.org/courses/ap-capstone

Online Learning Options

Fulton Virtual Program (FV)

Fulton Virtual (FV) offers numerous core content areas, electives, world languages, and advanced placement courses. FV provides competency-based instruction that is flexibly paced to meet a student's academic needs. While students must complete the course content by the end of the term, the rate at which a student works through a topic is flexible. However, it is the expectation that students log-in and make progress every week. Fulton Virtual courses are student-led; instructors work with students, parents/guardians and other stakeholders (e.g., counselors) to deliver course learning objectives and support the academic needs of each student. For information about courses and links to Fulton Virtual, talk with your counselor and visit the Fulton Virtual page on the district website: www.fultonschools.org.

Credit Recovery

Credit Recovery is a free program for any Cambridge student that allows the student to retake a course in which he/she previously was not academically successful in earning credit. The available courses are those needed for graduation and limited electives. Fulton County Schools students have access to credit recovery course work through Fulton County Credit Recovery. Students should speak with their counselor if they are interested in enrolling in a credit recovery course.

Important Note: Fulton County Credit Recovery (FCCR) does NOT meet NCAA nontraditional core-course legislation. Aspiring student athletes should not take FCCR Credit Recovery course work if they would like to be eligible for NCAA Collegiate Athletics. Please consult your school counselor if you have additional questions.

Talented and Gifted

High school TAG students have a variety of options in receiving gifted services. The options are: Directed Studies, Career Internships (11th and 12th graders only), Advanced Placement (AP) Classes, College Classes and Honors Classes. Students must complete at least one of the options to receive TAG credit.

- Directed Study: This is a TAG elective course, see course description in the table below.
- Career Internship: This is a TAG elective course, see course description in the table below.
- AP Classes: Any AP course will count for TAG credit for gifted students. AP course descriptions can be found in the relevant content sections.
- College Classes: Students can earn TAG credit for any Dual Enrollment course.
- Honors Classes: Any Honors course will count for TAG credit for gifted students. Honors course descriptions can be found in the relevant content sections.

Course	Course Number	Term	Grade (s)	Prerequisite(s)	Curriculum
Directed Study	70.2310001 fall 70.2310002 spring	S	9-12	Approval of TAG Department Chair	Directed Study may be taken in any academic area. This course is an elective course that allows a student to pursue an area of study of personal interest that is not already offered as an elective through Cambridge High School. Students, with the guidance of a teacher, will develop the course of study. Student and teacher will write a curriculum contract that lists goals, objectives, and requirements.
Gifted Career Intern **Gifted Career Intern Year 2**	70.2210001 fall 70.2210002 spring 70.2220001 fall 70.2220002 spring	Y Y	11-12 12	Approval of TAG department through an application process at the beginning of spring semester the prior school year to taking the course	Students are assigned to work with professionals in a field that they are considering as a career. They have the opportunity to gain experience and insight about the business world. The internship will count as either one or two of their regular courses during the semester, and students will be off campus for these periods.

English for Speakers of Other Languages

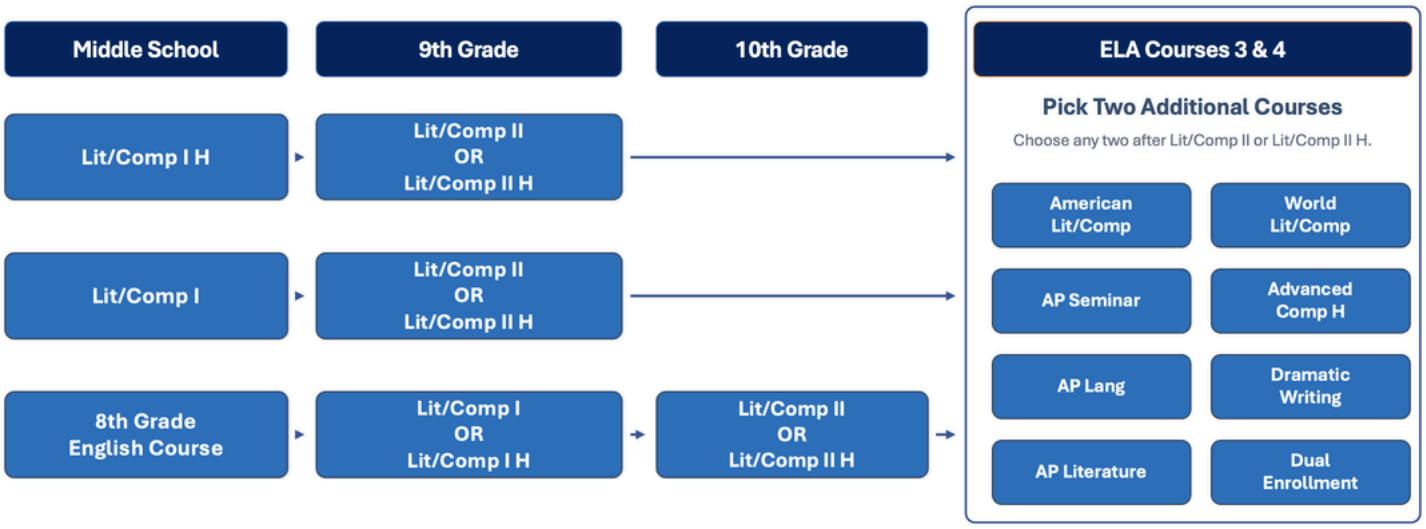
Course	Course Number	Term	Criteria for Placement ACCESS	Prerequisite (s)	Curriculum
Lit Comp I	23.0616021 fall 23.0616022 spring	Y	3.0+	Teacher Rec and ACCESS scores	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. Follow both WIDA and Georgia content area standards. Counts as an English graduation credit.
Lit Comp II	23.0617021 fall 23.0617022 spring	Y	2.5+	Lit Comp I, Teacher Rec, ACCESS scores	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. Follow both WIDA and Georgia content area standards. Counts as an English graduation credit
American Lit	23.0510021 fall 23.0510022 spring	Y	3.0+	Lit Comp I, Teacher Rec, ACCESS scores	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. Follow both WIDA and Georgia content area standards. Counts as an English graduation credit
World Lit	23.0630021 fall 23.0630022 spring	Y	2.5+	Lit Comp I, II, Am. Lit, Teacher Rec, ACCESS scores	Mainstream curriculum and materials, supplemented with ESOL-appropriate materials. Follow both WIDA and Georgia content area standards. Counts as an English graduation credit

Course	Course Number	Term	Criteria for Placement ACCESS	Prerequisite (s)	Curriculum
Communication Skills I (Elective)	55.0210001 fall 55.0210002 spring	Y	1.0-2.5	Teacher Rec and ACCESS score	Utilize WIDA standards with the newly adopted materials implemented in 2017-18. Per federal requirements, ESOL materials are to be used in ESOL classes.
Communication Skills II (Elective)	55.0220001 fall 55.0220002 spring	Y	2.0-3.5	Communication Skills I, ACCESS scores, Teacher Rec	Utilize WIDA standards with the newly adopted materials implemented in 2017-18. Per federal requirements, ESOL materials are to be used in ESOL classes.
Reading and Listening in the Content Areas (Elective)	55.0230001 fall 55.0230002 spring	Y	2.0-3.5	Communication Skills I, Teacher Rec, and ACCESS score	Utilize WIDA standards with the newly adopted materials implemented in 2017-18. Per federal requirements, ESOL materials are to be used in ESOL classes.

ELA

Graduation Requirement: 4 Credits

ELA Course Pathways



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Literature/ Composition I	23.0616001 Fall 23.0616002 Spring	Y	8 or 9	Passing grade – 8th ELA	Introduction to high school literature and composition, including reading strategies, interpretation of literature, writing, and grammar. Students will be introduced to Shakespeare and Homer, in addition to contemporary fiction and non-fiction. Students will compose written and multimedia texts to show mastery of standards.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Literature/ Composition I Honors	23.0616041 Fall 23.0616042 Spring	Y	8 or 9	90 or above in on level OR 85 or above in 8th ELA Advanced Not Weighted	Honors level introduction to high school literature and composition, including reading strategies, interpretation of literature, writing, and grammar. Students will be introduced to Shakespeare and Homer, in addition to contemporary fiction and non-fiction. Students will compose written and multimedia texts to show mastery of standards.
Literature/ Composition II	23.0617001 Fall 23.0617002 Spring	Y	9 or 10	Passing grade – Lit/Comp I	This course will deepen students' understanding of literature, rhetoric and informational texts. Students will read a variety of texts, including full novels, and will compose written and multimedia texts to show mastery of standards. This course has an end-of-course (EOC) exam administered by the state of Georgia.
Literature/ Composition II Honors	23.0617041 Fall 23.0617042 Spring	Y	9 or 10	90 or above in on level Lit I OR 85 or above in Lit I Honors Not Weighted	This honors level course will deepen students' understanding of literature, rhetoric and informational texts. Students will read a variety of texts, including full novels, and will compose written and multimedia texts to show mastery of standards. This course has an end-of-course (EOC) exam administered by the state of Georgia.
AP Seminar ELA (Elective)	23.0380011 Fall 23.0380012 Spring	Y.	10-12	Lit Comp I and Lit Comp II	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

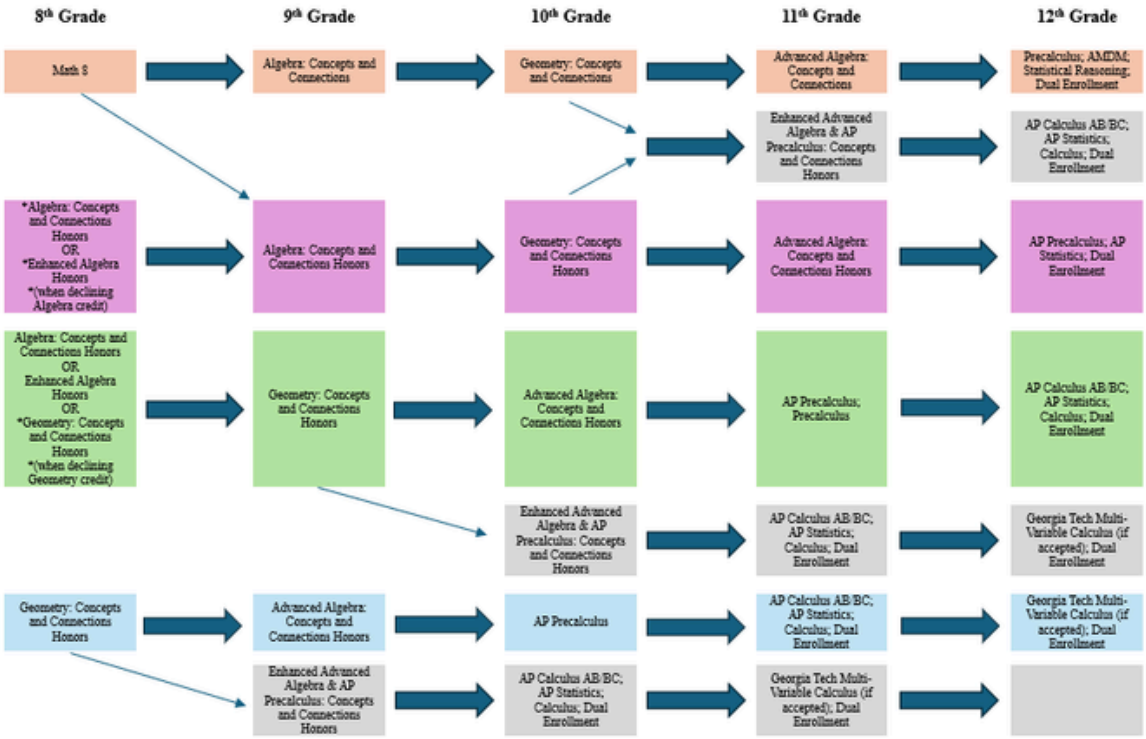
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP English Language/ Composition	23.0430001 Fall 23.0430002 Spring	Y	10-12	90+ in Lit II OR Equivalent course	The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts–including images as forms of text–from a range of disciplines and historical periods.
American Literature/ Composition	23.0510001 Fall 23.0510002 Spring	Y	10-12	Passing grade - Lit/Comp I and II	This course will deepen students' understanding of literature, rhetoric and informational texts as it relates to American Literature. Students will read a variety of texts, including full novels, and will compose written and multimedia texts to show mastery of standards. Students will understand how American history and art interact to create great literature.
American Literature/ Composition Honors	23.0510041 Fall 23.0510042 Spring	Y	10-12	90 or above in on level Lit II OR 85 or above in Lit II Honors Not Weighted	This honors level course will deepen students' understanding of literature, rhetoric and informational texts as it relates to American Literature. Students will read a variety of texts, including full novels, and will compose written and multimedia texts to show mastery of standards. Students will understand how American history and art interact to create great literature.
World Literature	23.0630001 Fall 23.0630002 Spring	Y.	10-12	Passing grade - Lit/Comp I and II	This course is designed to expose students to literature from around the world and through the lens of multiple cultures. Students will read a variety of texts, including full novels, and will compose written and multimedia texts to show mastery of standards.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP English Literature/ Composition	23.0650000	Y	11-12	90+ in Lit II AND teacher rec OR 85+ AP Lang or Am Lit H Not Weighted	AP Literature is a study of fiction ranging from plays, to novels, to poetry. The class is an in-depth look at human nature that sees the students reading and writing across genres. Students must have strong reading comprehension skills paired with a love of reading or the willingness to read all text. Similarly, student should have strong writing skills.
Advanced Composition Honors	23.0340040	Y	11-12	Passing grade – Lit/Comp I and II (or AP Seminar/ Lang)	Advanced-level study of contemporary writing. Students write for a variety of authentic purposes and audiences. Students will conduct research in the Fall semester and spend the Spring semester undertaking a survey of literary criticism. This course is writing focused to help prepare students for rigors of college classes.
Dramatic Writing/ Advanced Composition Honors	23.0300011 fall 23.0300012 spring	Y	10-12	Lit/Comp I and II (or AP Seminar/ Lang)	Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing tests and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Cannot count as 4th ELA credit if you have taken Advanced Literature/Composition Honors.
AP Research (Elective)	23.0370001 fall 23.0370002 spring	Y.	11-12	AP Seminar	AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in AP Seminar. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.
Contemporary Literature (Elective)	23.0660001	S	11-12	none	Study of contemporary film with an emphasis on literary analysis and study of craft.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Journalism/ Annual Yearbook I (Elective)	23.0320003-fall 23.0320004-spring	Y	9-10	none	Study of photojournalism and production of school annual.
Journalism/ Annual Yearbook II (Elective)	23.0330003-fall 23.0330004-spring	Y	10-11	Journalism I	Study of photojournalism and production of school annual.
Journalism/ Annual Yearbook III (Elective)	23.0350003-fall 23.0350004-spring	Y	11-12	Journalism II	Advanced study of photojournalism and production of school annual.
Journalism/ Annual Yearbook IV (Elective)	23.0360003-1	Y	12	Journalism III	Advanced study of photojournalism and production of school annual.

Math

Graduation Requirement: 4 Credits



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Co-requisite Algebra Support	27.0812001 fall 27.0812002 spring	Y	9	Math 8	This course is an elective that is a companion class to Algebra: Concepts and Connections for students who need additional mathematics support. This class will give the student extra time and practice on a daily basis.
Algebra: Concepts and Connections	27.0811001 fall 27.0811002 spring	Y	9	Math 8	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 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.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Algebra: Concepts and Connections Honors	27.0811041 fall 27.0811042 spring	Y	9	Algebra: C&C Honors OR Enhanced Algebra Honors	Same course description as Algebra: Concepts and Connections plus: Students in honors mathematics courses will have different workload experiences, including a focus on rich performance-based tasks and problem-based lessons. Core content may be taught at faster pace to allow time for more in-depth exploration through real-world application. Assessments will gauge student's procedural and conceptual understanding of the content.
Co-requisite Geometry Support	27.0822001 fall 27.0822002 spring	Y	10	Algebra Concepts and Connections	This course is an elective that is a companion class to Geometry: Concepts and Connections for students who need additional mathematics support. This class will give the student extra time and practice on a daily basis.
Geometry: Concepts and Connections	27.0821001 fall 27.0821002 spring	Y	10	Algebra: Concepts and Connections	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 triangles, trigonometry, geometric measurement, and conditional probability.
Geometry: Concepts and Connections Honors	27.0821041 fall 27.0821042 spring	Y	9-10	Algebra: Concepts and Connections Honors OR Enhanced Algebra Honors	Same course description as Geometry: Concepts and Connections plus: Students in honors mathematics courses will have different workload experiences, including a focus on rich performance-based tasks and problem-based lessons. Core content may be taught a faster pace to allow time for more in-depth exploration through real-world application. Assessments will gauge students procedural and conceptual understanding of the content.
Co-requisite Advanced Algebra Support	27.0832001 fall 27.0832002 spring	Y	11	Geometry Concepts and Connections	This course is an elective that is a companion class to Advanced Algebra: Concepts and Connections for students who need additional mathematics support. This class will give the student extra time and practice on a daily basis.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Advanced Algebra: Concepts and Connections	27.0831001 fall 27.0831002 spring	Y	11	. Geometry: Concepts and Connections	This is the third course in a sequence of courses designed to ensure career and college readiness. 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. Students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns.
Advanced Algebra: Concepts and Connections Honors	27.0831041 fall 27.0831042 spring	Y	9-11	Geometry: Concepts and Connections Honors	Same course description as Advanced Algebra: Concepts and Connections plus: Students in honors mathematics courses will have different workload experiences, including a focus on rich performance-based tasks and problem-based lessons. Core content may be taught a faster pace to allow time for more in-depth exploration through real-world application. Assessments will gauge student's procedural and conceptual understanding of the content.
Enhanced Advanced Algebra and AP Pre-Calculus	27.0931041 fall 27.0931042 spring	Y	9-11	Geometry: Concepts and Connections Honors	Although this is course is a blend of Advanced Algebra: Concepts and Connections Honors and AP Precalculus, only one Carnegie unit may be earned. Students enhance their understanding of data and statistical reasoning, functional and graphical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning. There is an emphasis on notational fluency and the use of multiple representations. Additional topics include sequences and series with the incorporation of convergence and divergence; conic sections; 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; finding solutions of trigonometric equations; and manipulation and application of trigonometric identities. Students 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.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Pre-Calculus	27.0841001 fall 27.0841002 spring	Y	11-12	Advanced Algebra: Concepts and Connections or Advanced Algebra: Concepts and Connections Honors	This course provides students with the opportunity to develop a deeper understanding of concepts in Algebra that are critical to the study of Calculus as well as an understanding of trigonometry and its applications. Throughout the course there will 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. Seniors may enroll in Pre-Calculus concurrently with AP Statistics.
Advanced Mathematical Decision Making	27.0850001 fall 27.0850002 spring	Y	12	Advanced Algebra: Concepts and Connections	This course is designed to give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.
Statistical Reasoning	27.0880001 fall 27.0880002 spring	Y	12	Advanced Algebra: Concepts and Connections	Statistical Reasoning offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Calculus	27.0780001 fall 27.0780002 spring	Y	12	. Precalculus or AP Precalculus	The course provides students with the opportunity to develop an understanding of the derivative and its applications as well as the integral and its applications. Throughout the course there will be a focus on notational fluency and the use of multiple representations. 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.
AP Pre-Calculus	27.0741001 fall 27.0741002 spring	Y	10-12	Advanced Algebra: Concepts and Connections Honors	The course centers on functions modeling dynamic phenomena. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning. Students learn that a function is a mathematical relation that maps a set of input values–the domain–to a set of output values–the range–such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. This type of understanding helps students to engage with both familiar and novel contexts. See Precalculus course description above for additional topics. Seniors may NOT enroll in AP Precalculus as their only senior-level mathematics course after completing non-Honors Advanced Algebra: Concepts and Connections.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Calculus AB	27.0720001 fall 27.0720002 spring	Y	11-12	AP Precalculus	Topics in AP Calculus AB include limits and their properties; derivatives and differentiation applications; anti -derivatives and indefinite integration; area and definite integrals; integration by substitution; the trapezoidal rule; logarithmic, exponential, and other transcendental functions; applications and methods of integration; miscellaneous topics in Calculus AB. This course is equivalent to a college-level Calculus I course.
AP Calculus BC	27.0730001 fall 27.0730002 spring	Y	11-12	AP Precalculus	Topics in AP Calculus BC include all topics from AP Calculus AB as well as applications of integration involving work and arc length; parametric equations; analysis of acceleration and velocity vectors; applications of slope fields to differential equations; analysis of geometric, harmonic, p -, and alternating series; and approximations of polynomials with Taylor and Maclaurin series. This course is equivalent to college-level Calculus I and Calculus II courses.
AP Statistics	27.0740001 fall 27.0740002 spring	Y	11-12	Advanced Algebra: Concepts and Connections	Topics in AP Statistics include introduction to statistics; descriptive statistics; probability; probability distributions; normal probability distributions; estimates and sample size; hypotheses testing; inferences from two samples; correlation and regression; multinomial experiments; analysis of variance; statistical process control; nonparametric statistics; design and sampling. Students are required to do a fair amount of reading and are expected to use the textbook as a primary source of information. Likewise, there is a major emphasis on writing rather than algebraic manipulation. This course is equivalent to introductory college-level Statistics. Seniors may NOT enroll in AP Statistics as their only senior-level mathematics course after completing non-Honors Advanced Algebra: Concepts and Connections.
AP Computer Science A	11.0160001 fall 11.0160002 spring	Y	11-12	Advanced Algebra: Concepts and Connections Honors	Major themes include critical thinking and problem solving in computer programming. Students design, implement, and analyze solutions as well as write, run, test, and debug solutions in the Java programming language.

Science

Graduation Requirement: 4 Credits
1 credit must be Biology; 1 credit must be Physical Science OR Physics; 1 credit must be Chemistry, Earth Systems, Environmental Science or an AP course.

<table>
<tr><th colspan="2">9th Grade</th><th>10th Grade</th><th>11th Grade</th><th>12th Grade</th></tr>
<tr><td>Honors Biology</td><td>> 85* H Bio
<u>AND</u>
85 in Algebra or
80* H Algebra</td><td>Honors Chemistry</td><td>Anatomy/H Anatomy
Astronomy
Forensic Science
Oceanography
Physics/H Physics
AP Biology
AP Chemistry
AP Environ. Sci.
AP Physics 1</td><td rowspan="4">Anatomy/H Anatomy
Astronomy
Forensic Science
Oceanography
Physics/H Physics
AP Biology
AP Chemistry
AP Environ. Sci.
AP Physics 1</td></tr>
<tr><td>Honors Biology</td><td>>80* H Bio
<u>AND</u>
85 in Algebra or
80* H Algebra</td><td rowspan="2">Chemistry</td><td rowspan="2">Physics</td></tr>
<tr><td>Biology</td><td>85 Bio
<u>AND</u>
85 in Algebra or
80* H Algebra</td></tr>
<tr><td>Biology</td><td>70* or higher
in Bio or H Bio</td><td>Physical Science</td><td>Environmental Science,
Chemistry</td></tr>
</table>

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Biology	26.0120001 fall 26.0120002 spring	Y	9	None	Students will investigate patterns, processes, and relationships of living organisms including the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experiences in laboratories and field work using the process of inquiry.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Honors Biology	26.0120041 fall 26.0120042 spring	Y	9-10	> 88 in High School Physical Science in 8th grade OR > 95 in 8th grade on level science	Student will investigate patterns, processes, and relationships of living organisms including the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experiences in laboratories and field work using the process of inquiry
Env. Science	26.0611001 fall 26.0611002 spring	Y	9-12	None	Students will investigate connections among Earth's systems (atmosphere, hydrosphere, and geosphere); the Earth's landscapes, ecology, and resources; phenomena fundamental to geology and physical geography (including the early history of Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and history of life on Earth).
Physical Science	40.0110001 fall 40.0110002 spring	Y	10-12	Biology	Students will survey of the core ideas in the physical sciences including the structure of atoms, properties of materials, radioactive decay, motion and forces, the conservation of energy and matter, wave behavior, electricity, and the relationship between electricity and magnetism. Students will investigate physical science concepts through experiences in laboratories and field work using the process of inquiry. This class is not appropriate for students who have completed Chemistry.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Chemistry	40.0510001 fall 40.0510002 spring	Y	10-12	> 85 in Bio and/or > 80 in Physical Science AND > 85 Advanced Algebra C&C or Geometry C&C & > 80 in Algebra C&C	Students will investigate chemistry concepts through experiences in laboratories and field work using the process of inquiry: structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes.
Honors Chemistry	40.0510041 fall 40.0510042 spring	Y	10-12	> 85 in Bio and/or > 80 in Physical Science AND > 85 in Advanced Algebra C&C or Geometry C&C & > 80 in Algebra C&C	Students will investigate chemistry concepts through experiences in laboratories and field work using the process of inquiry: structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes.
Physics	40.0810001 fall 40.0810002 spring	Y	11-12	Completion or concurrently in Advanced Algebra C&C	This course introduces students to the fundamental principles of physics and their applications in the real world. Topics include motion, forces, energy, waves, electricity, magnetism, and the nature of matter. Students will develop problem-solving skills through hands-on experiments, data analysis, and mathematical modeling. Emphasis is placed on understanding concepts, applying formulas, and exploring how physics explains everyday phenomena
Honors Physics	40.0810041 fall 40.0810042 spring	Y	11-12	Completion of Adv. Algebra and/or teacher rec	Honors Physics is an accelerated course designed for students with strong mathematical skills and a keen interest in science. It covers the same core topics as Physics, motion, forces, energy, waves, electricity, and magnetism, but with greater depth and rigor. Students will engage in advanced problem-solving, quantitative analysis, and laboratory investigations that require critical thinking and precision.

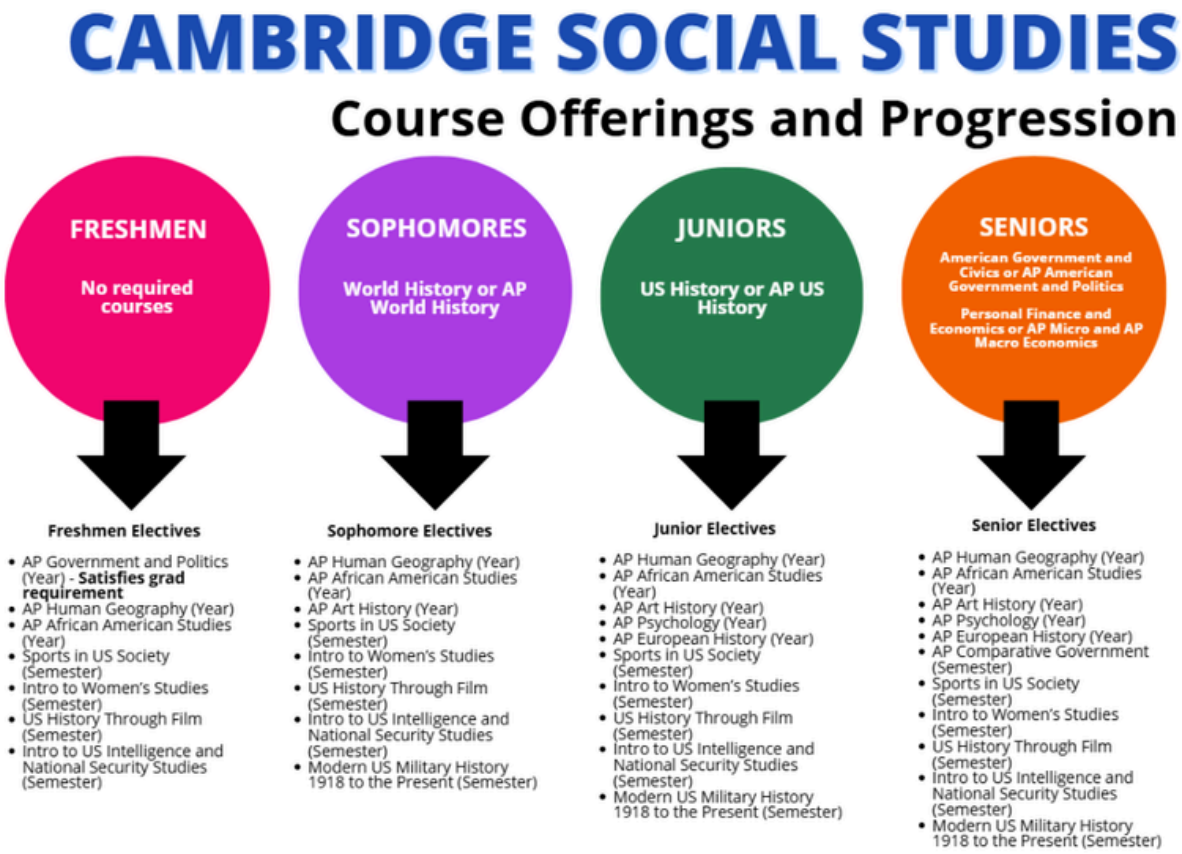
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Human Anatomy	26.0730001 fall 26.0730002 spring	Y	11-12	> 80 or in Bio AND in Physical Science or Chem	In this course students process and develop research skills through the investigation of body organization, skeletal system, muscular and nervous systems, endocrine system, reproductive and urinary systems, circulatory and respiratory systems, integumentary digestive system, immune system, and dissection.
Honors Human Anatomy	26.0730041 fall 26.0730042 spring	Y	11-12	> 85 in Biol AND in Chem OR > 80 in Honors Bio and Honors Chem (not weighted)	In this course students process and develop research skills through the investigation of body organization, skeletal system, muscular and nervous systems, endocrine system, reproductive and urinary systems, circulatory and respiratory systems, integumentary digestive system, immune system, and dissection.
Astronomy	40.0210001 fall 40.0210002 spring	Y	11-12	Biology and Physical Science	This course introduces students to modern astronomy, exploring the origins and evolution of the universe, the formation of stars and galaxies, and the structure of our solar system. Students will compare Earth to other planets and examine how astronomy has shaped human understanding. While primarily conceptual, the course incorporates Geometry and higher-level math to explain astronomical phenomena through the lens of physics.
Forensics	40.0930001 fall 40.0930002 spring	Y	11-12	Biology and Physical Science OR Chemistry	In this course, 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 adn the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Ocean-ography	40.0710001 fall 40.0710002 spring	Y	10-12	Biology	This course is an in-depth study of ocean geography and marine biology. Topics studied include marine environments, marine organisms, and species interactions, ocean topography, properties of water; ocean circulation; marine sediments; interactions between air, land, and sea; and resources provided by marine ecosystems.
AP Biology	26.0140001 fall 26.0140002 spring	Y	11-12	> 85 (not weighted) in Honors Bio OR > 95 in Bio AND > 85 (not weighted) in Honors Chem	In this Advanced Placement course, students will further develop an understanding of biology through inquiry-based investigations exploring the topics of evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.
AP Chemistry	40.0530001 fall 40.0530002 spring	Y	11-12	> 80 (not weighted) in Honors Chem S1 AND enrolling in Pre-Calculus OR teacher rec	In this Advanced Placement course, students will investigate the structure of matter, bonding and intermolecular forces, chemical reactions, kinetics, and thermodynamics and chemical equilibrium through the application of science practices and laboratory investigations.
AP Env. Science	26.0620001 fall 26.0620002 spring	Y	11-12	> 80 in Chem S1 OR > 90 in Physical Science S1 AND enrolling in Adv. Algebra C&C OR teacher rec	In this Advanced Placement course, students investigate ecosystems, human population, major global problems, energy resources, pollution, sustaining biodiversity an ecological integrity, and the environment as it relates to society. This course integrates previous knowledge from biology and chemistry

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Physics 1	40.0831001 fall 40.0831002 spring	Y	11-12	> 90 in Chem S1 OR > 80 in Honors Chem (not weighted) S1 OR > 90 in Physics and Pre/Co Req Pre-Calculus OR teacher rec	AP Physics 1 is an Algebra-based Advanced Placement course that introduces college -level physics units which explores Kinematics, Dynamics with Newtonian Mechanics (rotational dynamics and angular momentum), Conservation of Energy (including work, energy, and power) and Momentum. This college level course uses conceptual understanding and applications of physics in the real world to understand the mechanisms of physics.

Social Studies

Graduation Requirement: 3 Credits



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Intro to US Intelligence and National Security Studies	45.060001	S	9 - 12	None	This course provides a broad overview of the field of U.S. Intelligence, the composition of the Intelligence Community (IC), and the various functions of each of the member agencies. Students will explore the impacts of U.S. Intelligence on national and homeland security. Students will also examine the collaboration, coordination, and information sharing between the federal, state, and local levels of government. Throughout this course, students will explore the different types of intelligence and the overall cycle of intelligence analysis, collection, and information sharing. Students will also analyze the current challenges of the U.S. IC in an ever-changing and increasingly complex world through the examination of real-world events (e.g., the COVID-19 pandemic, major cyber incidents (like the Colonial Pipeline hack), and regional conflicts).

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Intro to US Women's Studies	45.0195001	S	9 - 12	None	This course is an introduction to the study of women in the United States. Students will explore, through various disciplinary lenses, the culture, history, art, accomplishments, and the march towards societal and political equality as they relate to lives of women in the United States
Sport in United States Society	45.0190001	S	9- 12	None	Sport in United States Society course examines the vital sociological role of sports 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.
US History in Film	45.0812001	S	9- 12	None	The production, distribution, exhibition, audience and critic viewings of fictional films will be investigated to fully evaluate their roles as historical evidence. A major goal of this course is determining what is valid in contemporary films and historical dramas and what these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created. Students in this course will 1) view movies on various topics, 2) participate in inner/outer Socratic seminar discussions, and 3) write essays comparing film evidence to information in more traditional sources, such as articles, textbooks, and critical commentaries.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Modern US Military History 1918-Present	45.0890001	S	10-12	None	This course will study U.S Military campaigns, events, strategy, weapons, and the causes and effects of the military conflicts the U.S Military were involved in including WWII, Korea, Vietnam, and the War on Terror.
World History	45.0830001 fall 45.0830002 spring	Y	10	None	This course includes the study of 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.
U.S. History	45.0810001 fall 45.0810002 spring	Y	11	None	The course involves the study of 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.
Economics	45.0610001	S	12	None	Students will study supply and demand, market forces, money, banking and capital, organization of natural resources, the national economy and global interdependence.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
American Government /Civics	45.0570001	Y	12	None	This course involves the study of political philosophies that influenced the foundations of U.S. government and why countries develop different forms of government globally; U.S. constitutional principles and the branches of government and factors influencing the political process. Students will construct and evaluate arguments. They will use documents and primary source data to analyze point of view, understand and interpret information, and write document-based and comparative analysis essays.
AP African American Studies	45.0896001 fall 45.0896002 spring	Y	9-12	None	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.
AP Human Geography	45.0770001 fall 45.0770002 spring	Y	9-12	None	In this course students will study systematic patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface.
AP U.S. Government and Politics	45.0520001 fall 45.0520002 spring	Y	9	None	Students will study government and politics in the United States: The Constitution, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, civil rights and civil liberties.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP World History: Modern	45.0820001 fall 45.0820002 spring	Y	10	Teacher Rec Encouraged	Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments. This course is best suited to students with a base understanding of world history pre-1200 CE and college-level reading and writing skills.
AP Art History	50.0921001 fall 50.0921002 spring	Y	10-12	Taken or enrolled in World History	AP Art History is a college-level course that explores the history of art across diverse cultures and time periods, from prehistoric works to contemporary global art. Students examine architecture, sculpture, painting, photography, and other forms of visual expression while learning to analyze artworks in their historical, cultural, and geographic contexts. Through the study of 250 required works of art, students develop skills in visual analysis, critical thinking, research, and written communication. The course prepares students for the AP Exam while fostering a deeper understanding of how art reflects and shapes human experiences, beliefs, and societies throughout history.
AP U.S History	45.0820001 fall 45.0820002 spring	Y	11	Teacher Rec Encouraged	This course focuses on 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.
AP Comparative Gov. & Politics	45.0530001	S	11-12	Teacher Rec Encouraged	Students will study concepts used to study the processes and outcomes of politics in different countries, global political and economic changes and politics in six different countries: China, Great Britain, Iran, Mexico, Nigeria, and Russia.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP European History	45.0840001 fall 45.0840002 spring	Y	11-12	World History	AP European History is a college-level course that examines the political, social, economic, intellectual, and cultural developments that shaped Europe from the Renaissance to the present. Through the analysis of primary and secondary sources, students develop historical thinking, critical reading, research, and argumentative writing skills while preparing for the AP Exam.
AP U.S. Gov. & Politics	45.0520001	S	11-12	Teacher Rec Encouraged	This course focuses on elections, political parties, policy- making, government institutions (such as the Presidency, the legislature, and the courts), civil liberties, and globalization.
AP Psychology	45.0160001 fall 45.0160002 spring	Y	11-12	None	The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.
AP Micro Economics	45.0630001 fall	S1	11-12	Teacher Rec Encouraged	This course focuses on basic economic concepts: introduction to international economics, introduction to macroeconomics, in-depth study of the nature and functions of product markets (consumer behavior, market costs), theory of the firm (optional production and pricing) and Resource Markets (wages & profits).
AP Macro Economics	45.0620002 spring	S2	11-12	Teacher Rec Encouraged	Students will study basic economic concepts: introduction to international economics, in-depth study of national economies including creation of money by commercial banks, measurements of growth, unemployment, inflation, fiscal & monetary policy, and aggregate supply and demand.

World Languages Diploma Seals & Cords

1 WL Pathway Honor Cord

Complete 3+ years of same World Language
Blue, Green, and Gold Honor Cord

2 GA Seal of Biliteracy

ELA – B or higher average for all ELA courses
WL – (1) 4 or 5 on AP WL Exam or (2) score Int. High on exam for languages not taught at CHS
Diploma Seal & Green Honor Cord

3 International Skills Diploma Seal

World Languages – 3-4 HS credits of same language
Coursework – 4-5 HS credits with international focus
Extracurricular – 4 experiences with global theme
Service – 20 hours with cross-cultural component
Capstone – integrate experiences above
Diploma Seal & Purple Honor Cord

4 National French Honor Society

Red, White, and Blue Honor Cord

5 National Latin Honor Society

Diploma Seal & Purple and Gold Honor Cord

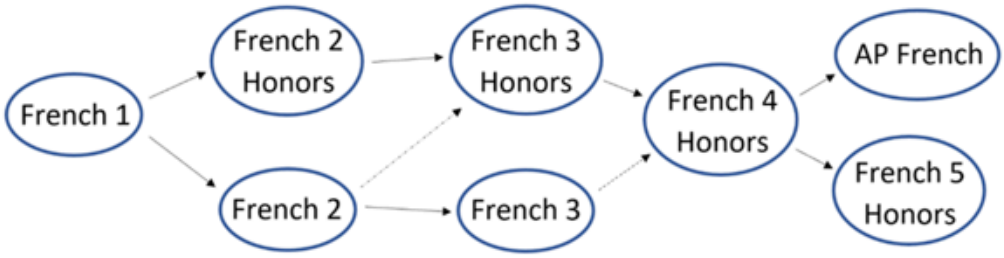
6 National Spanish Honor Society

Red and Gold Honor Cord

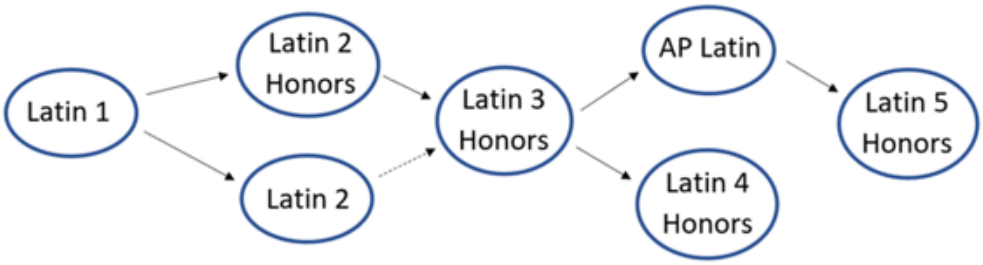
World Languages

Minimum of two years of the same World Language is required for college admission. Three plus years of the same language is recommended by many institutions.

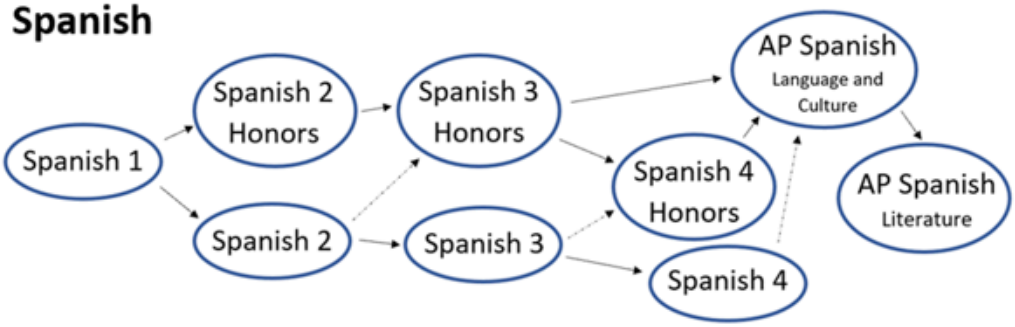
French



Latin



Spanish



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
French 1	60.0110001 fall 60.0110002 spring	Y	9-12	None	Students work towards the year-end goal of achieving novice-high listening, reading, writing and novice-mid speaking levels. (Students can understand, exchange, and present information about familiar topics using phrases, simple sentences, and short paragraphs. In a francophone culture, students can interact at a survival level in a few familiar contexts.) Topics used to achieve these levels include greetings, school, family, friends, and restaurants. No prior knowledge of the language or culture is assumed.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
French 2	60.0120001 fall 60.0120002 spring	Y	9-12	French 1	Students work towards the year-end goal of achieving intermediate-low listening, reading, & writing and novice-high speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a francophone culture, students can interact at a basic functional level in some familiar contexts.) Topics used to achieve these levels include sports and hobbies, celebrations and holidays, vacations and travel, and home.
French 2 Honors	60.0120041 fall 60.0120042 spring	Y	9-12	French 1 and Teacher Rec	Students work towards the year-end goal of achieving intermediate-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a francophone culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include sports and hobbies, celebrations and holiday, vacations and travel, home. Beginning preparation for AP French.
French 3	60.0130001 fall 60.0130002 spring	Y	10-12	French 2	Students work towards the year-end goal of reaching intermediate-mid listening, reading, and intermediate-low speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time, frames using complex sentences and long paragraphs. In a francophone culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, and the arts.
French 3 Honors	60.0130041 fall 60.0130042 spring	Y	10-12	French 2 or French 2 Honors and Teacher Rec	Students work towards the year-end goal of reaching intermediate-mid listening, reading, and speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a francophone culture, students can interact at a functional level in multiple familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, and the arts. Continued preparation for AP French.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
French 4 Honors	60.0140041 fall 60.0140042 spring	Y	11-12	French 3 or French 3 Honors and Teacher Rec	Students work towards the year-end goal of reaching enriched intermediate-mid listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about a wide variety of concrete and abstract topics in several time frames using complex sentences, paragraphs, and essays. In a francophone culture, students can interact at a very functional level in multiple familiar contexts.) Sample topics include WWII in France, French cities, French film, and Haitian culture. In final preparation for AP French, the course provides intense development of communicative and cultural competence and requires near-exclusive use of French in class.
AP French Language and Culture	60.0170001 fall 60.0170002 spring	Y	12	French 4 Honors and Teacher Rec OR Placement Exam	This college-level course provides intense preparation for the AP French Language and Culture exam by using authentic resources; students work towards the year-end goal of intermediate-high to advanced-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about a wide variety of abstract and culturally relevant topics and in many time frames and registers using complex sentences, paragraphs, and essays. In a francophone culture, students can interact at a competent level in familiar and some unfamiliar contexts). College Board themes used to promote success include global challenges, science and technology, contemporary life, families and communities, identities, and beauty. Exclusive use of French in class.
French 5 Honors	60.0150041 fall 60.0150042 spring	Y	12	French 4 Honors or AP French and Teacher Rec	This college-level course explores French and francophone literature, history, film, contemporary topics, and culture with the year-end goal of enriched intermediate-high to advanced-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about a wide variety of abstract, literary, and culturally relevant topics and in many time frames and registers using complex sentences, paragraphs, and essays. In a francophone culture, students can interact at a competent level in familiar and some unfamiliar contexts.) Class readings, culture units, and individual research projects are designed to prepare students to explore the use of French in their future careers and community service. Exclusive use of French in class.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Latin 1	61.0410001 fall 61.0410002 spring	Y	9-12	None	Latin I introduces students to the basics of the Latin language and Roman culture. Students will follow one Roman family on a journey through various parts of the Roman Empire, viz. Pompeii, Britannia, Alexandria. Emphasis will be placed on fundamental language structures, vocabulary, derivatives, and reading comprehension – all of which is supplemented with culture, history, and mythology.
Latin 2	61.0420001 fall 61.0420002 spring	Y	9-12	Latin 1 and Teacher Rec	In Latin II students move deeper into the Latin language: subjunctive mood, participles, gerundives, passive voice, ablative absolute, future tense. Students continue to be guided by their favorite characters as they learn these more complex aspects of the Latin language, which is supplemented with further study of culture, history, and mythology. Latin II is designed for students intending to cease their study of Latin after level II. While the content of Latin II is similar to that of Latin II Honors, assessments are designed for a lower level of mastery. Students wanting to continue to Latin III Honors should strongly consider taking Latin II Honors.
Latin 2 Honors	61.0420041 fall 61.0420042 spring	Y	9-12	Latin 1 and teacher rec	In Latin II Honors students move deeper into the Latin language: subjunctive mood, participles, gerundives, passive voice, ablative absolute, future tense. Students continue to be guided by their favorite characters as they learn these more complex aspects of the Latin language, which is supplemented with further study of culture, history, and mythology. Mastery of increasingly complex grammatical structures for the purpose of reading comprehension is our goal.
Latin 3 Honors	61.0430041 fall 61.0430042 spring	Y	10-12	Latin 2 Honors or Latin 2 with teacher rec	In Latin III Honors students hone the final points of grammar, and exploration of primary sources takes center stage. In the first semester, students focus on indirect statements and the subjunctive mood as they complete the plotline they've been following for two years. Then in the second semester students read a selection of original texts by Roman authors (adapted where necessary), including Catullus, Ovid, Pliny, Tacitus, and Vergil. Students are introduced to Latin poetry, rhetorical devices, and scansion of dactylic hexameter. Emphasized are the comprehension and analysis of advanced texts in preparation for AP Latin.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Latin 4 Honors	61.0440041 fall 61.0440042 spring	Y	11-12	Latin 3 Honors and Teacher Rec	The aim of this course is to provide students with the opportunity to read complex original works from Roman authors without the pressure of the AP curriculum and requirements. In semester one students will learn alongside AP Latin students as they foray into the worlds of Pliny's Epistulae and Vergil's Aeneid as well as selections from other Roman authors. The second semester will begin to offer students the opportunity to read primary Latin texts in a variety of genres and Roman authors. Students will have options throughout the year to demonstrate proficiency of understanding by alternative means including poetry, art, engineering, dance, music, video-based design, acting, etc. The academic year will culminate in a more extensive project-based experience.
AP Latin	61.0480001 fall 61.0480002 spring	Y	11-12	Latin 3 Honors and Teacher Rec	This college-level course continues Latin language acquisition through translation, textual analysis, and contextualization. Students will study selections from Vergil's Aeneid and Pliny's Epistulae, along with nonsyllabus texts and four Course Project passages, some of which extend beyond early imperial Rome. By placing texts in context, students develop critical, historical, and literary sensitivities, which helps them gain a deeper understanding of the content and the culture in which they were created.
Latin 5 Honors	61.0450041 fall 61.0450042 spring	Y	12	AP Latin and Teacher Rec	Latin V Honors offers advanced Latin students the opportunity to read primary Latin texts in a variety of genres. Having mastered the structural elements of the Latin language and having shown proficiency in reading comprehension of advanced Latin texts, students will reap the fruits of their hard work as they enjoy reading authors of their own choosing. Students may read from Ovid, Cicero, Catullus, Horace, Vergil, Caesar, Plautus, Martial, Cato, Pliny, Tacitus, Suetonius, Livy, Quintilian, Nepos, Seneca, Propertius, et al. In addition to these authors, students may read from Biblia Sacra Vulgata; spend a little time in Harrius Potter et Philosophi Lapis, Hobbitus Ille, Winnie Ille Pu, Cattus Petasatus; and even create their own Latin version of English works. The sky really is the limit for students in this course. Upon completion, students will be well prepared for any advanced Latin course at the undergraduate level.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Spanish 1	60.0710001 fall 60.0710002 spring	Y	9-12	None	Students work towards the year-end goal of achieving novice-high listening, reading, writing and novice-mid speaking levels. (Students can understand, exchange, and present information about familiar topics using phrases, simple sentences, and short paragraphs. In a Spanish-speaking culture, students can interact at a survival level in a few familiar contexts.) Topics used to achieve these levels include greetings, school, family, pastimes, travel, and vacation. No prior knowledge of the language or culture is necessary or assumed.
Spanish 2	60.0720001 fall 60.0720002 spring	Y	9-12	Spanish 1	Students work towards the year-end goal of achieving intermediate-low listening, reading, & writing and novice-high speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a Spanish-speaking culture, students can interact at a basic functional level in some familiar contexts.) Topics used to achieve these levels include shopping, daily routines, food and celebrations, health, and technology.
Spanish 2 Honors	60.0720041 fall 60.0720042 spring	Y	9-12	Spanish 1 and Teacher Rec	Students work towards the year-end goal of achieving intermediate-low listening, reading, writing, and speaking levels. (Students can understand, exchange, and present information about an expanded variety of familiar topics and in present and past tenses using complex sentences and short paragraphs. In a Spanish-speaking culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include shopping, daily routines, food and celebrations, health, and technology. Beginning preparation for AP Spanish.
Spanish 3	60.0730001 fall 60.0730002 spring	Y	9-12	Spanish 2	Students work towards the year-end goal of reaching intermediate-mid listening, reading, and intermediate-low speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a Spanish-speaking culture, students can interact at a functional level in some familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, and the arts.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Spanish 3 Honors	60.0730041 fall 60.0730042 spring	Y	9-12	Spanish 2 or Spanish 2 Honors and Teacher Rec	Students work towards the year-end goal of reaching intermediate-mid listening, reading, and speaking levels. (Students can understand, exchange, and present information about a wide variety of topics and in several time frames using complex sentences and long paragraphs. In a Spanish-speaking culture, students can interact at a functional level in multiple familiar contexts.) Topics used to achieve these levels include home, food, health, technology, city life, professions, environment, the arts, and current events. Continued preparation for AP Spanish.
Spanish 4	60.0740001 fall 60.0740002 spring	Y	10-12	Spanish 3	Students work towards the year-end goal of reaching intermediate-mid listening, reading, writing, and speaking levels. (Students can participate in conversations on familiar topics using sentences and series of sentences. Students can handle short social interactions in everyday situations by asking and answering a variety of questions. Students can usually say what they want to say about themselves and their everyday life.) The course provides extensive development of communicative and cultural competence and requires extensive use of Spanish in class.
Spanish 4 Honors	60.0740041 fall 60.0740042 spring	Y	10-12	Spanish 3 or Spanish 3 Honors and Teacher Rec	Students work towards the year-end goal of reaching intermediate-high listening, reading, writing, and speaking levels. (Students can participate with ease and confidence in conversations on familiar topics. Students can usually talk about events and experiences in various time frames, and describe people, places, and things. Students can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. Students can understand, exchange, and present information about a wide variety of concrete and abstract topics in several time frames using complex sentences, paragraphs, and essays. In a Spanish-speaking culture, students can interact at a very functional level in multiple familiar contexts.) The course provides intense development of communicative and cultural competence and requires near-exclusive use of Spanish in class in preparation for AP Spanish Language and Culture class.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Spanish Language and Culture	60.0770001 fall 60.0770002 spring	Y	11-12	Spanish 4 or Spanish 4 Honors and Teacher Rec or Placement Test	This college-level course provides intense preparation for the AP Spanish Language and Culture exam by using authentic resources; students work towards the year-end goal of intermediate-high listening, reading, writing, and speaking. (Students can understand, exchange, and present information about a wide variety of abstract and culturally relevant topics and in many time frames and registers using complex sentences, paragraphs, and essays. In a Spanish-speaking culture, students can interact at a competent level in familiar and some unfamiliar contexts). College Board themes used to promote success include global challenges, science and technology, contemporary life, families and communities, identities, and beauty. Exclusive use of Spanish in class.
AP Spanish Literature	60.0811001 fall 60.0811002 spring	Y	12	AP Spanish Lang and Teacher Rec or Placement Test	This college-level course provides intense preparation for the AP Spanish Literature and Culture exam using authentic Spanish-language literature from many time periods and Spanish-speaking countries. With the year-end goal of enriched intermediate-high listening, reading, writing, and speaking, students read short stories, novels, poetry, plays, and essays from authors such as Cervantes, Tirso de Molina, Heredia, Unamuno, Darío, Borges, Garcia Marquez, and Allende, making cultural connections with each work. Students explore the College Board themes of Societies in Contact, Construction of Gender, Time and Space, Literary Creation, Interpersonal Relationships, and the Dual Nature of Being. Exclusive use of Spanish in class.

Career, Technical and Agricultural Education Pathway Completion

CTAE Pathway Completers: Ready for the Future!

A CTAE Pathway Completer is a student who successfully completes three courses in one Career, Technical, and Agricultural Education (CTAE) pathway. These students are eligible to earn a Career Ready Diploma Seal, signaling to employers that they are prepared to participate in the workforce.

Students may earn each of the three seals for their accomplishments. Foil seals will be affixed to their diplomas awarded at graduation. In addition, students earning the Pathway Skills Seal receive a maroon braided graduation cord.



Employability/Soft Skills Seal



Leadership Skills Seal



Pathway Skills Seal

Why It Matters: Benefits for Students

Career Ready Diploma Seals are awarded to graduating seniors who demonstrate career readiness through coursework, experiences, and achievements. These seals are recognized by Georgia employers and industry partners as a mark of professionalism and preparedness.

Benefits:

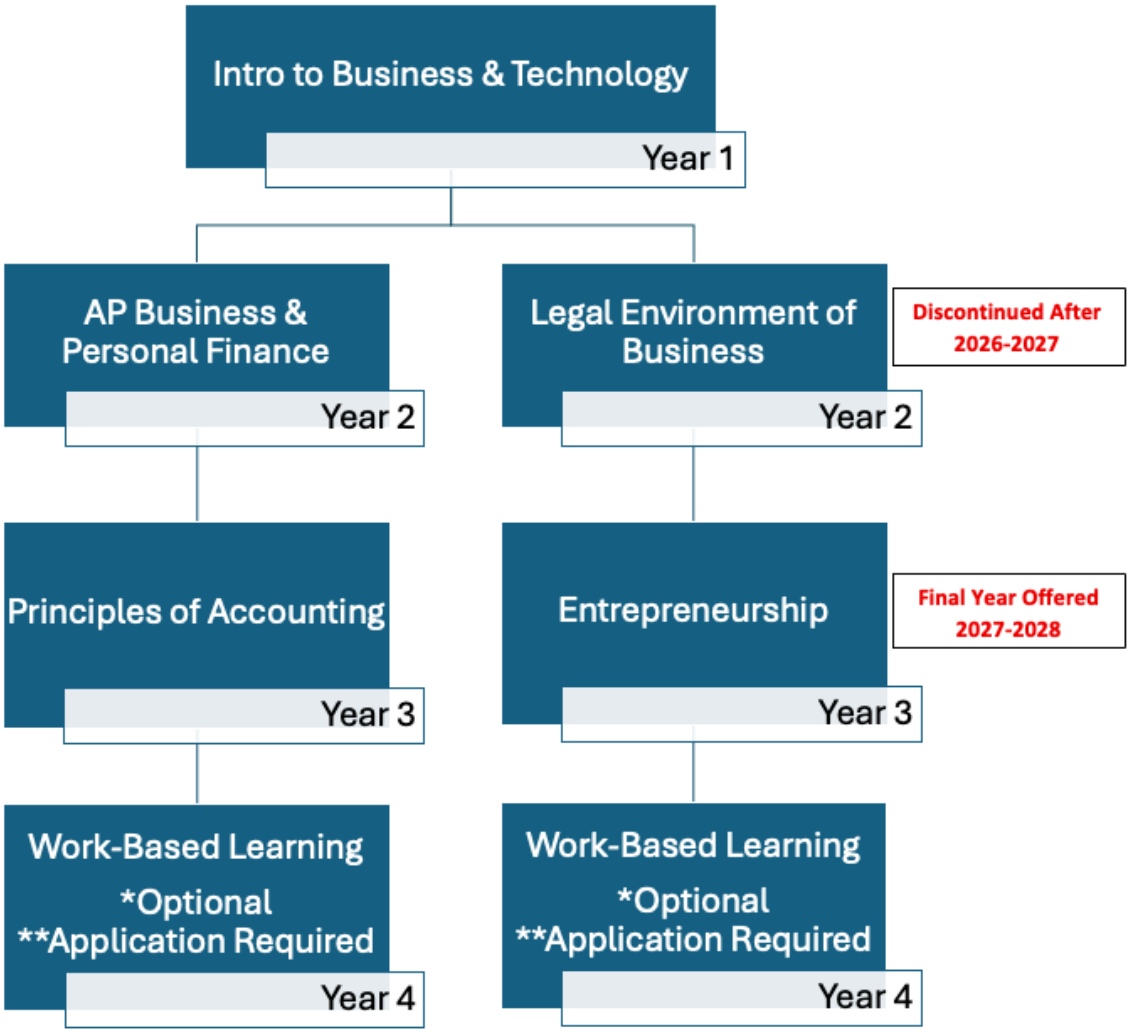
- Recognition on diploma and transcripts
- Boosts college and career applications
- Connects students with real-world experiences
- Demonstrates leadership, professionalism, and technical skills

Career Ready Diploma Seals Requirements

Career, Technical and Agricultural Education

Accounting & Entrepreneurship Pathways

Students have two paths to choose between and must take the courses in sequence. In some rare cases (teacher approved and communicated with you), they can double up senior year.



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Intro to Business and Technology	07.4413001 fall 07.4413002 spring	Y	9 - 12	None	The course 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.

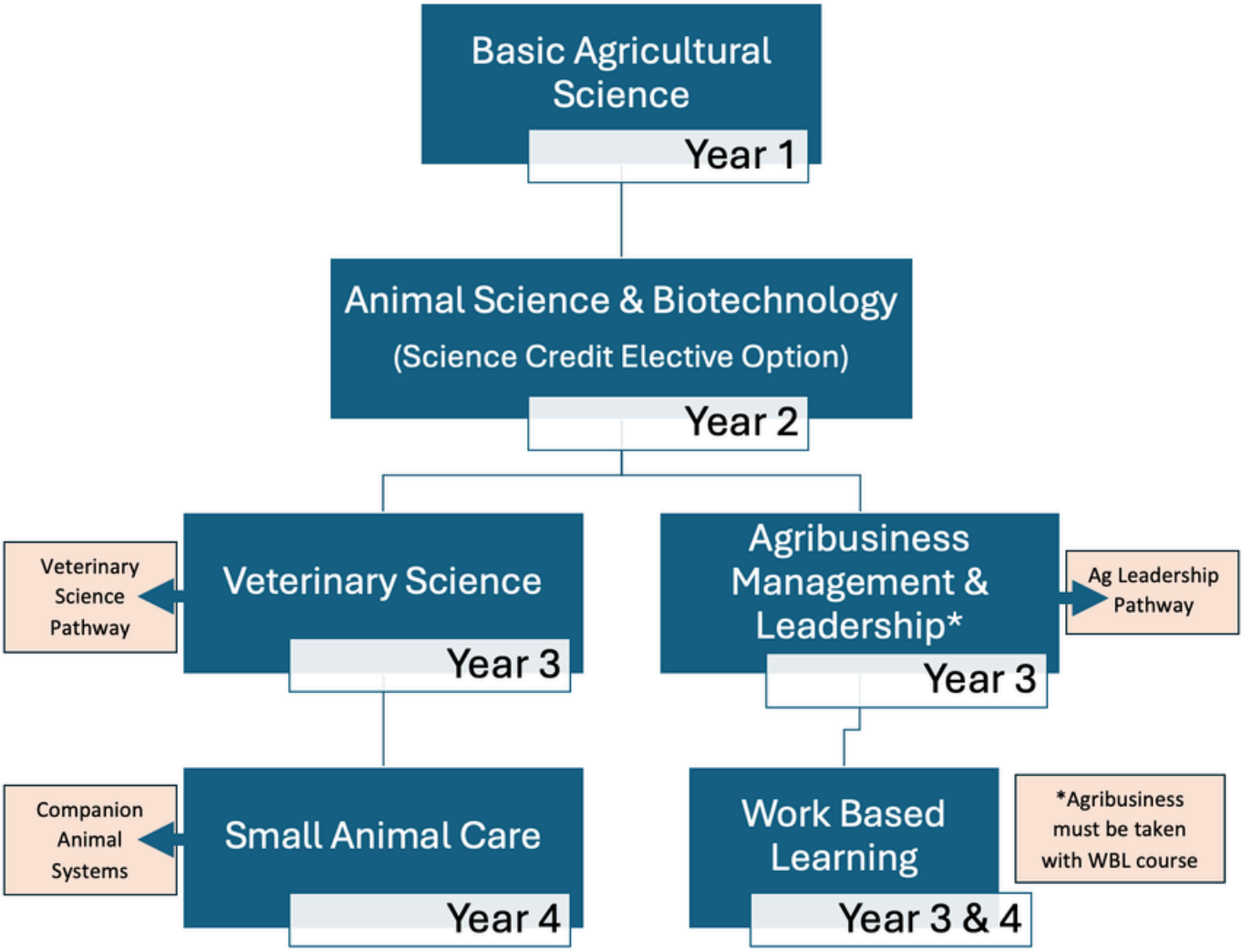
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Business with Personal Finance	07.4290011 fall 07.4290012 spring	Y	10-12	Intro to Business and Tech OR Adv Sports & Entertain Marketing	Ready to think like an entrepreneur and become MONEY SMART? AP Business with Personal Finance brings business & personal finance to life through real-world applications, business cases, and hands-on projects. Explore entrepreneurship, marketing, management, accounting, finance, and business strategy while learning practical skills for your future. You'll tackle budgeting, banking, credit, taxes, insurance, investing, saving, major purchases, and financial planning. You'll develop and test your own product idea through the Business Canvas Project and step into the role of a financial advisor to create recommendations for a fictional household. Whether you dream of starting a business, building wealth, or simply making smarter financial decisions, this course gives you the tools to confidently navigate the world of business and money.
Principles of Accounting	07.4110001 fall 07.4110002 spring	Y	11-12	Financial Literacy	This is a skills-level course that is of value to all students pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Performing accounting activities for sole proprietorships and corporations following Generally Accepted Accounting Procedures are included in the course. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of the economics health of a business.
Entrepreneurship	06.4161001 fall 06.4161002 spring	Y	11-12	Legal Environ of Business	Want to own and manage your own business? If so, this course is for you! Build on the theories learned in Intro to Business & Legal Environment of Business by learning through practical application scenarios. You will study market research, funding, location, marketing plan, management, accounting, business ethics, culture, day-to-day operations, characteristics of an entrepreneur, and create a business plan. You will also help manage and operate the Paw Prints shop.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Work-Based Learning	Various course numbers	Y	11-12	Application and Teacher Approval	Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.
Business **Communications**	07.451001 fall 07.451002 spring	S or Y	11-12	Application and Teacher Approval	Students work as Office Aides and gain real-world workplace experience while assisting staff in various locations throughout Cambridge High School, including Bridge East, Bridge West, the attendance office, media center, and other designated areas. Students provide general office assistance while developing professional communication, organization, time management, problem-solving, teamwork, and customer service skills. Through daily interactions with students, staff, and visitors, students practice appropriate workplace etiquette, confidentiality, responsibility, and effective written and verbal communication. Students may also use technology and office applications to complete assigned tasks and support school operations. This course provides students with an opportunity to build valuable employability and leadership skills while contributing to the Cambridge community and preparing for future college and career environments.

Career, Technical and Agricultural Education

Agriscience & Veterinary Pathways

Students have two paths to choose between and must take the courses in sequence. In some rare cases (teacher approved and communicated with you), they can double up senior year.



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Basic Agricultural Science	02.471001 fall 02.471002 spring	Y	9 - 12	None	This course is designed as the foundational course for Ag Pathways. The course comprises the three circle model of Ag Education: class and laboratory instruction, supervised agricultural experiences (SAEs), and FFA. The course introduces students to the major areas of agricultural production and research; presents problem solving lessons and introductory skills within each sector of the ag industry and explores ag related technologies.

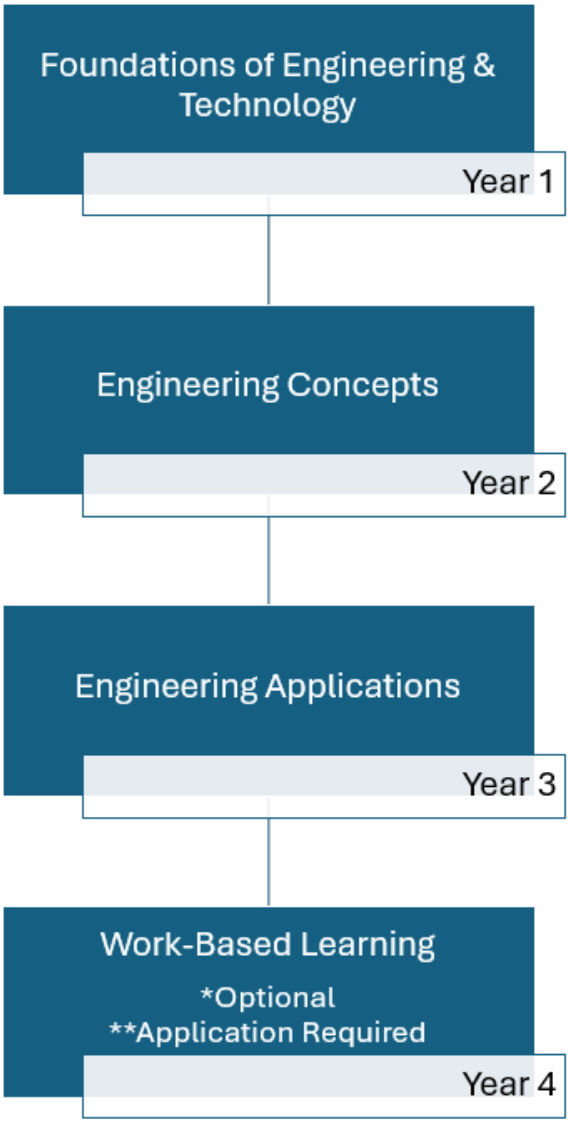
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Animal Science Technology Biotech ***Course meets 4th science credit requirement**	02.4210001 fall 02.4210002 spring	Y	9-12	Basic Ag Science	This course is designed to introduce students to the scientific principles of the breeding and husbandry of agricultural animals, and the production, processing, and distribution of agricultural animal products. Through this course, students gain insight into the industries that get livestock from farm to fork to become more informed consumers when purchasing animal products and by-products. Through interaction with livestock, students leave this course with knowledge and skills related to raising and handling agricultural animals.
Veterinary Science	02.4240001 fall 02.4240002 spring	Y	10-12	Animal Science Tech Biotech	The agricultural education course in veterinary science covers the basics of animal care. Topics covered include disease, parasites, nutrition, behavior, grooming, and general animal care. Skills covered include injections, suturing, restraints, and basic veterinary laboratory procedures. This course allows students entering the workforce after graduation from high school to develop entry-level skills to become employed and to continue education on the job. Students will utilize the skills learned in this course by operating a doggie daycare program.
Small Animal Care and Management	02.4230001 fall 02.4230002 spring	Y	11-12	Vet Science	The goal of this course is designed to provide students with skills and concepts involved with the care and management of companion animals. Students in this course will gain hands-on experiences of small animal management through the care of the program's animals. Students will practice industry-standard grooming in partnership with the Veterinary Science doggie daycare program.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Agribusiness & Leadership	01.4120001 fall 01.4120002 spring	Y	11-12	General Hort & Plant Science	Students in this course will learn agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and personal finance. Students in this course will operate a weekly fresh produce subscription service where they will develop and operate all components of an LLC business. Students will be responsible for developing business plans, running social media, operating a website, and selling as vendors at local markets.
Agribusiness WBL	Various Course Numbers	Y	11-12	Must be taken with Agribusiness Leadership or as Optional 4th Year Course	Students in this course intern at the Old Rucker Farm in Alpharetta. Students who are in their final year and have or are currently completing at least one pathway could take this course. Students would apply their skills learned from a completed pathway in animal and/or plant production to manage daily operations of the farm for events and local markets. Students may also take this as an optional 4th year course after Agribusiness or Veterinary Science. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.

Career, Technology and Agriculture Education

Engineering Pathway

Students have one path available for Engineering and must take the courses in sequence.



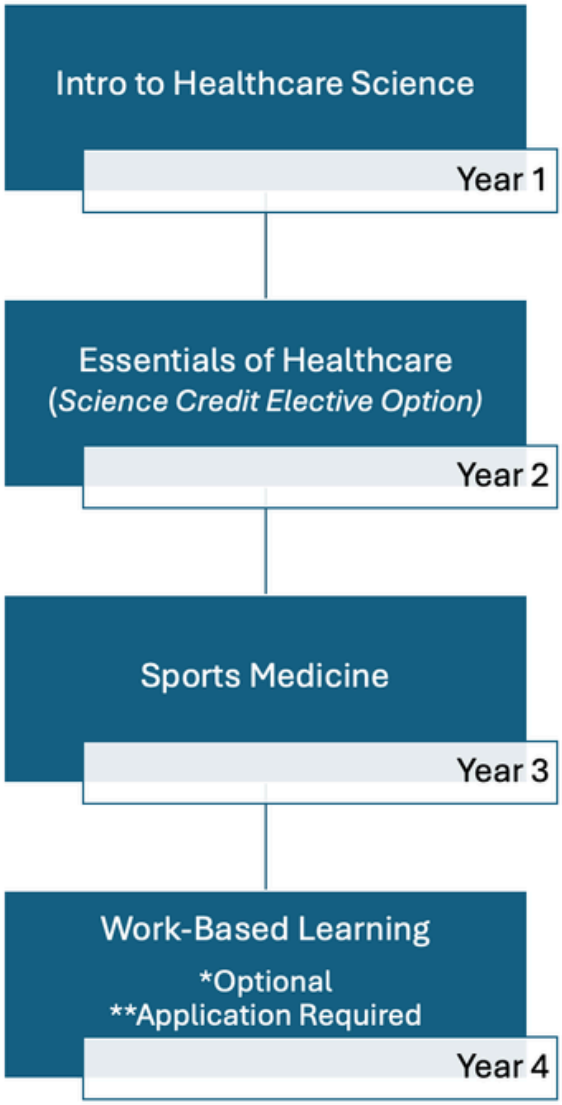
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Foundations of Engineering Technology	21.4250001 fall 21.4250002 spring	Y	9 - 12	None	Safety and Hand Tool Identification, Machine Safety and Usage, Intro to Amatrol Online Training, Intro to CAD Fundamentals (Onshape), Intro to Adobe Illustrator, Adobe Express and CC, Intro to vexcode VR Robotics, VEX Cortex and V5 Robotics, Engineering and Design Thinking Processes. Practical applications of wood machining and tool use for those who qualify.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Engineering Concepts	21.4710001 fall 21.4710002 spring	Y	9-12	Foundations of Engineering Tech	Safety and higher-level machine and power tool use, Advanced CAD (SolidWorks), Design Thinking Processes, and Introduction to Master Projects for 2nd Semester.
Engineering Applications	21.4720001 fall 21.4720002 spring	Y	11-12	Engineering Concepts	Safety and high-level machine and power tool use, SolidWorks CAD CSWA Certification, High-Level Master Projects, SwitchLab Electric Vehicle curriculum for top qualifying students, and complete the Engineering End of Pathway Exam. *Welding/ Plasma will be taught only to students requiring it for Master Projects or EV Competition Team.
Work-Based Learning	Various course numbers	Y	11-12	Application and Teacher Approval	Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.

Career, Technical and Agricultural Education

Health Science - Sports Medicine Pathway

Students have one path available for Health Science and must take the courses in sequence.



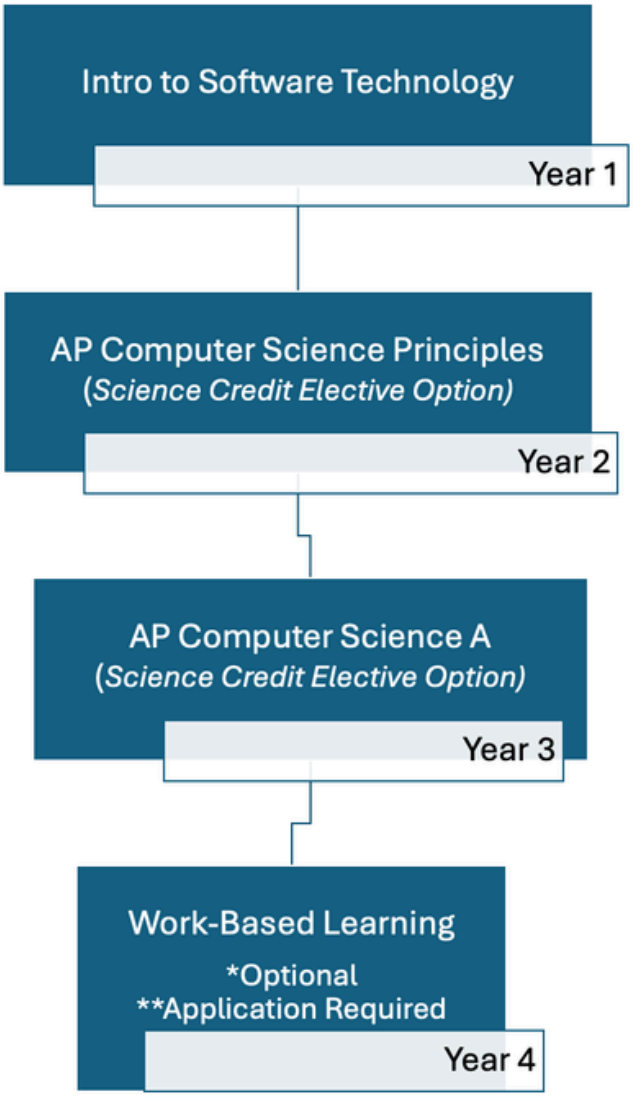
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Intro to Healthcare Science	25.5210001 fall 25.5210002 spring	Y	9 - 12	None	This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology (infection prevention), basic life support, first aid, and vital signs assessments.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Essentials of Healthcare ***Course meets 4th science credit requirement**	25.4400011 fall 25.4400012 spring	Y	10-12	Intro to Healthcare Science	This course is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.
Sports Medicine	25.4460001 fall 25.446000 spring	Y	11-12	Essentials of Healthcare	The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support.
Work-Based Learning	Various course numbers	Y	11-12	Application and Teacher Approval	Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.

Career, Technology and Agriculture Education

Information Technology Pathway

Students have one path available for Information Technology and must take the courses in sequence.



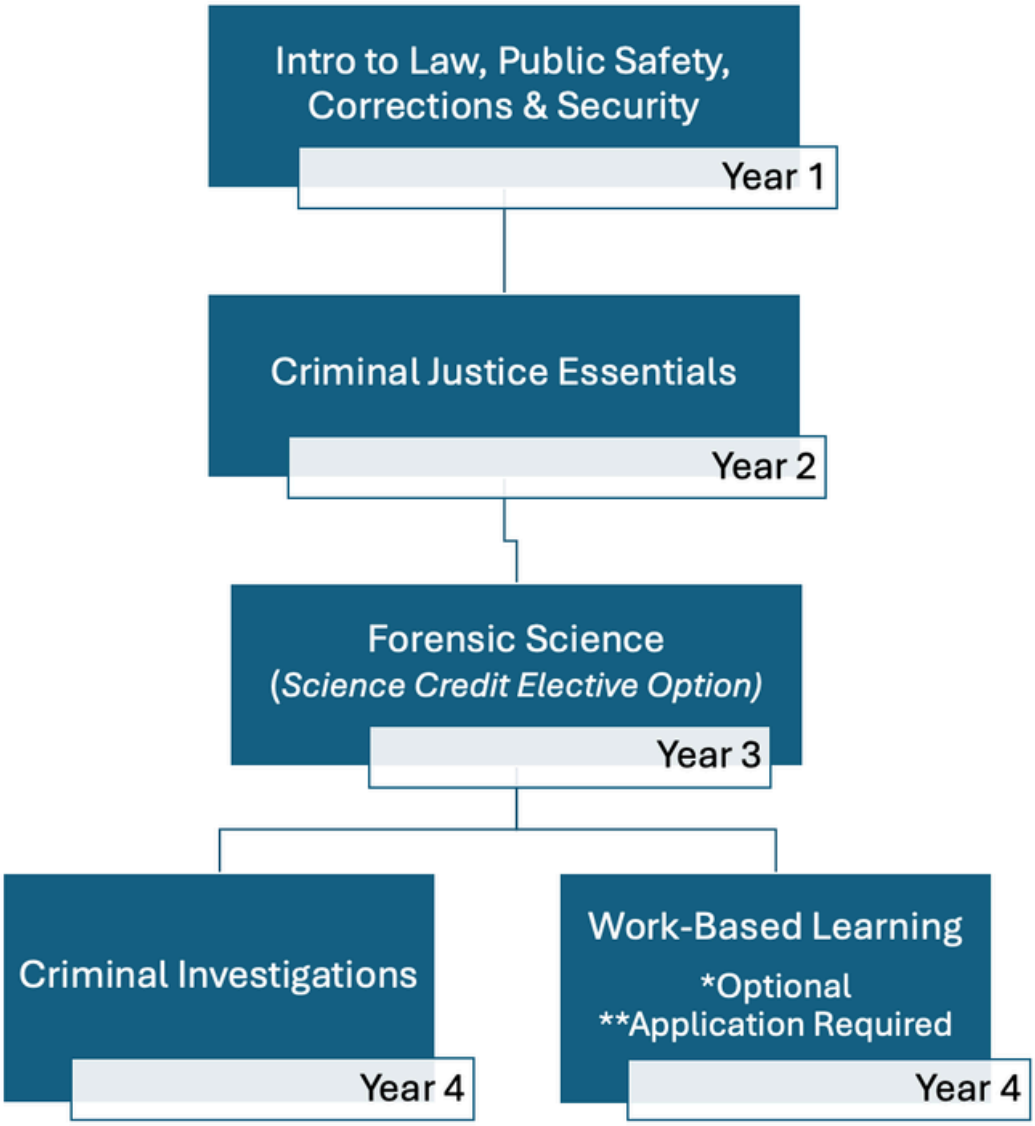
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Introduction to Software Technology	10.4460001 (fall) 10.4460002 (spring)	Y	9 - 12	None	This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Computer Science Principles ***Meets 4th science, or 4th math, or world lang. requirement; Two comp sci courses from the same pathway will satisfy 2 years of sequenced world lang. courses.**	11.0190001 fall 11.0190002 spring	Y	10-12	Intro to Software Tech	This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. Whether it is 3-D animation, engineering, music, app development, medicine, visual, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become imperative for today's students and the workforce of tomorrow. AP Computer Science Principles is designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.
AP Computer Science A ***Meets 4th science, or 4th math, or world lang. requirement; Two comp sci courses from the same pathway will satisfy 2 years of sequenced world lang. courses.**	11.0160001 (fall) 11.0160002 (spring)	Y	11-12	AP Comp Science Principles	Major themes include critical thinking and problem-solving in computer programming. Students design, implement, and analyze solutions as well as write, run, test, and debug solutions in the Java programming language. Students should have completed Algebra II and Pre-Calculus (preferred).
Work-Based Learning	Various Course Numbers	Y	11-12	Application and Teacher Approval	Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.

Career, Technology and Agriculture Education

Law Enforcement Services Pathways

Students have one path available and must take the courses in sequence. In some rare cases (teacher approved and communicated with you), they can double up senior year.



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Introduction to Law, Public Safety, Corrections, & Security (LPSCS)	43.4500001 fall 43.4500002 spring	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.

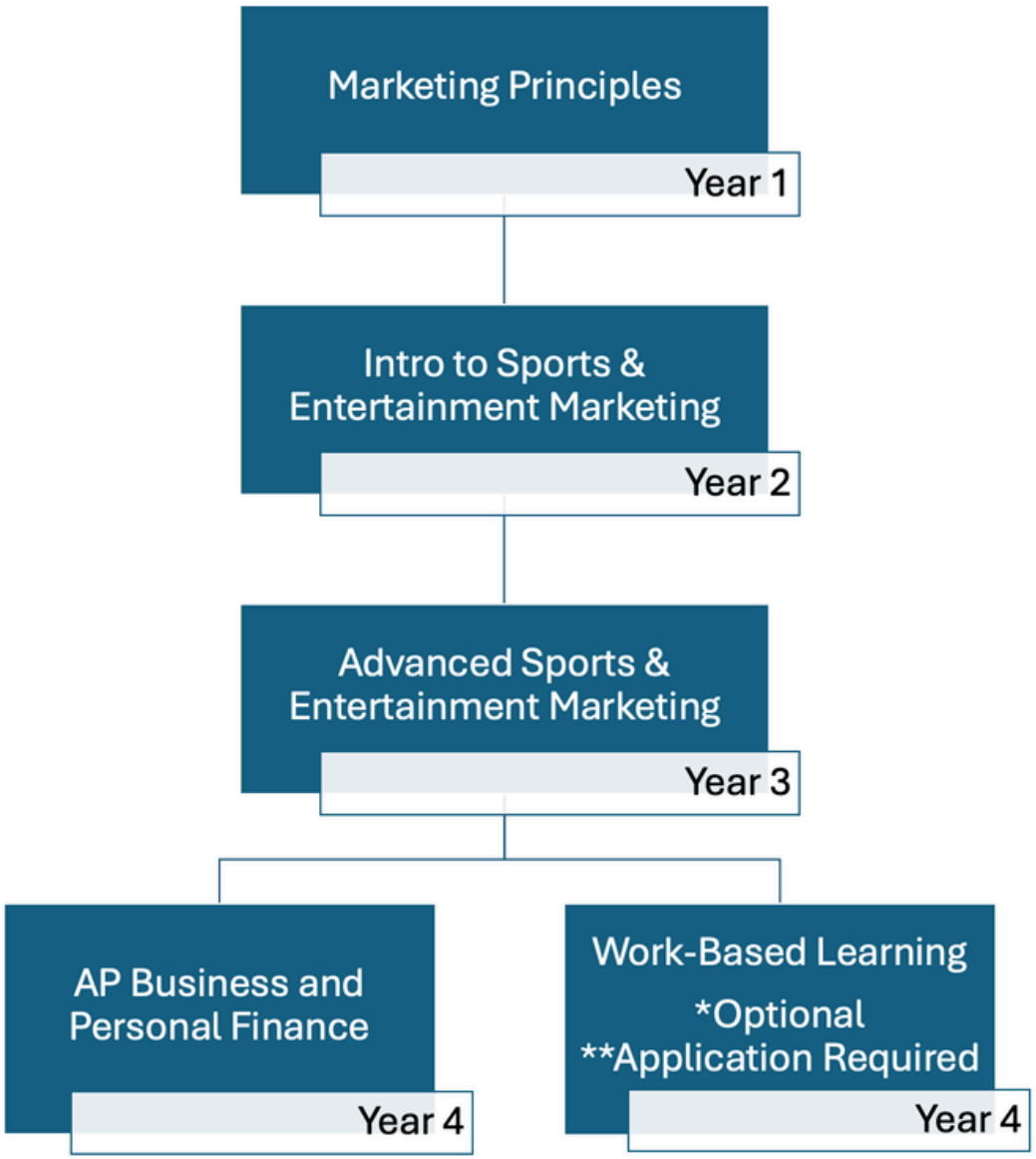
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Criminal Justice Essentials	43.4510001 fall 43.4510002 spring	Y	10-12	Intro to Law	This course provides an overview of the criminal justice system. Starting with historical perspectives of the origin of the system, the course reviews the overall structure. Students will become immersed in criminal and constitutional law and will review basic law enforcement skills. The course ends with a mock trial to provide participants with a first-hand experience of the criminal justice system.
Forensic Science ***Course meets 4th science credit requirement**	43.4520001 fall 43.4520002 spring	Y	11-12	Criminal Justice Essentials	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 criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter. Students will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene and enabling the investigator to analyze evidence and its relationship to the crime. The student will also study interviews and interrogations and how those statements are used as evidence in court.
Criminal Investigation	43.4530001 fall 43.4530001 spring	Y	12	Forensic Science	This course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. This course is an analytical examination of crime detection and solution, including such topics as crime scene procedures, physical evidence, interviews, field notes and reporting, follow-up investigation, interrogation, and rules of evidence. Specific detail is given to investigations involving homicide, sex-related offenses, and crimes against children, robbery, larceny, vehicle thefts, computer crime, environmental crime, arson, and drug abuse. Additionally, many areas of specialized crimes will be discussed and reviewed. This course will involve projects, where groups will work to develop and investigate various crime scenarios. There is an in-depth analysis of investigation methodologies addressing inductive and deductive reasoning to assess the decision-making process to solve crimes.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Law & Justice WBL	Various Course Numbers	Y	11-12	Application and Teacher Approval	Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.

Career, Technology and Agricultural Education

Marketing Pathway

Students have one path available for Marketing and must take the courses in sequence.



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Marketing Principles	08.4740001 fall 08.4740002 spring	Y	9-12	None	Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Intro to Sports & Entertain. Marketing	08.4780001 fall 08.4780002 spring	Y	9-12	Marketing Principles	Business fundamentals, product mix, product knowledge, product/service management, business regulations, interpersonal skills, selling, marketing-information management, economics, distribution, pricing, advertising, publicity/public relations, sales promotion, business risks, and organization.
Advanced Sports & Entertain. Marketing	08.4850001 fall 08.4850002 spring	Y	10-12	Intro to Sports & Entertain Marketing	Marketing-information management, selling, publicity/public relations, sales promotion, management of promotion, product mix, pricing, positioning, and marketing planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real world application.
AP Business with Personal Finance	07.4260001 fall 07.4260002 spring	Y	10-12	Intro to Business and Tech OR Adv Sports & Entertain Marketing	Ready to think like an entrepreneur and become MONEY SMART? AP Business with Personal Finance brings business & personal finance to life through real-world applications, business cases, and hands-on projects. Explore entrepreneurship, marketing, management, accounting, finance, and business strategy while learning practical skills for your future. You'll tackle budgeting, banking, credit, taxes, insurance, investing, saving, major purchases, and financial planning. You'll develop and test your own product idea through the Business Canvas Project and step into the role of a financial advisor to create recommendations for a fictional household. Whether you dream of starting a business, building wealth, or simply making smarter financial decisions, this course gives you the tools to confidently navigate the world of business and money.
Work-Based Learning	Various Curse Numbers	Y	11-12	Application and Teacher Approval	Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in grades 11 or 12. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internship, Youth Apprenticeship, and Great Promise Partnership.

Fine Arts Diploma Seal

The Fine Arts Diploma Seal recognizes graduating students who complete a Georgia Fine Arts Pathway and demonstrate a commitment to the creative industries through specialized coursework and extracurricular involvement. This distinction highlights students' mastery in the Fine Arts and signals their readiness for college and careers in arts-related fields. Earning the seal shows employers and higher education institutions that the student is prepared to contribute to the creative economy



Students who earn the seal receive a pink, white, and brown braided graduation **cord** that represents the three arts disciplines (music, theater, and visual art) and a **foil seal** that will be affixed to their diploma.

Requirements



Performing Arts Pathways



Performing Arts

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Beginning Band	53.0361001 fall 53.0361002 spring	Y	9-12	One year of middle school instruction on chosen instrument	Specific band classes (Concert, Symphonic, Wind Ensemble) will be determined based on student interest and proficiency, following auditions in the spring. After auditions, students will be placed in the appropriate class.
Beginning Orchestra	53.0561001 fall 53.0561002 spring	Y	9-12	One year of middle school instruction on chosen instrument .	Specific orchestra classes (Symphonic, Philharmonic, and Chamber) will be determined based on student interest and proficiency, following auditions in the spring. After auditions, students will be placed in the appropriate class.
Beginning Chorus	54.0211001 fall 54.0211001 spring	Y	9-12	None	Specific chorus classes (Men's Chorus, Intermediate Women's Chorus, Mastery Women's Chorus) will be determined based on student interest and proficiency, following auditions in the spring.
Beginning Guitar I and II	53.0841001 fall 53.0841002 spring	S	9-12	None	This introductory half-year course is for students with little to no musical experience. Topics will include basic chords and tablature reading on acoustic guitars applied to a wide variety of styles. Students will also gain experience with basic music theory and songwriting. Students can take it in the fall or spring or both fall and spring.
Advanced Guitar 1,2,3, & 4	53.0861001 fall 53.0861002 spring	Y	9-12	Audition	This full-year course covers intermediate to advanced guitar techniques with an emphasis on popular music styles, including barre chords, scales, soloing, and improvisation. Audition is required - email justicee@fultonschools.org before March 15th to schedule an audition.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Percussion	53.0761001 fall 53.0761002 spring	Y	9-12	Teacher Rec	Students are taught percussion fundamentals including hand technique, mallet technique, rhythm training, ear training, and reading. Previous percussion experience is not a prerequisite to take the class, but students not currently enrolled in a concert band ensemble must schedule an interview with the instructor at scottd2@fultonschools.org by March 15th .
Advanced Jazz Lab Band	53.0661001 fall 53.0661002 spring	Y	9-12	Teacher Rec	Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition), and appreciation of music. Audition is required - please contact scottd2@fultonschools.org to schedule before March 15th.
AP Music Theory	53.0230001 fall 53.0230002 spring	Y	11-12	Teacher Rec	This rigorous course examines Western Classical harmonic structure of the 17th and 18th centuries through sight-singing, ear training, score study, composition, and rhythmic and melodic dictation. This course encompasses about two semesters of a college-level introductory Music Theory course. 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.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Ethnic Music (Color Guard) 1-4	Ethnic Mus 1: 53.0691001 fall 53.0691002 spring Ethnic Mus 2: 53.0692010 fall 53.0692020 spring Ethnic Mus 3: 53.0693010 fall 53.0693020 spring Ethnic Mus 4: 53.0694010 fall 53.0694020 spring	Y	9-12	Teacher Rec	Builds and develops fundamental color guard equipment and movement skills and provides further opportunities to explore and incorporate ethnic music while reinforcing skills. This course will explore in-depth fundamental technique and performance skills that pertain to color guard. Students will also examine how performances are analyzed and assessed. Music incorporated in the course reflects the ethnic diversity of the world and of the United States in particular through representative songs and instrumental selections, dances and guided listening.
Acting 1	52.0610001 fall 56.0610002 spring	Y	9-12	None	This beginning year-long course is an introduction to acting. Beginning actors will be exposed to several different performance styles and methods that will improve their performance skills. This course uses theatre to encourage cooperative learning, teamwork, organization, and leadership skills. Theatres forte is in the emotional arena, where participants are able not only to express emotion in a safe environment, but also to learn how to calibrate their emotional responses to various stimuli.

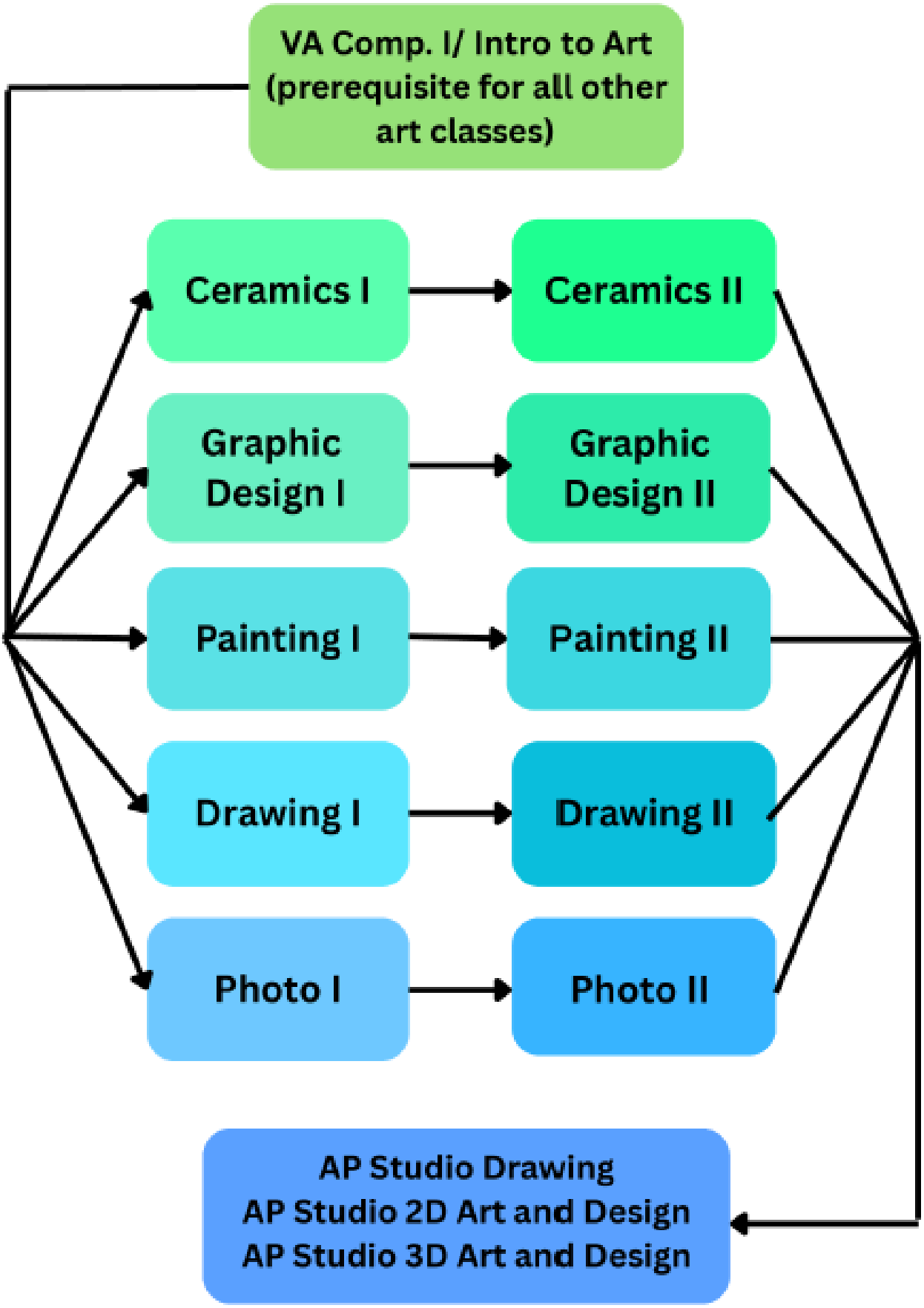
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Acting 2 Acting 3 Acting 4	Acting 2: 52.0620001 fall 52.0620002 spring Acting 3: 52.0630001 fall 52.0630002 spring Acting 4: 52.0640001 fall 52.0640002 spring	Y	9-12	Acting 1 Acting 2 Acting 3	These are year-long courses designed for students who have already taken Acting 1. This course delves further into the techniques of acting through the introduction of schools of thought associated with the control of voice and movement for effective character development. Using these techniques, students then explore the styles of realism and examine the artists associated with that movement and specific period styles. The course is for students wanting to hone their acting skills to broaden the range of possibilities for future performance. Students will perform in one class production.
Advanced Drama 1-4	Ad Drama 1: 52.0510001 fall 52.0510002 spring Ad Drama 2: 52.0520001 fall 52.0520002 spring Ad Drama 3: 52.0523001 fall 52.0523002 spring Ad Drama 4: 52.0524001 fall 52.0524002 spring	Y	9-12	Audition	Placement in Advanced Drama is by audition only with Mr. Kelley. Auditions will be held in the spring for the next school year. All students are required to prepare a 1 – 2- minute monologue (9th graders interested in Advanced Drama must audition in the spring prior to high school.) Advanced Drama is a year-long course of advanced study in the artistic, technical, managerial, and financial elements of a dramatic production. Students will assume positions of responsibility on selected types of artistic situations. Students who decide to pursue Advanced Drama as a course selection are expected to audition and participate in every Bridge Ensemble Theatre Production at Cambridge High School in some facet, be it onstage, backstage, or front of house.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Technical Theater 1-4	Tech Th. 1: 52.0410001 fall 52.0410002 spring Tech Th. 2: 52.0420001 fall 52.0420001 spring Tech Th. 3: 52.0430001 fall 52.0430002 spring Tech Th. 4: 52.0440001 fall 52.044000 spring	Y	9-12	None	Technical Theatre is a study of the artistic, technical, managerial, and financial elements of a dramatic production. While students in technical theatre are strongly encouraged to participate in the production-process after-school, as part of the on-going success of the production, it is not a requirement to participate in technical theatre class.
Musical Theater 1-4	Mus. Th. 1: 52.0310001 fall 53.0310002 spring Mus. Th. 2: 52.0320001 fall 53.0320002 spring Mus. Th. 3: 52.0330001 fall 53.0330002 spring Mus. Th. 4: 52.0340001 fall 53.0340002 spring	Y	9-12	Audition	Introduces the style and characteristic elements of musical theater. Explores the mechanics of production, staging, voice, and dance. Explores the career opportunities available in musical theatre and offers opportunity for performance. Students who decide to pursue Musical Theater as a course selection are expected to audition and participate in the annual musical in some facet, be it onstage, backstage, or front of house.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Dramatic Writing Film, Television, and Theater	52.0810011 fall 52.0810012 spring	Y	12	None	Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of "writerly stance" by reading, viewing, and analyzing tests and visual media from a writer's point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. NOTE: Course meets fourth English Language Arts requirement. Students who earn 1 unit of credit for this course may also receive 1 unit of credit for Advanced Composition Honors.
Sound I-IV	Sound I 52.0490001 fall 52.0490002 spring Sound 2 52.0491001 fall 52.0491002 spring Sound 3 52.0492001 fall 52.0492001 spring Sound 4 52.0493001 fall 52.0493002 spring	Y	9-12	None for Sound I Sound I for Sound II Sound II for Sound III Sound III for Sound IV	**Sound Design I** - Introduces techniques of sound design for theatre, covering basic digital audio editing technology, the components of sound systems and their application in the theatre, how they interconnect with each other, and how to use this equipment in live theatre settings. **Sound Design II** - Enhances level two techniques of sound design for theatre, covering basic digital audio editing technology, the components of sound systems and their application in the theatre, how they interconnect with each other, and how to use this equipment in live theatre settings while offering opportunities to apply skills in these areas. **Sound Design III** - Enhances level three techniques of sound design for theatre, covering basic digital audio editing technology, the components of sound systems and their application in the theatre, how they interconnect with each other, and how to use this equipment in live theatre settings while offering opportunities to apply skills in these areas. **Sound Design IV** - Masters techniques of sound design for theatre, covering basic digital audio editing technology, the components of sound systems and their application in the theatre, how they interconnect with each other, and how to use this equipment in live theatre settings while offering opportunities to apply skills in these areas. Students must serve as a sound design technician for a theatre production.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Lighting I-IV	Lighting I 52.0450001 fall 52.0450002 spring Lighting 2 52.0460001 fall 52.0460002 spring Lighting 3 52.0470001 fall 52.0470001 spring Lighting 4 52.0480001 fall 52.0480002 spring	Y	9-12	None for Lighting I Lighting I for Lighting II Lighting II for Lighting III Lighting III for Lighting IV	**Lighting Design I** - Introduces techniques of lighting design for theatre, covering script analysis, lighting instruments, color media, control consoles, conventional lighting techniques, lighting plots, equipment maintenance, and working with performers and patrons of the arts. **Lighting Design II** - Enhances level two techniques of lighting design for theatre, covering script analysis, lighting instruments, color media, control consoles, conventional lighting techniques, lighting plots, equipment maintenance, and working with performers and patrons of the arts while offering opportunities to apply skills in these areas. **Lighting Design III** - Enhances level three techniques of lighting design for theater; covering script analysis, lighting instruments, color media, control consoles, conventional lighting techniques, lighting plots, equipment maintenance, and working with performers and patrons of the arts while offering opportunities to apply skills in these areas. **Lighting Design IV**- Masters techniques of lighting design for theatre, covering script analysis, lighting instruments, color media, control consoles, conventional lighting techniques, lighting plots, equipment maintenance, and working with performers and patrons of the arts. Students must serve as lighting design technician for a theatre production.
Fundamentals of Theater (Theory) I and II	Fundamentals of Theater I 52.0210001 fall Fundamentals of Theater II 52.0220002 spring	S	9-12	None for Fun. of Theater I Fun. of Theater I for Fun. of Theater II	**Fundamentals of Theatre I**- This course serves as an introduction to the theatre arts. Students investigate theatre as a whole by exploring the techniques and origins of a wide variety of theatre arts in various cultures and periods. **Fundamentals of Theatre II** - Enhances level one skills by producing specific theatre styles in depth with performance opportunities.

Visual Arts Pathways



Visual Arts

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Introduction to Art ***Prerequisite for ALL other visual arts courses**	50.0211001	S	9-12	None	This semester- long introductory course 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.
Ceramics 1	50.0411001	S	9-12	Introduction to Art	An introductory course in ceramics covering 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 as methods of surface treatment, firing, and other related aspects. Ceramic history, aesthetics, and art criticism will be incorporated throughout the course
Ceramics 2	50.0412001	S	9-12	Ceramics 1	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.
Graphics Design 1	50.0721001	S	9-12	Intro to Art	Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs, and package or product designs. Covers selected graphic design elements, vocabulary and the media, tools, equipment, techniques, processes and styles used for graphics. Investigates the historical development of graphics design and its function in contemporary society. Stresses using the computer as a major design tool; explores career opportunities. Students are introduced to and achieve several projects through the use of Adobe Creative Suite, specifically Illustrator. .

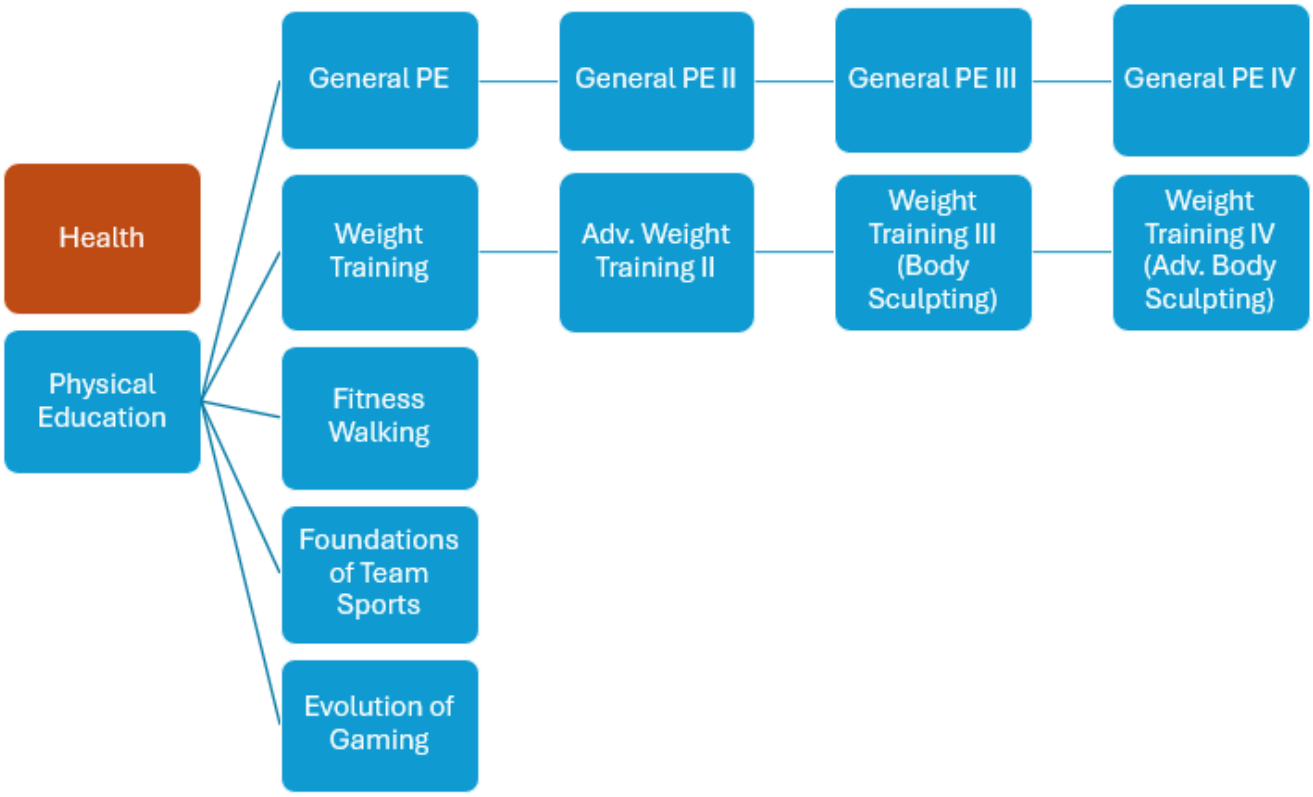
Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Graphics Design 2	50.0722001	S	9-12	Graphics Design 1	Expands on students' software knowledge and design principles from Graphic Design 1 to learn additional Creative Suite Software and apply this knowledge into real-world based projects. This course begins with a deepening understanding of design movements and grid theory through presentation-based research, and an introduction to the industry-standard design software, InDesign CS. Students then use their skills to achieve projects in Editorial Design, Media Packaging Design, Social Awareness Media Campaigns, and Digital Illustration, as well as final exit portfolios.
Drawing 1	50.0311001	S	9-12	Intro to Art	Instructs students in fundamental drawing skills and prepares them to make the transition to alternative and dynamic approaches in mark-making. Course work builds on drawing skills introduced in Introduction to Art. Drawing approaches include contour, value to model form, gesture, perspective and color; students work with drawing media such as pencil, charcoal, conte, oil pastels. Art history, criticism and aesthetics are incorporated with studio production of drawings and paintings.
Drawing 2	50.0312001	S	9-12	Drawing 1	Continues to strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of media and techniques. Drawing 2 builds on skills learned in Drawing 1. It differs in that the artworks produced are theme based with a more conceptual approach. Students have more freedom to choose subject matter of the work which will challenge student creativity.
Painting 1	50.0321001	S	9-12	Intro to Art	Establishes fundamental acrylic painting skills and strengthen composition and drawing skills. The course includes studies in color sensitivity and a wide range of water-based media and techniques. This is a course designed to introduce foundational painting concepts and techniques new to the student to prepare them for other 2-D courses that rely on drawing and painting skills.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Painting 2	50.0322001	S	9-12	Painting 1	Painting 2 students expand on painting skills and learn watercolor and oil media. They also begin working on creating a unique artistic style and developing a portfolio. Students are free to generate ideas as subject matter for their artwork and use the skills learned in previous painting courses to inform their aesthetic decision making.
Photography 1	50.0711001	S	9-12	Intro to Art	An introduction to black and white photography and darkroom processing. Students will construct their own pinhole camera and create a photographic portfolio as they learn the technical and artistic aspects of photography. A brief introduction to digital photography will be included. Photo history, critiques of photos, aesthetics and design will be addressed throughout the semester.
Photography 2	50.0712001	S	9-12	Photo 1	Builds on basic skills and darkroom techniques learned in Photography 1.Students hone skills in communicating meaning through photography. They learn to use a 35mm camera, develop and print images from black and while film and refine darkroom and printing techniques. The course incorporates aesthetics, art criticism, art history and a brief introduction to digital photography.
AP Art Drawing **AP 2D Design** **AP 3D Design**	50.0811001-fall 50.0811002 spring 50.0813001fall 50.0813002 spring 50.0814001fall 50.0814002 spring	Y	11-12 Recommended	Portfolio Review and Teacher Rec	This course is highly individualized to student voice. Each student must participate in a portfolio review with Ms. Pena prior to placement. It is recommended that a student has taken at least a year of visual arts classes at Cambridge, but some students are eligible without prerequisite coursework due to strength of personal portfolio. There is no required media to be successful in the course, but students will make college-level artworks based on personal investigation of concepts. The portfolio created in this year results in a culminating portfolio submission for AP exam scoring. Students can take AP Art and Design multiple years and submit new portfolios each year.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
AP Art History	50.0921001 fall 50.0921002 spring	Y	10-12	Teacher Rec	Students "discover the diversity in and connections among forms artistic expression throughout history and from around the globe. Students learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts." From College Board AP Art History Course Description.

Health and Physical Fitness

***Health and PE are required for graduation**



Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
General Health	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
Intro Weight Training 1	36.0540001 fall 36.0540002 spring	S	9-12	None	Individual weight training program to develop muscle tone, body composition, and fitness goal. Emphasis will be on learning proper weight room technique, safety measures, and weight room structure.
Advanced Weight Training 2	36.0640001 fall 36.0640002 spring	S	10-12	Intro Weight Training 1	Individual weight training program to develop muscle tone, body composition, and fitness goal.

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Advanced Weight Training 3 Physical Condition	36.0520001 fall 36.0520002 spring	S	11-12	Adv. Weight Training 2	Individual weight training program to develop muscle tone, body composition, and fitness goal.
Advanced Weight Training 4 Adv. Phy Condition	36.0620001 fall 36.062002 spring	S	12	Weight Training 3 Phy Condition	Individual weight training program to develop muscle tone, body composition, and fitness goal.
General PE 1	36.0110001 fall 36.0110002 spring	.S	9-12	None	Learn the foundational skills, understanding of rules and strategy, and competing in general physical activity games and sports
General PE 2	36.0120001 fall 36.0120002 spring	S	10-12	General PE 1	Learn the foundational skills, understanding of rules and strategy, and competing in general physical activity games and sports
General PE 3	36.0130001 fall 36.0130002 spring	S	11-12	General PE 2	Learn the foundational skills, understanding of rules and strategy, and competing in general physical activity games and sports
General PE 4	36.0140001 fall 36.0140002 spring	S	12	General PE 3	Learn the foundational skills, understanding of rules and strategy, and competing in general physical activity games and sports

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Fitness Walking (Introductory Track and Field)	36.0230001 fall 36.0230002 spring	S	9-12	None	For students who want to be active but do not want to play competitive games. Provides safe, effective, and physiologically sound ways to manage weight and alter metabolism and body composition through walking. Includes consumer information on products, programs, and fitness concepts for developing healthy lifetime habits. Students may take it for 1 semester or 2 semesters.
Foundation of Team Sports (Intro Team Sports)	36.0210001 fall 36.021002 spring	S	9-12	None	This course is an introduction of the study of Team Sports in Athletics and will explore in the classroom, through various aspects the creation, strategy, rules, and understanding of Team Sports. Students will gain a deeper appreciation and understanding of how sports are played. Fall semester: College Football, Professional Football, College Basketball, Professional Basketball, Hockey, Winter Olympics. Spring semester: Baseball, Soccer, Summer Olympics, Golf, Tennis, Volleyball. Students may take it for 1 semester or 2 semesters.
Evolution of Gaming (Intro Lifetime Sports)	36.0220001 fall 36.0220002 spring	S	9-12	None	This course examines an introductory understanding of the development and evolution of gaming in society. Students will explore the history of different gaming styles, while learning about cultural impact and influences, technological advancements and more. Students will learn about and experience the play of Card Games, Board games, Arcade Gaming, Nintendo Gaming, Console Gaming, and E-Sport/Competitive Gaming and Streaming. Students may take it for 1 semester or 2 semesters.

Non-Departmental Courses

Course	Course Number	Term	Grade (s)	Prerequisite (s)	Curriculum
Business Communications	07.451001 fall 07.451002 spring	S or Y	11-12	Application and Teacher Approval	Students work as Office Aides and gain real-world workplace experience while assisting staff in various locations throughout Cambridge High School, including Bridge East, Bridge West, the attendance office, media center, and other designated areas. Students provide general office assistance while developing professional communication, organization, time management, problem-solving, teamwork, and customer service skills. Through daily interactions with students, staff, and visitors, students practice appropriate workplace etiquette, confidentiality, responsibility, and effective written and verbal communication. Students may also use technology and office applications to complete assigned tasks and support school operations. This course provides students with an opportunity to build valuable employability and leadership skills while contributing to the Cambridge community and preparing for future college and career environments.
Exceptional Mentorship (Bear Buddies)	70.0110001 Mentorship I fall 70.0110002 Mentorship I spring 70.0120001 Mentorship II fall 70.0120002 Mentorship II spring	S	11-12	Application and Approval from Mr. Bailey	The purpose of this course is to teach advocacy, leadership, and acquire knowledge of various exceptionalities. Mentors will also gain an understanding of individual differences and allow students with exceptionalities to develop social skills and build behavioral and interpersonal skills with the assistance of their general education. Exceptional Mentors assist by building relationships with the goal of integrating students with exceptionalities into the larger social life of Cambridge High School.