



ATLANTA
PUBLIC
SCHOOLS

HIGH SCHOOL CURRICULUM GUIDE 2020-2021

“Every Student: College and Career Ready”

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High School Curriculum Guide for Parents and Students

2020-2021 School Year

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I. Introduction

Letter from the Assistant Superintendent of Teaching and Learning



Olivine Roberts, Ed.D.
Assistant Superintendent
130 Trinity Avenue, SW Atlanta, GA 30303
404.802.2724
olivine.roberts@atlanta.k12.ga.us

Dear Parent/Guardian:

The ever-changing global landscape continues to pose new and demanding challenges in education. As such, we are being propelled to change – our students' high school pathway must include diverse experiences that address not only the core content, but also afford them the opportunity to tap into their strengths, talents, and areas of interest, so they are best positioned to not only beat the odds, but change the odds.

To that end, we are committed to fulfilling our mission of ensuring that our students receive a quality education that focuses on the whole child, equips them with life-filled choices and prepares them to enter their postsecondary option, may it be college or the workplace.

This curriculum guide outlines our graduation requirements, various academic programs, and assessments. It is intended to serve as a resource that will best inform your decision-making regarding your child's 2020-2021 school year.

Thank you for choosing Atlanta Public Schools for your child's educational journey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Olivine Roberts', is placed above the printed name.

Olivine Roberts
Assistant Superintendent
Office of Teaching and Learning

Guiding Principles

Excellence...in everything we do

By changing the focus from what's wrong to what's strong, APS will use a strengths-based staff development model and employee performance management to strive for excellence from every staff member for all of our students.

Equity...in our approach to decision-making

Equity is strategic decision-making with the goal of remedying opportunity and learning gaps and creating a barrier-free environment which enables all students to graduate ready for college and career.

Ethics...to rebuild our integrity

APS will build on previously implemented testing security and ethics training and establish new supports to rebuild our organization's integrity by ensuring all staff apply ethical practices across the organization and live up to our core beliefs and norms.

Engagement...with our school community

APS is redefining communications and engagement efforts to build trust, strengthen relationships and reshape the opinions of its stakeholders and overall public perception.



Daniel M. Therrell High School

Guide Purpose

The purpose of this curriculum guide is to assist parents and students in planning the most appropriate program for the next school year in Atlanta Public Schools. This guide provides pertinent information that will help prepare our students to be college, career, and life-ready graduates. Among its pages, are the district's high school graduation requirements, and an overview of the various curriculum offerings, including information about career-themed pathways, as well as course descriptions with the designated number of credits offered and applicable prerequisites, and course progressions.

Note that not all schools offer all the courses listed in this curriculum guide. It is imperative that the interested high school is contacted for confirmation regarding its specific slate of courses. As parents and students use this curriculum guide to develop a course of study and career path, they are strongly encouraged to speak with the school's guidance counselors and teachers, who are knowledgeable and are poised and ready to provide targeted assistance and support.

All information contained in this handbook is applicable for the 2020-2021 school year. However, as Atlanta Public Schools and the state of Georgia continue to outline a path of excellence to ensure that all students are college and career ready, updates will be provided each year in a revised guide for parents and students. This is a living document optimized to be used in a digital format.



Maynard H. Jackson High School

II. APS High School Policies

Graduation Requirements

The graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-tech 21st century economy.

In support of student success, the Atlanta Board of Education shall offer programs of study that permit students to earn unit credit in grades 9 through 12 leading to graduation with a diploma that prepares students for postsecondary education and careers. To participate in any graduation exercises or ceremonies, Atlanta Public Schools seniors must meet all the requirements specified in this policy and in administrative regulations issued by the superintendent for an APS high school diploma or a special education diploma. Students with disabilities whose Individualized Education Programs (IEPs) indicate that they are unable to meet these requirements shall be allowed to participate in graduation exercises and ceremonies.

Area of Study	Units Required for Ninth-Graders Entering in 2018-2019 and Beyond Required Courses in Italics
English Language Arts	4 Units: <i>1 unit Ninth Grade Literature/Composition</i> <i>1 unit American Literature/Composition</i> <i>2 units English Language Arts Core, including AP/IB courses</i>
Mathematics	4 Units: <i>1 unit Algebra-I or equivalent</i> <i>1 unit Geometry or equivalent</i> <i>1 unit Algebra-II or equivalent</i> <i>1 additional unit Mathematics Core, including AP/IB courses</i> *See requirements for students with disabilities below
Science	4 Units: <i>1 unit Biology 1</i> <i>1 unit Physical Science or Physics 1</i> <i>1 unit Chemistry 1 or Earth Systems or Environmental Science or an AP/IB course</i> <i>1 unit Science Core, including AP/IB courses</i>
Social Studies	3 Units: <i>1 unit United States History</i> <i>1 unit World History</i> <i>½ unit Economics</i> <i>½ unit American Government/Civics</i>

Area of Study	Units Required for Ninth-Graders Entering in 2018-2019 and Beyond Required Courses in Italics
Modern Language/Latin	2 Units: <i>2 units of the same modern language, Latin, American Sign Language, or computer science</i>
CTAE, Modern Language/Latin or Fine Arts	1 Unit
Physical Education	1 Unit <i>½ unit Personal Fitness</i> <i>½ unit PE Elective</i>
Health	½ Unit <i>½ unit Personal Health</i>
Community Service	½ Unit
Required	20 Units
Electives	4 Units <i>3 units related to the same state-defined thematic pathway</i>
Total	24 Units

Course Requirements

*Students with disabilities who earn credit in Coordinate Algebra or Algebra I or the equivalent, along with the associated support course, and Analytic Geometry or Geometry or the equivalent, along with the associated support course, may upon the determination through the Individualized Education Program Team meet the mathematics diploma requirements by completing Advanced Algebra or Algebra II or the equivalent, for a total of 3 mathematics core credits. Successful completion of 3 core units of mathematics may not meet the mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional course work.

Students with disabilities who were identified prior to enrollment in high school and have a disability affecting mathematics achievement may follow an alternative course sequence to meet the mathematics course requirements of the graduation rule 160-4-2-.48. The alternate course sequence includes dispensation from completing Advanced Algebra or Algebra II and would allow a student with disabilities earning core credit in Coordinate Algebra or Algebra I and Analytic Geometry or Geometry, along with two other mathematics courses, to satisfy the minimum mathematics requirements for high school graduation. The student must successfully earn course credit, in accordance with this rule for at least two other state-approved mathematics courses, which may include, but are not limited to, Mathematics Support courses.

For further detail, please see Guidelines for Georgia State Board of Education Rule 160-5-1-.15 Awarding Units of Credit **and** Acceptance of Transfer Credit and/or Grades section 2(e).

Additional Requirements and Stipulations

1. Students who enroll in the ninth grade in the 2018-19 term and beyond shall:
 - earn unit credit in grades 9 through 12 as specified in Item 5 below, and
 - meet all state assessment requirements.
2. Units for graduation shall be awarded only for courses approved by the Georgia Board of Education for grades 9 through 12. The Individualized Education Program (IEP) shall specify whether core courses taken as a part of an IEP shall receive core unit credit.
3. The same course shall not be used to satisfy more than one unit requirement toward graduation.
4. Courses that earn unit credit are listed in state rule 160-4-2-.20, List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years.
5. A unit of credit shall be awarded to students based on demonstration of mastery of state standards in the course (a numerical grade of 70 or higher). See policy IHA Grading Systems and regulation IHA-R(1) Grading Systems – Grading Expectations.
6. Unit credit shall be awarded to students participating in Dual Enrollment programs based on the requirements in policy IDCH, Dual Enrollment Programs and state rule 160-4-2-.34 Dual and Joint Enrollment Programs.
7. Unit credit shall be awarded to students who pass courses in the Atlanta Virtual Academy or Georgia Virtual School based on the requirements of state rule 160-8-1-.01.
8. While the district enjoys flexibility from seat time requirements as a charter system, as a general rule, high schools are expected to adhere to state guidelines on instructional hours for any credit-bearing course (150 clock hours of instruction; 135 hours of instruction in an approved block schedule; or, a minimum of 120 clock hours of instruction for summer school, applicable only for credit recovery and not initial credit), unless an exception is granted by the Deputy Superintendent.
9. Students shall be promoted and retained based on the requirements of policy IHE Promotion and Retention and administrative regulation IHE-R(1) Promotion and Retention.
10. Students shall meet the graduation requirements in effect at the time of their enrollment in the 9th grade, regardless of changes in requirements affecting subsequent classes.
11. Students are required to attend school in accordance with State law, State Board of Education Policy on Student Attendance and Atlanta Board of Education Policy JB Student Attendance.
12. Students transferring from private schools, home study programs, or other states or countries shall meet

the graduation requirements that apply to the cohort of students in the grade in which they enroll. The transcripts of transfer students for whom it is not possible to meet an Atlanta Public Schools graduation requirement by the end of the senior year shall be evaluated on a case-by-case basis.

13. Students must be enrolled for a minimum of 80% of a course (either at one's current school or a combination of the current and prior schools) to be eligible for full, equivalent course credit (i.e., 4-by-4, 4-by-8, or seven period day schedule). Students must be enrolled for a minimum of 40% of a course (either at one's current school or a combination of the current and prior schools) to be eligible for a half-credit.
 - To ensure seamless enrollment, students who are transferring from another school or district in the middle of a semester should enroll in the same courses as their previous school, when feasible.
 - If a student is transferring from another district and the course equivalent is in question, the transcription of course credit must be submitted to the Coordinator of Counseling Services for review, with approval from the Director of Curriculum & Instruction.
14. Students who officially withdraw from school and re-enroll in school at a later date shall be subject to the following requirements:
 - Students returning to school after having been withdrawn from school for one academic year or more must meet the graduation requirements that apply to the cohort of students in the grade in which they re-enroll. However, if students have transferred from school to school but have been consistently enrolled, the original graduation criteria apply.
 - Students returning to school after having been withdrawn from school one academic year or more who meet all assessment requirements in effect when they were last enrolled in a Georgia public school shall be eligible for exemption from the assessment requirements in effect for the cohort of students in the grade in which they re-enroll. However, the students must meet all requirements for attendance and units.
15. Students shall be promoted at the end of second semester or summer session of each year.
16. Students must meet all state assessment requirements for their cohort as referenced in state board rule 160-3-1-.07 Testing Programs – Student Assessment.
17. Test accommodations for students with disabilities shall be provided as required in State Rule 160-3-1-.07 Testing Programs – Student Assessment.
18. The following secondary school credentials shall be awarded:
 - High School Diploma - the document awarded to students who meet all attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.
 - Special Education Diploma - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have completed their Individualized Education Programs (IEP).
19. Progress made by secondary students toward completion of high school graduation requirements shall

be documented and reported to students and parents on a regular basis in the form of a progress report. The transcript shall serve as the official record. Paper transcripts are official only when embossed with the school's seal.

20. Interventions and support for acceleration and enhancement shall be available to assist students in meeting requirements for graduation.
 - Students on 4-by-8 schedules may register for up to two credit recovery courses at one time. Students on 4-by-4 schedules may register for one credit recovery course at a time. Exceptions may only be granted by the Associate Superintendent for High Schools, in writing.
 - Students must be provided at least four weeks to complete a credit recovery course. The Associate Superintendent for High Schools may grant exceptions in writing for students registering for a credit recovery course less than four weeks before graduation.
21. Students are prohibited from substituting and exempting courses in the required minimum curriculum with exceptions listed below.
22. Students accepted for international exchange programs may receive course credit but are not eligible to earn a high school diploma.
23. Students are kept abreast of their progress toward graduation through the Graduation Verification
24. Pursuant to Policy IHF(6)-3 Graduation Requirements – Entering Fall 2018-19 and thereafter, the Associate Superintendent of High Schools is designated by the Superintendent to waive, on a case by case basis, those district graduation requirements that surpass the graduation requirements of the State of Georgia. This approval process is triggered by schools submitting a Graduation Waiver Request Form to the Associate Superintendent of High Schools, who will issue decisions in writing. Waivers sought for students with disabilities will be routed through the Executive Director of Special Education for approval.
25. The Director of Curriculum & Instruction is designated by the Superintendent to approve waivers, on a case by case basis, for courses taken outside the typical course sequence. This approval process is triggered by schools submitting a Graduation Waiver Request Form to the Director of Curriculum & Instruction, who will issue decisions in writing. Waivers sought for students with disabilities will be routed through the Executive Director of Special Education for approval.

EXCEPTIONS

Graduation for Students with Significant Cognitive Disabilities

Appropriate curriculum and assessment shall be provided for students with disabilities. Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

- completed an integrated curriculum based on the GSE that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self-determination, independent living and personal care to equal a minimum of 23 units of instruction, and

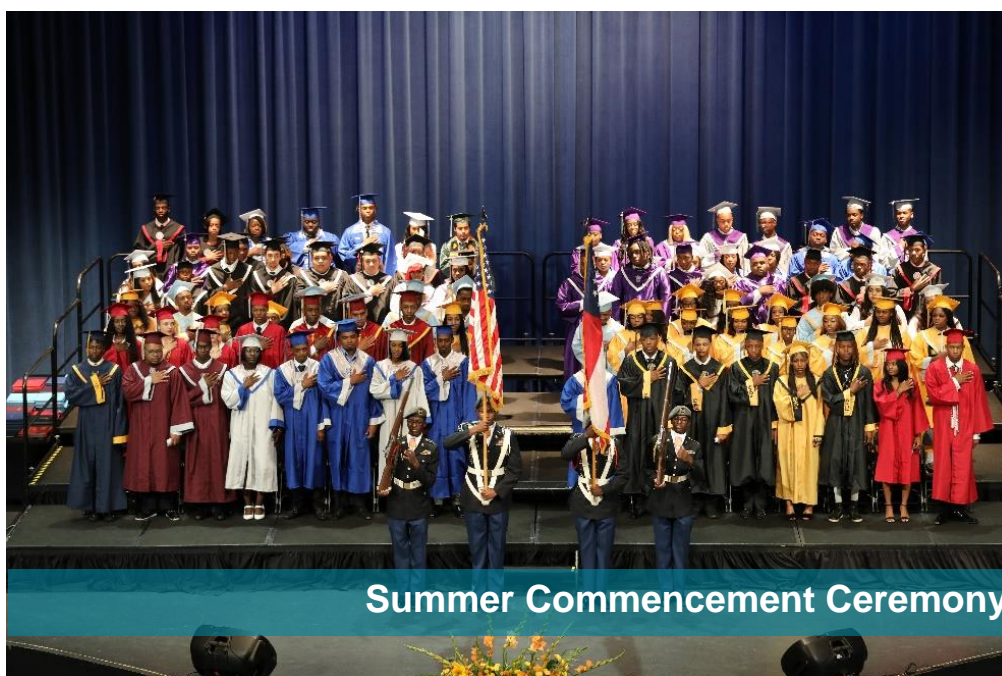
- participated in the Georgia Alternative Assessment (GAA) during middle and high school, and
- reached the 22nd birthday or has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the Atlanta Public Schools.

Modern Language/Latin

Students whose native language is not English may receive an exemption from the requirement by demonstrating proficiency in the native language pursuant to state board rule 160-4-2-.48. Students may receive exemptions from this requirement by exercising the credit in lieu of enrollment option. This option must be reviewed by the Office of ESOL & World Languages.

Physical Education

1. One full unit of advanced band may be substituted for the one-half required elective unit of physical education. Students must complete one-half unit of personal fitness.
2. Three units of credit in Junior Reserve Officer Training Corps (JROTC) shall satisfy the one-half required unit of health and the one-half required unit of personal fitness if the courses include comprehensive health and physical education requirements specified in state board rule 160-4-2-.12. Comprehensive Health and Physical Education Program Plan as confirmed by the Director of Army Instruction. JROTC students must complete the one-half required unit of elective physical education.
3. Students completing two or more varsity athletic programs sanctioned by the Georgia High School Athletic Association (GHSA) may exempt the one-half required unit of elective physical education without earning unit credit. Completion of the athletic programs shall be verified by the APS Athletics Director and submitted to the principal. Students must earn 24 units of credit to graduate.



High School Courses Taken in Middle School

Unit credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- The course must meet all 9 through 12 state curriculum standards.
- The transcript record for the course must include a Milestones End-of-Course (EOC) score, if an EOC is required by the Georgia Department of Education.
- Grades must incorporate EOC scores, as applicable.

The unit(s) earned in middle school shall be posted on the high school transcript, but grades for these courses shall not be used to calculate grade-point averages for purposes of class rank or HOPE scholarship eligibility. Unit credits earned at the middle school may be used to exempt core course requirements, and students may take accelerated coursework in those content areas as appropriate based upon the student's Individual Graduation Plan (IGP).

Transcripts shall reflect the middle school course work and grades of students who transfer from another state or country which allows 8th grade credits to count toward graduation. However, middle school grades shall not be used to calculate grade-point averages for purposes of class rank or HOPE scholarship eligibility.



Coretta Scott King Young Women's Leadership Academy

Grading

The purpose of academic grades in the Atlanta Public Schools (APS) is to provide timely feedback to students, parents and teachers about how each student is progressing toward mastering standards. Academic grades in APS shall reflect student mastery of academic standards and shall not include behavioral factors. The superintendent shall also establish a separate evaluation of students' work ethic to communicate about students' progress toward non-academic goals such as conduct and attendance. The board authorizes the superintendent to issue administrative regulations to implement this policy to ensure a consistent district-wide system of student evaluation.

Factors regulating the determination and management of grades include the following:

1. Schools, utilizing autonomy and flexibility with grading as provided by our district's governance status, may elect to implement a standards-based evaluation of student mastery with grade-level standards (Beginning Learner, Developing Learner, Proficient Learner, Distinguished Learner).
2. Students in grades 4-12 will receive numeric grades.
3. Pursuant to state law, the minimum passing score will be 70 for all courses taught in grades 4-12.
4. State End-of-Course (EOC) assessments administered in high school courses must be used as the final examination for the course and must be factored into the final grade for the course in accordance with state board of education rule.

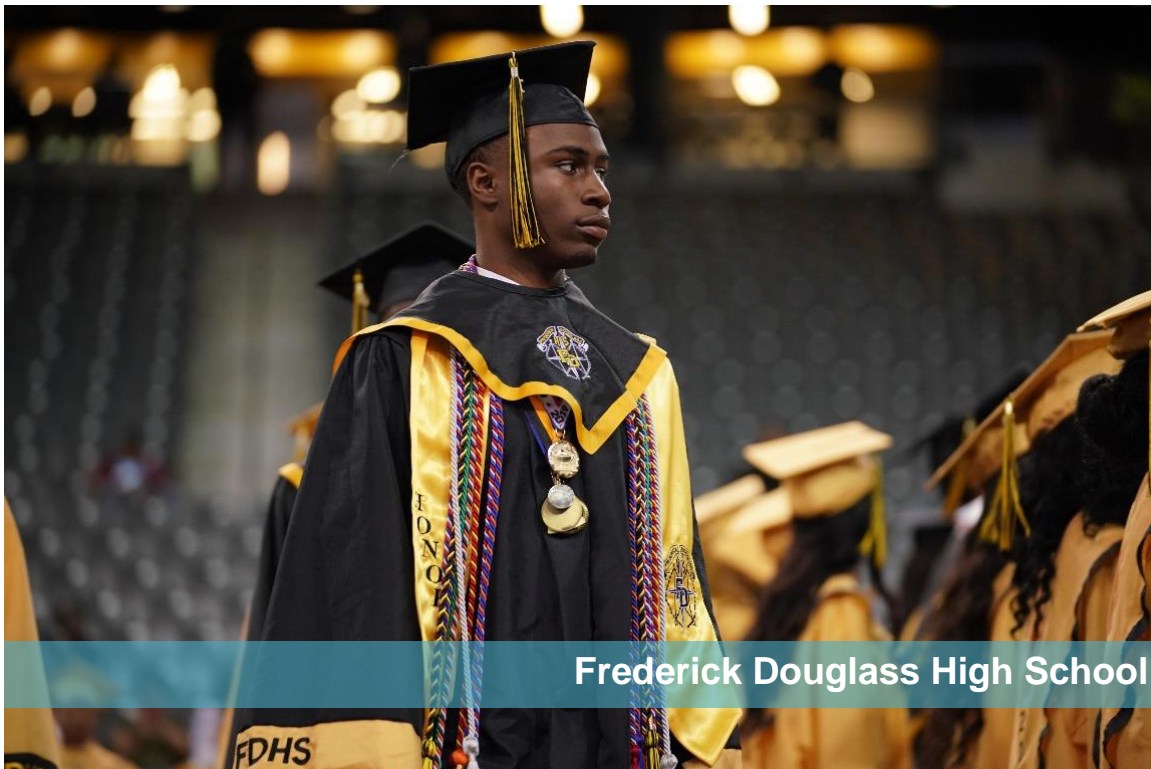
Student numerical grades will be based on the following grading scale:

A = 90-100	Distinguished mastery of state standards
B = 80-89	Proficient mastery of state standards
C = 70-79	Developing mastery of state standards
F = 0-69	Beginning mastery of state standards
NG =	No evaluation at this time.

High School Grade-Point Averages

To recognize the additional effort required of students who enroll in Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and college-level courses in core content areas and world languages taken while dually enrolled at an accredited postsecondary institution, 10 points will be added to the final numeric grade for each AP, IB or core dual-enrollment course that is passed with a grade of 70 or above. College level courses in non-core content areas may be granted additional points on a case-by-case basis upon review by the Office of Teaching and Learning and as approved by the Deputy Superintendent.

The weighted numeric grade-point average shall be calculated based on all numeric grades earned in grade levels nine (9) through 12, including grades for all college-level courses taken while dually enrolled at an accredited postsecondary institution. Grades earned for qualifying high school courses taken at the middle-school level shall be included on the transcript but shall not be factored into the weighted numeric grade-point average for class-ranking purposes.



Frederick Douglass High School

III. Special Recognitions

Advanced Placement (AP) Diploma and Certificate

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college. Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing 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 receive the AP Seminar and Research Certificate™.

Advanced Placement (AP) Scholars Awards Programs

Each year, the College Board recognizes high school students who have demonstrated college-level achievement through Advanced Placement courses and exams. Recipients receive an award certificate and notation is made on AP Grade Reports sent to colleges the following fall. (Students do not receive any monetary award from the College Board.)

AP Scholar

Awarded to students who receive scores of 3 or higher on three or more AP exams.

AP Scholar with Honor

Awarded to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction

Awarded to students who receive an average score of at least 3.5 on all AP Exams taken, and score of 3 or higher on five or more of these exams.

National AP Scholar

Awarded to students in the U.S. who receive an average score of at least 4 on all AP Exams taken, and score of 4 or higher on eight or more of these exams.

Career Ready Diploma Seals

The Career Ready Diploma Seal is awarded to graduating high school students who complete a series of accomplishments as outlined and engage in activities, courses, and experiences that foster career readiness. The diploma seal is a signal to employers that a student is prepared to participate in the workforce. There are three types of recognized career seals: Employability Career Seal, Pathway Career Seal and Leadership Career Seal.

Employability Career Seal

Employability/Soft Skill Seal: Awarded to high school graduates who complete an Employability Skills/Soft Skills program approved by the local system and their business partners.

Distinguished Employability/Soft Skill Seal: Awarded to high school graduates who complete an Employability Skills/Soft Skills program approved by the local system and their business partners and earn at least one unit in a state-approved Work-Based Learning (WBL) program in the concentrated CTAE pathway area.

Pathway Career Seal

Pathway Skills Seal: Awarded to high school graduates who complete a Career, Technical and Agricultural Education (CTAE) pathway in at least one of Georgia's 17 Career Clusters and one of the following:

- Pass an End of Pathway Assessment (EOPA)/ Industry Recognized Credentialing exam (if applicable)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state-approved Work-Based Learning program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated CTAE pathway area, as outlined by the GaDOE
- Earn a minimum score of 36 on the ASVAB test, OR
- Via dual enrollment complete two Technical Certificates of Credit (TCC) in one pathway, earning a Technical College Diploma, or earning an associate degree (Senate Bill 2 requirements)

Distinguished Pathway Skills Seal: Awarded to high school graduates who complete a CTAE pathway in at least one of Georgia's 17 Career Clusters and two of the following:

- Pass an EOPA/ Industry Recognized Credentialing exam (if it applies)
- Complete a pathway in an industry-certified program
- Earn at least one unit in a state approved WBL program in the concentrated pathway area
- Complete all components of the Career-Related Capstone Project in the concentrated pathway area, as outlined by the GaDOE
- Earn a minimum score of 36 on the ASVAB test

Leadership Career Seal

Leadership Skills Seal: Awarded to high school graduates who complete one year of membership in a state-recognized Career and Technical Student Organization (CTSO) or complete two (2) years of JROTC (i.e. two (2) credits on a traditional schedule or four (4) credits on a 4x4 block schedule), prepare a portfolio to include as a minimum, a cover letter, resume, and three letters of recommendation and one of the following:

- Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Receive a regional, state, or national honor and/or recognition
- Participate in at least 40 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)
- Earn a minimum score of 36 on the ASVAB

Distinguished Leadership Skills Seal: Awarded to high school graduates who complete the following:

- Two years of membership in a state-recognized Career and Technical Student Organization (CTSO) or complete three (3) years of JROTC (i.e. three (3) credits on a traditional schedule or six (6) credits on a 4x4 block schedule)
- Present to business and industry, civic organizations, legislators, and/or local, state, or national board of education members on behalf of local CTAE, CTSOs, or JROTC
- Hold or previously held a leadership office at the local, regional, state or national level in a state recognized CTSO during high school or a JROTC Command or Staff position within the unit and
- Participate in at least 80 hours of documented community service, and/or community service campaigns (i.e. March of Dimes)

Fine Arts Diploma Seal

The Fine Arts Diploma Seal is awarded to graduating high school students who complete a Georgia Fine Arts Pathway and engage in creative industry focus courses, extracurricular activities, and experiences that foster fine arts mastery.

The diploma seal is a signal to employers and higher education institutions that a student is prepared to participate in the creative economy.

The criteria for the seal are as follows:

- Complete a Fine Arts Pathway consisting of a minimum of three courses in one of the fine arts subject areas. These areas include dance, music, theatre and visual arts. Pathway completion denotes mastery in one art form.
- One credit is required in either a CTAE course that provides a creative industry skill focus for students or a fourth fine arts course, and two fine arts related extracurricular activities.
- Students must share their talent and industry knowledge by providing at least 20 hours of arts-related community service and present a capstone presentation on their experiences.

International Baccalaureate (IB) Career-Related Programme (CP) Certificate ®

The International Baccalaureate Career-related Programme (CP) Certificate is awarded to students enrolled in an IB World School who complete all components of the CP core requirements to a satisfactory level including:

- Earn a minimum score of 3 in at least two IB Diploma Programme (DP) courses attempted (between 2 and 4 -Standard Level or Higher Level DP courses)
- Complete a career-related study to the school's satisfaction (Career Courses & Passing Score on End-of-Pathway Assessment)

International Baccalaureate (IB) Diploma ®

The International Baccalaureate Diploma is awarded to students enrolled in IB World Schools who complete all components of the DP core requirements to a satisfactory level including:

- Complete an extended research paper, over the last two years of high school.
- Score 24 out of 45 possible points on the International Baccalaureate Diploma Programme exams in at least six subjects and meet certain minimum levels of performance across the whole programme. Students can also be awarded up to three additional points for their combined results on the Theory of Knowledge (TOK) Essay and the Extended Essay (EE) towards their points required for the diploma
- Satisfactory participation in the CAS requirement.

International Skills Diploma Seal

The International Skills Diploma Seal is awarded to graduating high school students who complete an international education curriculum and engage in extracurricular activities and experiences that foster the achievement of global competencies. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. High schools must submit their intent to offer the seal to qualifying graduating high school seniors in December of the year of awarding the seal.

The criteria for the seal are as follows:

- At least three (3) credits in the same world language and/or ESOL
- At least four (4) credits in courses determined to have an international focus
- At least four (4) extracurricular activities and experiences with global themes and/or in global contexts (e.g., exchange programs, international and language clubs, travel abroad)
- Twenty (20) hours of community service involving a global/cross-cultural public service project
- Capstone presentation on the knowledge gained in the courses and activities associated with the criteria

Seal of Biliteracy

The Seal of Biliteracy recognizes high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

The criteria for the seal are as follows:

- Completion of all English Language Arts (ELA) requirements for graduation with an overall grade point average of 3.0 or above in the ELA classes
- Proficiency in one or more languages other than English, demonstrated by passing a world language Advanced Placement exam with a score of 4 or higher or a Language B International Baccalaureate exam with a score of 5 or higher. For schools without AP or IB language courses, the student may demonstrate proficiency via a state-approved test. Students must cover the cost of any assessment.

Civic Engagement Diploma Seal

The Civic Engagement Diploma Seal is awarded to students who satisfy the Social Studies requirements to earn a high school diploma, pass the American Government Basic Skills Test, engage in voluntary community service or extra-curricular activities, and participate in civic engagement activities.

The criteria for the seal are as follows:

- Satisfy the social studies requirements to earn a high school diploma
- Pass the American Government Basic Skills Test
- Complete 50 hours of voluntary participation in approved community service or extracurricular activities during the student's high school career.
 - Participation can be counted starting the summer prior to 9th grade.
 - 15 of the 50 hours must be related to (approved) civic engagement activities.
 - Students can obtain a total of 10 hours of voluntary participation/service credit for each of the following courses (maximum 30 hours/3 courses): Constitutional Theory, Ethics and the Law, Peer Leadership I, Comparative Political/Economic Systems
- Students must present a capstone portfolio on the knowledge gained in social studies and/or civics/government related courses and activities.



IV. Assessments

The Atlanta Public Schools testing program is a combination of National, State, and District assessments. The measured outcomes of each assessment and the curriculum assessed vary. The assessments are utilized to determine the strengths and weaknesses of students as well as the instructional program.

National Assessments

Atlanta Public Schools participates in the administration of National Assessments such as National Assessment of Education Progress (NAEP), preliminary SAT/National Merit Scholarship Qualifying Test (PSAT), Scholastic Assessment Test (SAT), ACT, and the College Board's Advanced Placement exams.

- National Assessment of Educational Progress (NAEP) is administered in grade 12 at the high school level. NAEP, also referred to as the Nation's Report Card, is a uniform assessment of student performance administered across the nation by the National Center for Educational Statistics (NCES). Atlanta Public Schools voluntarily participates in the Trial Urban District Assessment (TUDA) and has its NAEP results, along with other TUDA districts, individually reported. Other school districts participate in NAEP, but their scores are only included in their overall state's NAEP results. These assessments are administered and monitored by NCES and their designated contractors.
- PSAT (Preliminary SAT/National Merit Scholarship Qualifying Test) is administered in October to all students in 10th and 11th grade students. Funding is provided for all 10th and 11th grade students. Scores of 11th grade students determine eligibility for National Merit Scholarships.
- SAT (Scholastic Assessment Test) is administered several times each year at sites designated by the testing company. Juniors are encouraged to take the SAT in the spring of their junior year and again in the fall of their senior year. Students should determine if colleges to which they are applying require the SAT.
- ACT exams are administered several times each year at sites designated by the testing company. Juniors are encouraged to take this test in the spring of their junior year and again in the fall of their senior year.
- Advanced Placement (AP) exams are administered in May for college placement. Students who take AP courses are encouraged to take the AP exams.
- International Baccalaureate (IB) exams are administered in April and May. Students must take the IB exams to earn the DP Diploma or CP Certificate.

State Assessments

Testing materials, security guidelines, and administration procedures are provided by the State of Georgia for the following assessments. Atlanta Public Schools implements the statewide testing program as required by the State Board of Education. The school system complies with State Board Rules and State law governing the administration of all tests. Information about the SBOE rule 160-3-1-.07 on State Testing Programs is found in the Student Assessment Handbook.

The following state assessments apply to secondary school students.

- ACCESS for English Learners (EL) in grades K-12 and Alternate ACCESS for ELs in grades 1-12 (Reading, Writing, Listening and Speaking)
- Georgia Milestones Assessment System (English Language Arts, Mathematics, Science and Social Studies)
- Georgia Alternate Assessment (GAA) (English Language Arts, Mathematics, Science and Social Studies)
- CTAE End-of-Pathway Assessments (EOPA)

Local Assessments

Atlanta Public Schools offers district level assessments including STAR Universal Screener and district development content Benchmarks. These assessments are administered to gain information about a student's mastery of course standards and informs placement in advance or support courses. The Fountas and Pinnell Benchmark Assessment System is also administered in grades K-5 to inform meaningful reading instruction that will situate students for success in the secondary grades.



Maynard H. Jackson High School



V. Special Programs

Gifted

Overview

The Gifted and Talented Education program in Atlanta Public Schools strives to create competitive, critical and creative thinkers in the 21st century. Programming is organized to ensure continuous development of advanced learners throughout their educational career in grades K-12. Gifted and Talented Education provides appropriate differentiated instruction to assist gifted students reach their maximum potential and become college and career ready.

Program Eligibility

Gifted eligibility will be determined based upon qualifying scores found through Atlanta Public Schools' approved assessments. Supporting data shall be gathered in each of the four categories: Mental Ability, Achievement, Creativity, and Motivation.

Delivery Models

High school students are served utilizing various delivery models in Atlanta Public Schools. The primary delivery model is Advanced Content inclusive of Advanced Placement (AP) and/or International Baccalaureate (IB) classes. The AP/IB classes are taught by teachers who are trained by the College Board and/or International Baccalaureate Organizations. In addition to those programs, the teacher must have professional development in the characteristics and curriculum design for gifted learners or be gifted endorsed. Some students receive their gifted service through the Collaborative Model. These students are served through their content area of strength, Language Arts, Social Studies, Science, and/or Math by a general education teacher who collaborates with a gifted endorsed teacher. Through this collaboration, the content is differentiated to challenge the gifted student. Additionally, students are served through Directed Study and Gifted Mentorship and/or Internship. These courses are more independent in nature and provide the student with an opportunity to advance her/his learning through an in-depth academic study or a partnership with a mentor and a facilitating teacher. While Directed Study may be taken at the freshmen level, mentorship and internship are offered to students at the junior and/or senior level only. There is an additional seminar course that students may take before enrolling in the gifted section of mentorship or internship. Advanced Content, Collaboration, Directed Study, and Gifted Mentorship/Internship meet the requirements of the Georgia Board Rule 160-4-2-.38.

English to Speakers of Other Languages (ESOL)

Overview

The English to Speakers of Other Languages Program ensures that students develop the skills they need to function and reach their potential as members of our society. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of the district's linguistically and culturally diverse student population. Thus, the APS ESOL Program emphasizes social and academic language proficiency and academic achievement in all content areas. Additionally, the APS ESOL Program assists in developing an APS community that is inclusive of our parents who are limited English speaking. The Office of ESOL & World Languages provides translation and interpretation services and classes and workshops for limited English-speaking parents.

Program Eligibility

The English to Speakers of Other Languages (ESOL) program is offered to all English Learners who meet the eligibility criteria as established by the state of Georgia. Any student who has a language other than English noted on the APS Student Enrollment Form is required by federal law to be screened for ESOL program eligibility.

Delivery Models

The APS ESOL program utilizes the state-approved delivery models for ESOL instruction. The delivery model is determined by the local school in conjunction with support and guidance from the district ESOL staff. The following chart outlines and describes the ESOL Program Delivery Models used in APS:

Delivery Model	Description	Grade Band Usage Approval
Pull Out	Students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher	ES
Push In	For use within reading, language arts, mathematics, science or social studies classes; Students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher	ES, MS, HS
Scheduled Class	Students receive language assistance and/or content instruction in a class composed only of English learners; Teacher must be certified in content area and hold ESOL endorsement or certificate	ES, MS, HS

Delivery Model	Description	Grade Band Usage Approval
State-Approved Innovative: Blended Model	An innovative delivery model approved in advance by the Georgia Department of Education. The Blended Learning Model combines direct face-to-face instruction from the ESOL teacher with time on a computer-based program. Requires prior approval from district ESOL.	ES, MS, HS
Dual Language Immersion	Students participating in a dual language immersion program receive language support during the English portion of their academic day	Available at District-Approved Sites

School-Home Connection

The APS Office of ESOL & World Languages works with all schools and district departments to support the needs of limited English families by providing translation and interpretation services and parent outreach activities in languages other than English. Families who need assistance in understanding any school or district communication, or in communicating with school or district staff, should call 404-802- 7580. In accordance with federal law, limited English parents have the right to be provided interpretation services at no cost to the family.

Atlanta College and Career Academy (ACCA)

As part of APS, the mission of the Atlanta College and Career Academy is to ensure each student graduates high school with the knowledge, skills and attributes necessary for college and career success. ACCA is an Atlanta Public Schools program that will help students graduate with credentials aligned to high-demand technical careers in Atlanta. ACCA offers two instructional settings: (1) Dual Enrollment at Atlanta Technical College and (2) CTAE Pathway Enrollment at the Atlanta College and Career Academy building. Participating students will spend half the day at their home school and the other half at ACCA. Program highlights include dual enrollment opportunities, hands-on learning, industry credentials, industry coaching and mentoring, career advisement and employability training.

Dual Enrollment at Atlanta Technical College

Dual Enrollment courses provide opportunities for high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree. In the state of Georgia, students may enroll in dual enrollment options as early as 9th grade as determined by the admission criteria of the local college, university, or technical college. For more detail, please consult with your student's school counselor. Additional information about ACCA Dual Enrollment is available at

<https://www.atlantapublicschools.us/Page/53573>

Dual Enrollment admissions criteria:

- Student must be in ninth grade (or above) and age 15
- Student must have a qualifying score on the College Board ACCUPLACER, SAT or ACT
- Eleventh or twelfth grade students can use their HOPE GPA (2.6) in place of a qualifying test score
- Student must be on track for graduation (see home school counselor for details)

CTAE Pathway Enrollment at the Atlanta College and Career Academy

The Atlanta and College and Career Academy building will open August 2020 as a state-of-the art career preparedness model that will offer 14 high demand technical career pathways aligned with the economic and workforce needs of Atlanta and across Georgia.

ACCA Pathway Offerings:

General Automotive Technology; Aviation Maintenance; Carpentry; HVAC and Refrigeration; Culinary Arts; Hospitality, Recreation & Tourism; Dental Science; Patient Care; Early Childhood Care & Education; Graphic Design; Criminal Investigation; Emergency Medical Responder; Programming; Cybersecurity

Due to accelerated curriculum pacing and overall nature off this program, daily attendance is critical. Students must commit to attending both their home school and ACCA daily.

For a list of admission requirements visit the ACCA website at

<https://www.atlantapublicschools.us/Page/873>.



South Atlanta High School



Non-Traditional Education Opportunities

Adult Learning Program

Our adult learning program is for adults who desire to increase their basic skill levels in reading, mathematics, writing or the English language; and to prepare them to successfully complete the GED.

Areas of Instruction

- GED Preparation
- Reading & Writing
- Math Proficiency
- Effective Communication Skills
- Technology
- English to Speakers of Other Languages (ESOL)

The adult learning program serves residents within Atlanta city limits and South Fulton County. The main office is located at: 1757 Mary Dell Drive, SE Atlanta, GA 30316

Additional information is available at <http://www.atlanta.k12.ga.us/domain/8413>.

Forrest Hill Academy

Through a collaborative partnership with all stakeholders, Forrest Hill Academy serves at-risk middle and high school students who were not successful in the traditional learning environment. However, Forrest Hill Academy is a student-centered educational setting where the staff provides opportunities for academic growth, social emotional learning, college & career readiness, and community outreach. Students follow the traditional middle and high school curriculum, but they also have the opportunity to receive support through instructional technology programs such as Edgenuity and Reading Plus. Upon completion of their requirements, students may return to their home school or advance to other non-traditional academic options.

Additional information is available at <http://atlanta.k12.ga.us/Page/18027>.

North Metro

North Metro is operated on a daily basis by The Georgia Network for Educational and Therapeutic Support (GNETS). GNETS supports Atlanta Public Schools continuum of services for students with disabilities, ages 3-21. GNETS programs provide an array of therapeutic and behavioral supports as well as specialized instruction for students. Students are referred by their local school districts through the Individualized Education Program (IEP) process. Most students served by GNETS programs are those with severe emotional and behavioral disorders. Other eligible students with disabilities may be served in GNETS classes when the frequency, intensity, and duration of their behaviors is such that this placement is deemed by those students IEP teams to be appropriate to meet the student's needs.

Additional information is available <https://nmgnets.org>.

Phoenix Academy

The Phoenix Academy is a comprehensive alternative setting that serves and supports students in grades 9-12. Through innovative scheduling, small classroom sizes, extensive wrap around services and Career Technical Agricultural Education (CTAE) programs, Phoenix Academy offers a second chance for Atlanta Public School students. In addition, the Phoenix Academy focuses on academic performance in a positive behavioral intervention and support setting, while taking full advantage of technology-based learning resources.

Additional information is available at <https://www.atlantapublicschools.us/Page/16946>



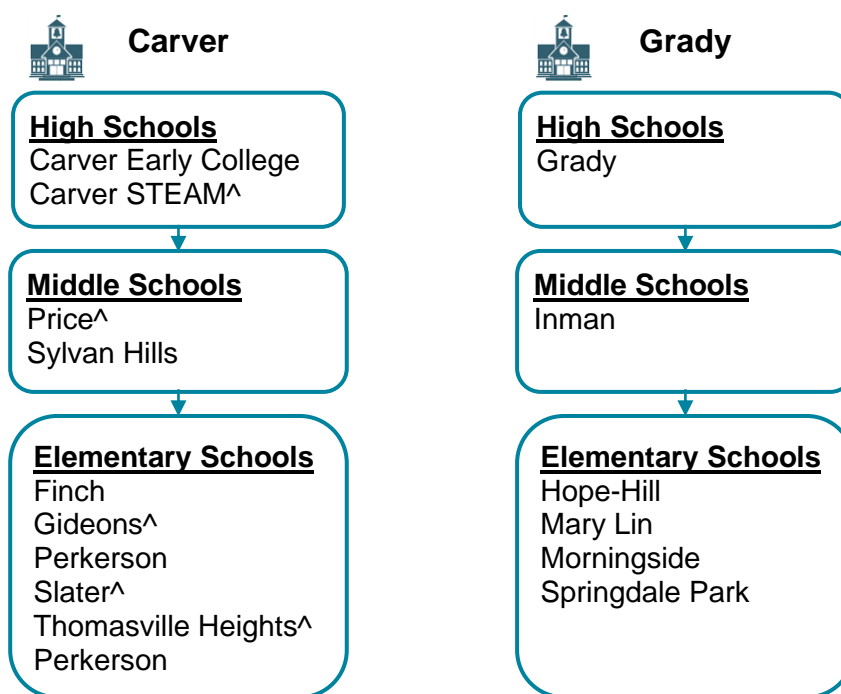
VI. Signature Programs

College and Career Readiness

Overview

College and Career Readiness (CCR) focuses on preparing students for post-secondary options without the need for remediation, and the workforce. The CCR signature program embraces the Partnership For 21st Century Learning instructional framework and leverages turnaround strategies as the educational approach. Schools focus on the following five dimensions to improve student achievement: collaboration, creativity, critical thinking, communication and citizenship. Additionally, students are exposed to rigorous academic course work aligned to Georgia's CTAE career pathways, fine arts, advanced academics and/or world languages. CCR encourages student enrollment in Dual Enrollment, Advanced Placement, and Career, Technical & Agricultural Education to include Work-Based Learning.

Schools by Cluster (Feeder Pattern)



[^]Denotes Partner Schools

International Baccalaureate ®

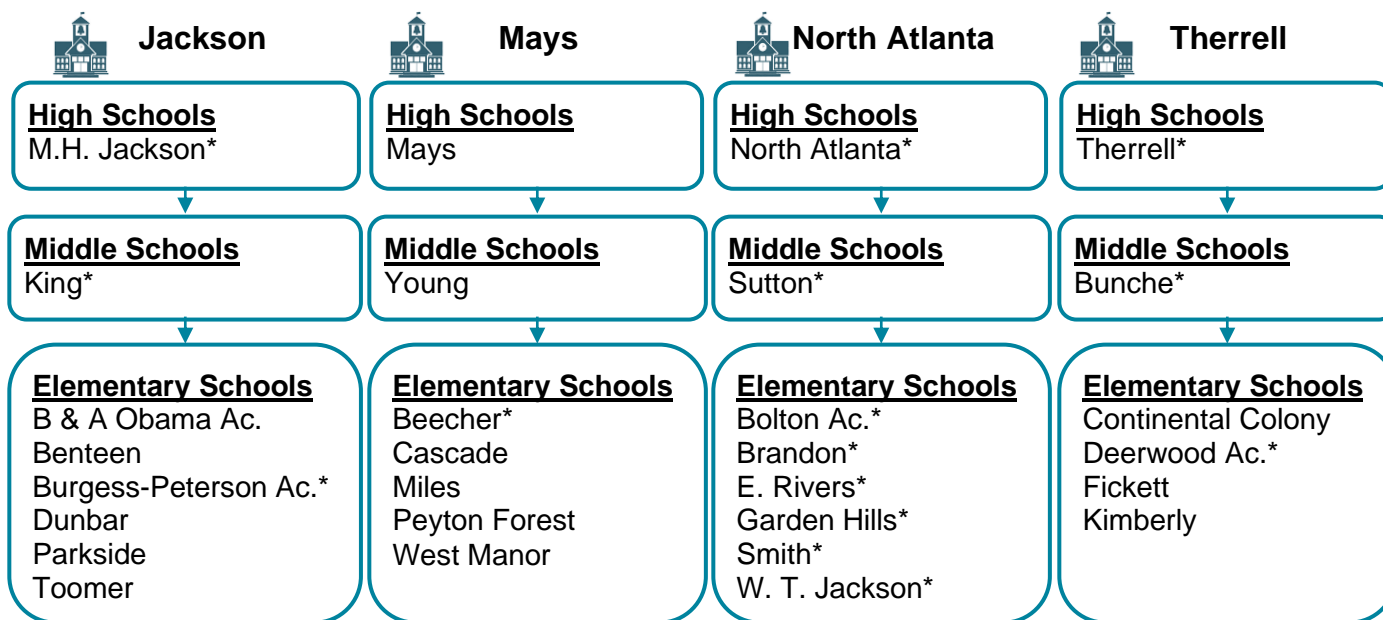
Overview

"The International Baccalaureate® (IB) offers a continuum of international education. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development."

The IB continuum of education serves students in grades PreK-12 through the following four programs:

- IB Primary Years Program (PYP) is housed in elementary schools for grades PreK-5. The PYP is a whole-school transdisciplinary approach to education and includes core subjects plus world language, arts and physical education. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.
- IB Middle Years Program (MYP) is housed in middle schools for grades 6-8 with an option to continue in the high school in grades 9-10 and includes core subjects plus world language, arts, technology, and physical education. MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. A whole school program, the MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.
- IB Diploma Program (DP) is housed in high schools for students in grades 11-12 who opt-in and are accepted into the DP. Students take 6 IB subjects and complete additional core requirements. The program aims to develop students who have excellent breadth and depth of knowledge. DP is a challenging two-year curriculum that leads to a qualification that is widely recognized by the world's leading universities. Students take subject exams that can lead to college credit.
- IB Career-related Program (CP) is housed in high schools for students in grades 11-12 who opt-in and are accepted into the CP. Students take a minimum of 2 DP subjects, complete a career pathway and additional core requirements. CP is a framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships or employment.

Schools by Cluster (Feeder Pattern)



*Denotes authorized IB World School

Science Technology Engineering & Mathematics (STEM)

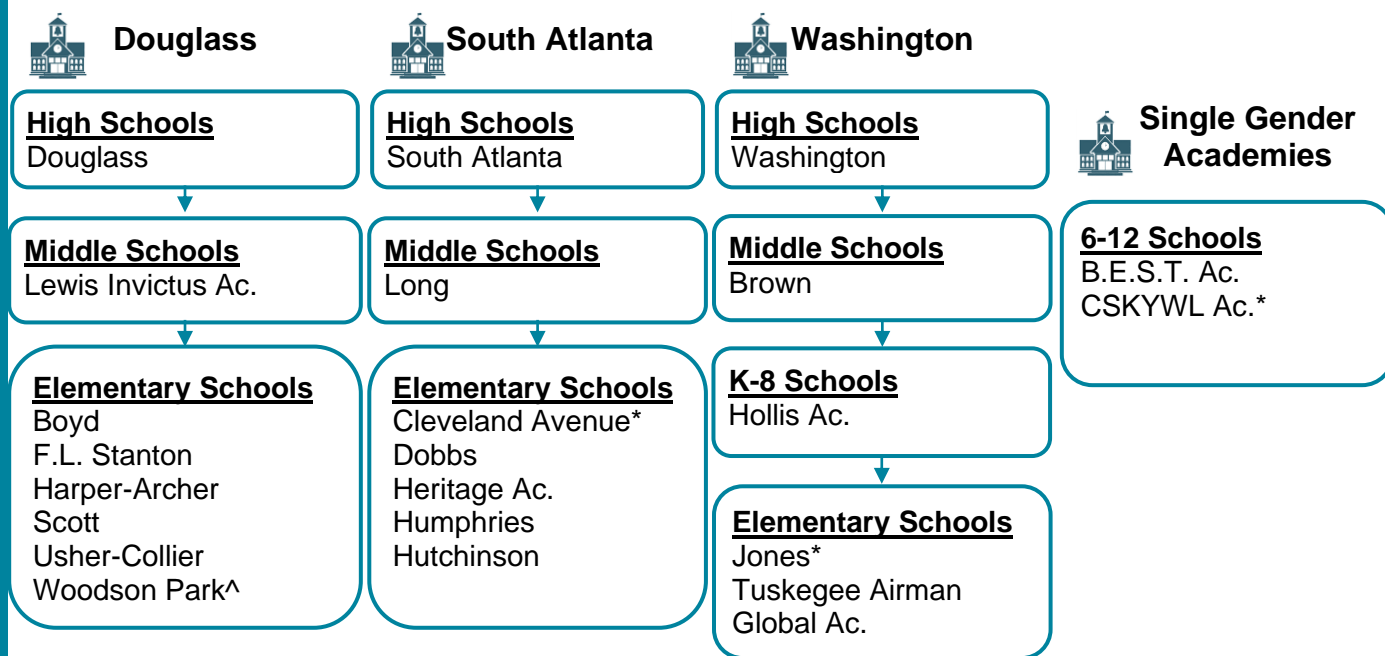
Overview

A STEM (Science, Technology, Engineering and Mathematics) education provides a well-rounded college preparatory experience with a focus on science and mathematics. In a STEM program, subjects are integrated instead of being taught separately in isolation. In addition to academic standards, STEM education fosters critical thinking, learning with academic theory in order to help students master complex concepts enabling them to achieve better results on standardized assessments. In APS, STEM education is implemented at all grade levels (i.e. elementary, middle and high school).

STEM education is not a prescribed curriculum, but a combination of several researched-based best practices proven to improve student achievement: Inter-disciplinary instruction, Standards-driven project-based learning, Inquiry-based learning, Collaborative learning, Laboratory investigations, Research projects and Real-world experiences via work-based learning opportunities.

STEM education has as a priority ensuring that students are exposed to a wide variety of state-of-the-art technology and high-demand career fields. While the “E” in STEM stands for engineering and the “T” stands for technology, STEM education may incorporate other career areas (e.g. healthcare science, agricultural science, biotechnology, and food and nutrition science.) These career fields are a part of the district’s Career, Technical and Agricultural Education (CTAE) program offerings.

Schools by Cluster (Feeder Pattern)



^Denotes Partner School

*Denotes certified STEM School

VII. Earning College Credit Opportunities

Advanced Placement ®

The Advanced Placement (AP) Program affords high school students the opportunity to take college-level courses while in high school. All AP courses are audited by College Board and must meet its requirements in order to receive the AP designation. Research has shown that taking AP courses prepare students for the rigorous demands of college. Additionally, successful completion of AP courses and AP exams can play a significant role in the college admissions process. APS believes that all students deserve access to the rigor of advanced coursework and can be successful with the appropriate support. The purpose of this document is to better prepare students and parents for AP courses.

Guided decision-making questions to ponder about taking AP courses:

- How do you work independently?
- How will you manage the increased homework (1-2 hours per night per AP course) and expectations of AP courses?
- How diligently are you willing to work to be successful in the course?
- Speak to the teacher of the course - what are the specific expectations of that teacher/ that course?
- What kinds of support do you feel you need to be successful in an AP course (i.e. tutoring, writing preparation, reading preparation, study skills)? How will you develop that support?
- What is your understanding of the significance of the AP exam at the end of the year? How will you benefit from studying for the exam and striving to do your best?

AP Course Expectations

- Intense reading and writing assignments
- Additional research and study necessary to analyze all the material covered in the course
- Student's desire and ability to work independently and push him/herself academically and intellectually
- Engagement in the study of subject matter beyond just learning facts – in-depth analysis and synthesis of material
- Requirement that students take the AP test at the end of the year with the expectation the exam will be taken seriously

There are 38 AP courses in seven categories. Schools determine which AP courses will be offered based upon students' interests. Visit <https://apstudents.collegeboard.org/course-index-page> to learn more about each course and see which ones are right for you.

AP Course Offerings

*Course offerings are determined at the school level and vary from school to school.

Arts <ul style="list-style-type: none"> • 2-D Design • 3-D Design • Art History • Drawing • Music Theory 	English <ul style="list-style-type: none"> • English Language & Composition • English Literature & Composition 	History & Social Sciences <ul style="list-style-type: none"> • Comparative Government & Politics • European History • Human Geography • Macroeconomics • Microeconomics • Psychology • US Government & Politics • US History • World History: Modern
Interdisciplinary <ul style="list-style-type: none"> • Research • Seminar 	Math and Computer Science <ul style="list-style-type: none"> • Calculus AB • Calculus BC • Computer Science A • Computer Science Principles • Statistics 	Sciences <ul style="list-style-type: none"> • Biology • Chemistry • Environmental Science • Physics 1: Algebra Based • Physics 2: Algebra Based • Physics C: Electricity & Magnetism • Physics C: Mechanics
World Languages & Cultures <ul style="list-style-type: none"> • Chinese Language & Culture • French Language & Culture • German Language & Culture • Italian Language & Culture • Japanese Language & Culture • Spanish Language & Culture • Spanish Literature & Culture • Latin 		

Dual Enrollment

Dual Enrollment courses provide opportunities for high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree. In the state of Georgia, students may enroll in dual enrollment options as early as 9th grade as determined by the admission criteria of the local college, university, or technical college. For more detail, please consult with your student's school counselor. Additional information about Dual Enrollment is available at <https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/>.

Early College

Early College is a Dual Enrollment program that affords students the opportunity to earn a high school diploma with the potential to earn an Associate's Degree, or up to two years of college credit, by taking a mixture of high school and college classes. This program differs from traditional Dual Enrollment where students are enrolled in a traditional high school and take college classes, whereas Early College students take high school classes in preparation for full college workloads. At Early Colleges, students also have fewer high school classes because some of their college classes replace their high school classes.

For more details, please consult with see your child's school counselor. The following high schools have Early College programs: BEST Academy, Carver Early College, Maynard H. Jackson, Coretta Scott King Young Women's Leadership Academy, Daniel McLaughlin Therrell, and Booker T. Washington.

International Baccalaureate® (IB)

The International Baccalaureate (IB) program offers college-level courses that provide students with an in-depth, culturally diverse, global education. Research has proven that a rigorous high school curriculum, such as International Baccalaureate (IB), is strong predictor of college success. As a result, many colleges offer college credit for successfully completing IB courses and scoring 4 or above on the IB exams. US universities and colleges differ in their approach to offering credit for IB exams.

In Georgia, colleges and universities that are part of the University System of Georgia (USG) will award academic credit for appropriate courses in the USG core curriculum for corresponding IB subject areas in which the student obtained designated IB assessment scores.

Below are links to resources that provide information on the IB courses and exams scores that some universities and colleges accepts for credit. If a post-secondary school you are interested in is not listed, you are encouraged to contact the Admissions Office for your post-secondary school of interest to learn more about their admission requirements and necessary documentation.

Resource Links:

<https://blogs.ibo.org/blog/2018/05/05/getting-ib-credit-at-university>

<https://www.atlantapublicschools.us/site/Default.aspx?PageID=55491>

For more details, please consult with see your child's school counselor or IB Coordinator. The following high schools offer IB courses: Daniel McLaughlin Therrell, Maynard H. Jackson, and North Atlanta.

VIII. Virtual Learning Opportunities

Atlanta Virtual Academy

The Atlanta Virtual Academy (AVA) is a fully accredited online learning program that is available to middle and high school students in the Atlanta Public Schools system. Additionally, AVA is NCAA approved which is ideal for today's student athlete. Students can choose courses from the four core subjects (English, Science, Math, and Social Studies), and World Language, AP, Honors, CTAE, Health and Physical Education and Elective courses. All classes are taught by certified teachers.

Students enrolled in AVA will engage with a rigorous and relevant curriculum that will prepare them for post-secondary life, including, but not limited to college. They have the option of taking courses during the day as a part of their regular school schedule or in the evenings.

High school students who wish to accelerate their learning are eligible to enroll in initial credit courses over and beyond their regular course load. Students who need to "catch up" and fill a course gap are also eligible to enroll in initial credit courses or credit recovery courses.

The recovery course options are:

- **Unit Recovery** is a district-wide program whereby students who have an overall failing grade or failed a test/unit in their current course can take advantage of this program. This intervention is designed to address failures before a student fails the course in an effort minimize the number of students who need to enroll in credit recovery.
- **Credit Recovery** is offered for all core content areas and is a self-paced model which allows for flexible learning opportunities.

AVA courses are accessible 24 hours a day via Internet-connected computers and/or mobile devices providing the flexibility that is not available in a face-to-face setting. This exposes learners to distance learning, which is the fastest growing form of formal education in both corporate America and within domestic universities.

Additional information is available at <http://www.atlanta.k12.ga.us/Page/1355>.

Course Offerings

Core Courses

ELA (Includes Honors and Advanced Placement)	9th Literature	Honors 9th Literature
	American Literature	Honors American Literature
	10th Literature	British Literature
	AP English Language & Composition	
Math	Algebra I	Geometry
	Algebra II	Pre-Calculus
Science (Includes Honors and Advanced Placement)	Biology	Honors Biology
	Chemistry	Honors Chemistry
	Environmental Science	Physical Science
	Physics	AP Environmental Science
Social Sciences (Includes Honors and Advanced Placement)	Civics/Government	Honors Government/Civics
	US History	Honors US History
	AP U.S. History	Economics
	Psychology	AP Psychology
	World History	AP World History
	Sociology	
World Languages	French I	French II
	Latin I	Latin II
	Spanish I	Spanish II

Extended Core Courses

Physical Fitness & Health	High School Health	High School Personal Fitness
CTAE	Computer Science (one semester)	Essentials of Healthcare
	Financial Literacy (one semester)	Introduction to Business & Technology
	Patient Care Fundamentals	Pharmacy Operations & Fundamentals
Fine Arts	Art History	

IX. Curricular Programs

English Language Arts

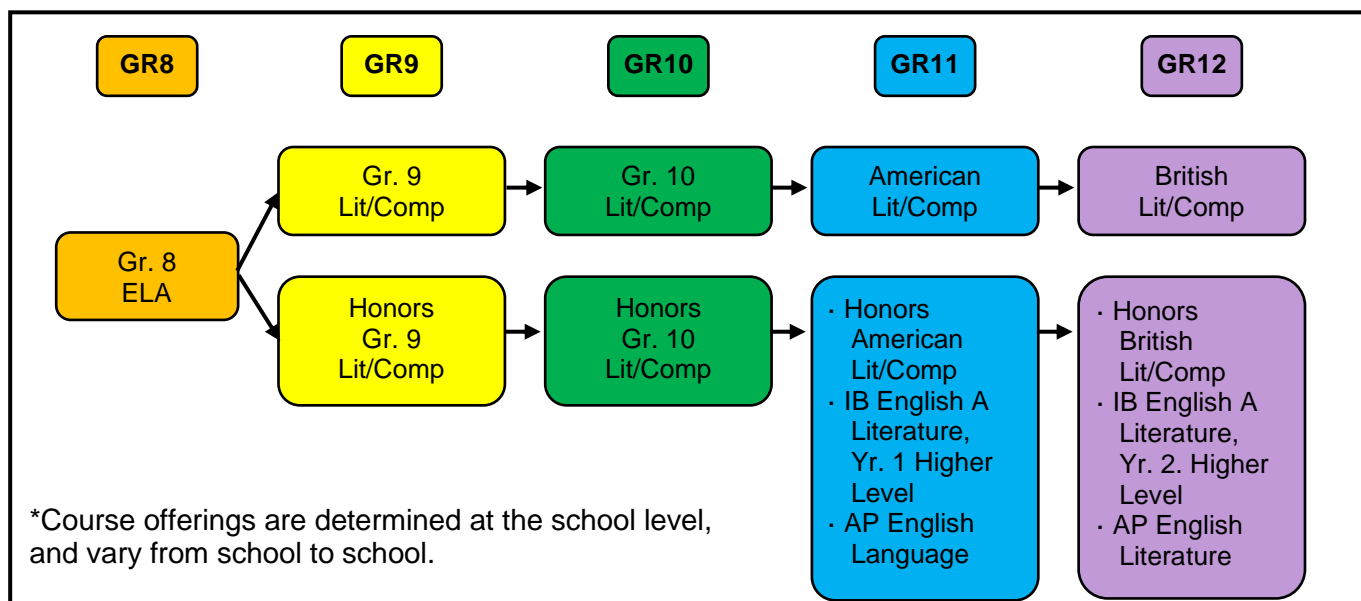
Philosophy:

A high-quality, comprehensive English language arts curriculum is essential for students to develop the necessary skills to comprehend and communicate effectively. The development of language, upon which all learning is built, plays a critical role in students' ability to acquire strong literacy skills, which include reading, writing, speaking, listening, and the study of literature. Language skills serve as a necessary basis for further learning and responsible citizenship. We believe that all the key stakeholders (students, teachers, administrators, parents and community members) share the responsibility and the accountability for educating our students to become literate adults.

The English language arts curriculum includes the following elements:

- developing thinking and language through interactive learning,
- drawing on literature in order to develop students' understanding of their literacy heritage,
- drawing on informational texts and multimedia in order to build academic vocabulary and strong content knowledge
- developing students' oral language and literacy through appropriately challenging learning,
- emphasizing writing arguments, explanatory/informative texts, and narratives,
- holding high expectations for all students,
- providing explicit skill instruction in reading and writing,
- building on the language, experiences, knowledge, and interests that students bring to school,
- nurturing students' sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life, and
- reaching out to families and communities in order to sustain a literate society.

Course Progression*



Ninth Grade Literature and Composition (1 Credit - Core) - Gr. 9

Prerequisites - None

This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course.

World Literature and Composition (1 Credit - Core/Elective) - Gr. 10

Prerequisites - Ninth Grade Literature and Composition

This course focuses on a study of World Literature; the students develop an understanding of chronological context and the relevance of period structures in literature within world cultures. A focus is to explore the ways the work's place of origin affects its structure and how the chronology of a literary work affects its meaning. The students develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The students will read across the curriculum to develop academic and personal interests in different subjects.

American Literature and Composition (1 Credit - Core/Elective) - Gr. 11

Prerequisites - Ninth Grade Literature and Composition

This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for different purposes.

British Literature and Composition (1 Credit - Core/Elective) - Gr. 12

Prerequisites - Ninth Grade Literature and Composition

This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the

period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. The students will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

Multicultural Literature and Composition (1 Credit - Core/Elective) - Gr. 12

Prerequisites - Ninth Grade Literature and Composition

The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

Advanced Composition (1 Credit - Core/Elective) - Gr. 11

Prerequisites - Ninth Grade Literature and Composition

This course focuses on the writing process (planning, drafting, and revising). The students will focus on different writing genres and organizational structures: expository, persuasive, narrative, descriptive, comparison-contrast, exemplification, process analysis, classification, cause and effect, and definition. Advanced grammar skills will be a major component of this class. An emphasis on research is also required.

Ninth Grade Literature and Composition, Honors (1 Credit - Core) - Gr. 9

Prerequisites - None

This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It will focus on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. Students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. *Other topics specific to preparing students for the rigors of an AP course will be integrated throughout the course.*

World Literature and Composition, Honors (1 Credit - Elective) - Gr. 10

Prerequisites - Ninth Grade Literature and Composition

Emphasis is placed on understanding chronological context and the relevance of period structures in the literature from different times and places in the world. The students also develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. This course includes a balance of composition, applied grammar, and both literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Other topics specific to preparing students for the rigors of an AP course will be integrated throughout the course.

American Literature and Composition, Honors (1 Credit – Core/Elective) - Gr. 11

Prerequisites - Ninth Grade Literature and Composition

This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. In order to distinguish between the various literary movements in America, this course focuses on a survey of American literature from the Colonial Period to the modern era. Writing objectives focus on essays (emphasis on expository), research, and critical analysis papers. Extensive reading, public speaking, and presentation skills are also included in this course. American Literature engages students in becoming skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts and skilled writers of prose composed for a variety of purposes. In this course students will not only become aware of the great, controversial, and interesting ideas contained in America's literary history, but also examine the interactions between the writers' purposes, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis.

British Literature and Composition, Honors (1 Credit – Core/Elective) - Gr. 12

Prerequisites - Ninth Grade Literature and Composition

This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. This course focuses on an analytical survey of British literature from the Anglo-Saxon Period to the present. The integrated study of composition will include basic research skills, expository writing, technical, and an emphasis on persuasive writing. Sentence structure and grammar usage will be included through writing about literature and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course.

AP English Language and Composition with an American Literature Focus (1 Credit – Core/Elective) - Gr. 11

Prerequisites - Ninth Grade Literature and Composition

This course focuses on content, purpose, and audience as the guide for the students' organization in writing. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will compose for a variety of purposes with a clear understanding of writer's purpose, audience expectations, and subjects as well as the way conventions and resources of language contribute to writing effectiveness. Expository, analytical, and argumentative writing support the academic and professional communication required by colleges; personal and reflective writing support the development of writing facility in any context. Students will examine primary and secondary sources to synthesize materials for their writing. An AP syllabus will be submitted and approved by College Board.

AP English Literature and Composition (1 Credit – Core/Elective) - Gr. 12

Prerequisites - Ninth Grade Literature and Composition

The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literary works. The students will explore the social and historical values that various works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice. An AP syllabus will be submitted and approved by College Board.

IB English A Literature, Higher Level Year 1 and 2 (2 Credits – Core/Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

This two-year course focuses on the thematic approach to world literature, research, oral and written composition including, but not limited to, major works of American literature. The main emphasis is on the effect of history on American literature. Students write expository, analytical, and research-based essays. The students gain an understanding of the different genres of literature and writing. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. The course covers all the required American Literature Georgia Performance Standards.

Dramatic Writing (Film, Television, and Theatre I) (1 Credit – Core/Elective) - Gr. 11-12

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 texts 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. This course meets fourth English Language Arts core requirement.

IB Communication (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

The course expands the students’ perspective of the world through the study of literary works from other cultures and languages. The students experience a variety of literary classics and modern literary works which are a genuine representation of different literary genres, styles, and contexts. The students develop the ability to engage in close, detailed analysis of the written text and to communicate effectively (oral and written expression) through practice involved in writing and speaking in a variety of styles and situations. The course also provides students with an opportunity to understand literature as an art form.

Journalism I (1 Credit - Elective)

Prerequisites - None

This course focuses on journalistic writing through analysis of newspapers, yearbooks, literary magazines, and broadcast journalism publications. A concentration on the following components of journalistic writing is critical: influence, purpose, structure, and diction. Reading, writing, and critical thinking are key components as students explore the power and influence of journalism. Students will participate in news gathering, the study of ethics, and the aspects of copy writing, editing, and revising and will study the ethics of journalism. If a publication is produced, the students will learn the process of publishing.

Journalism II (1 Credit - Elective)

Prerequisites - Journalism I

The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing.

Journalism III (1 Credit - Elective)- Gr. 11-12

Prerequisites - Journalism II

This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a main focus in analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities.

Journalism IV (1 Credit - Elective) - Gr. 12

Prerequisites - Journalism I, II, and III

This course is designed for students who have mastered skills in Journalism III. The students will publish journalistic articles either in a school newspaper or in the local newspaper. Research and interviews will be required when formulating ideas for writing. The range of opportunities to apply skills will be increased.

Writer's Workshop (1 Credit - Elective) - Gr. 9-12

Prerequisites - None

This course offers opportunities for students to explore different writing genres: narrative, descriptive, persuasive, and expository modes of discourse. The students will study different writers and their writing styles. The students will have opportunities to improve writing proficiency through a complete study of the components of solid writing: fluency, style, diction, mechanics, grammar, imaginative expressions, and details. The course allows students to utilize the writing process to write independently to improve their writing.

Basic Reading and Writing I (1 Credit - Elective) - Gr. 9

Prerequisites - None

This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with students' English course), speaking, and critical thinking.

Communication Skills (1 Credit - Elective)

Prerequisites - None

This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and conventions study.

Reading Enrichment (1 Credit - Elective)

Prerequisites - None

This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with students' English course), speaking, and critical thinking.

Basic Reading and Writing I (1 Credit - Elective)

Prerequisites - None

This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with students' English course), speaking, and critical thinking.

Basic Reading and Writing II (1 Credit - Elective)

Prerequisites - None

This course provides fundamental skills development in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GSE literary and writing genres associated with the students' English course), speaking, and critical thinking. Also, test taking skills will be implemented.

Basic Reading and Writing III (1 Credit - Elective)

Prerequisites - None

This course enhances the fundamental skills development addressed in Basic Reading/Writing I and II in the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting in order to create an intensive small group environment; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with the students' English course), speaking, and critical thinking. Also, test taking skills will be implemented.

Basic Reading and Writing IV (1 Credit - Elective)

Prerequisites - None

This course enhances an in-depth concentration on the five strands of the Georgia Standards of Excellence: Reading- Literary Texts, Reading- Informational Texts, Writing, Language, and Speaking and Listening. The setup is a language lab setting to create an intensive small group environment; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the GPS literary and writing genres associated with the students' English course), speaking, and critical thinking. Test taking skills will be implemented.

Speech/Forensics I (1 Credit - Elective)

Prerequisites - None

This course is a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course.

Speech/Forensics II (1 Credit - Elective)

Prerequisites - Speech/Forensics I

This course is an extension of Speech/Forensic I. The course provides a review of the skills covered in the first course. The emphasis for this course is classical and contemporary theory. The students will understand the philosophical basis of argumentative theory.

Speech/Forensics III (1 Credit - Elective)

Prerequisites - Speech/Forensics II

This course is designed for intensive training in directed research. Students will research various sources including, but not limited to, computer networks, legal journals, and government documents. Students will become aware of the complexity of social issues and public policy. Through this understanding, students will be able to formulate sound arguments and understand counterarguments. Speaking skills will be honed through practice and performance.

Speech/Forensics IV (1 Credit - Elective)

Prerequisites - Speech/Forensics III

This course is designed to provide students ample opportunities to improve the ability to present a persuasive position through speech. Persuasive speaking skills are refined by researching, effective presentation, and compelling articulation of persuasive ideas. The student will understand and appreciate the importance of public speaking, clear writing, sound debate, advertising, mass media, politics, and law. The key component will be to understand the role of advocacy in society.

Oral/Written Communication (1 Credit - Elective) - Gr. 9-12

Prerequisites - None

This course focuses on developing public speaking skills. The students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective oral delivery. The course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and purposes. The students analyze professional speeches to enhance their knowledge of solid speech writing.



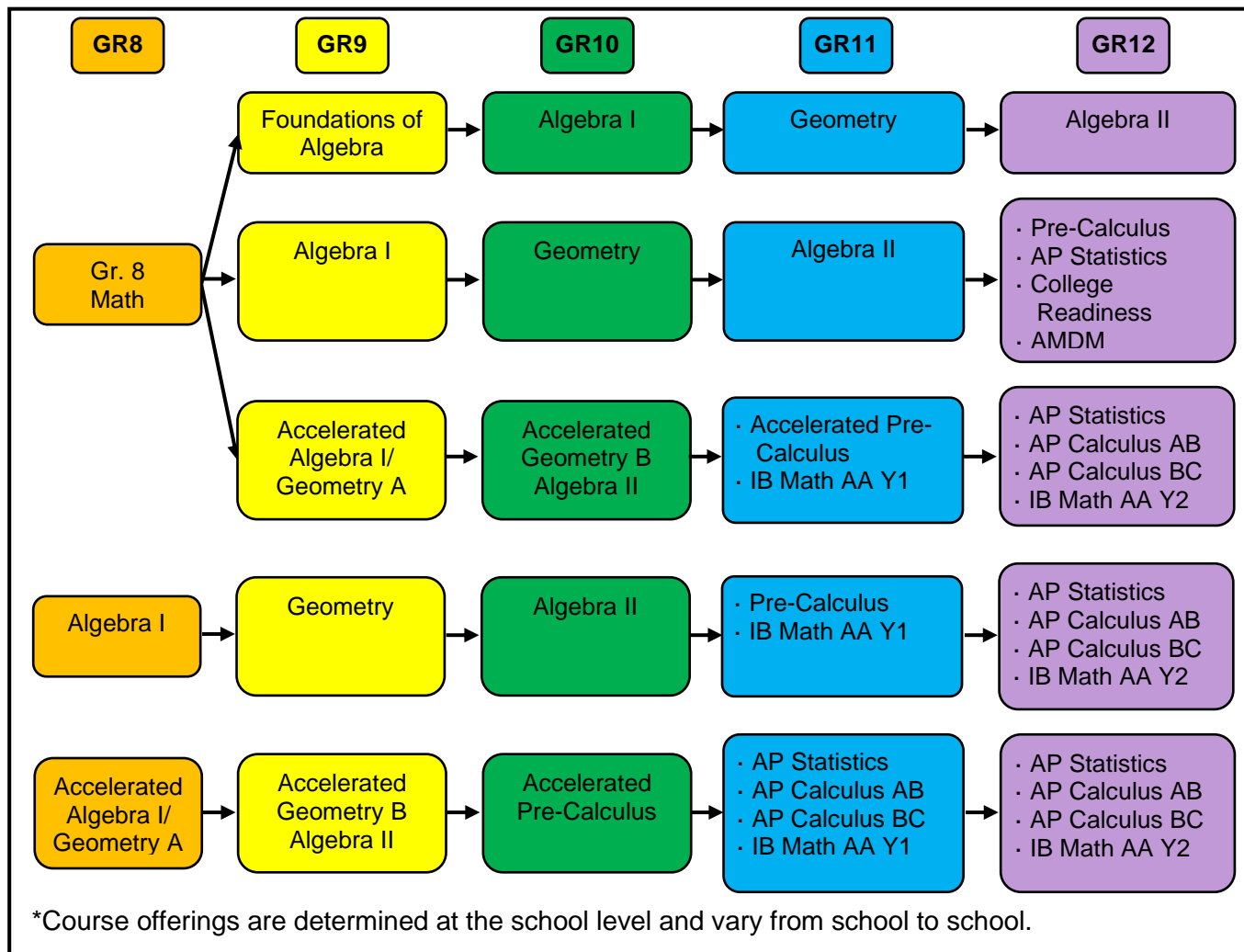
Mathematics

Philosophy:

The philosophy of the mathematics program of Atlanta Public Schools supports the engagement in powerful mathematical ideas by ALL students. With course work that provides entry points for all types of learners, this program addresses the needs of our university stakeholders, the workforce, and our global community as students embrace mathematics as a tool to construct their world. Within the scope of each course students are provided opportunities to incorporate technology and contextualize mathematical ideas within real-world contexts.

The curriculum embraces opportunities for significant depth in exploration, with a focus on conceptual understanding. Through their engagement in a sound curriculum our students not only succeed in understanding rigorous problems today, but they are equipped with tools to grapple with the challenging problems of an ever-changing tomorrow.

Course Progression*



GSE Foundations of Algebra (1 Credit - Core/Elective) - Gr. 9

Prerequisites – 8th Grade Mathematics

Foundations of Algebra course has been created to meet the academic needs of ninth grade students who may have significant gaps in their mathematics achievement. This course will provide many opportunities to revisit and expand the understanding of foundational algebra concepts including number sense, proportional reasoning, equations and inequalities, and quantitative reasoning with functions. Note: If taken beyond the 9th grade this course will only count as an elective, NOT core credit.

GSE Algebra I (1 Credit - Core) - Gr. 9

Prerequisites - 8th Grade Mathematics or Accelerated GSE 7B/8

Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The scope of this course will focus on relationships between quantities, reasoning with linear equations and inequalities; exploration of linear, quadratic, and exponential relationships, and describing statistical data. These topics will prepare students for further investigation in Algebra II.

Accelerated GSE Algebra I/ Geometry A (1 Credit - Core) - Gr. 9

Prerequisites - 8th Grade Mathematics or Accelerated GSE 7B/8

Accelerated GSE Algebra I/Geometry A is compacted course that consists of a full course in Algebra I, followed by the first half of Geometry. The scope of this course will focus on relationships between quantities, reasoning with linear equations and inequalities; exploration of linear, quadratic, and exponential relationships, describing statistical data, transformations in the coordinate plane, congruence and similarity, and triangle trigonometry.

GSE Geometry (1 Credit - Core) - Gr. 10

Prerequisites - Algebra I

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The scope of this course will focus on deepening students understanding of transformations in the coordinate plane, congruence and similarity, and triangle trigonometry, circles and volume, and applications of probability.

Accelerated GSE Geometry B/ Algebra II (1 Credit - Core) - Gr. 10

Prerequisites - Accelerated GSE Algebra I/ Geometry A

Accelerated Geometry B/Algebra II is the second in a sequence of compacted mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement courses. The scope of this course includes a focus on circle and volume, geometric and algebraic connections, applications of probability, and a thorough investigation of polynomial, rational, radical, exponential, and logarithmic functions.

GSE Algebra II (1 Credit - Core) - Gr. 11

Prerequisites - GSE Geometry

Algebra II/ is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. The scope of this course focuses on a thorough investigation of polynomial, rational, radical, exponential, and logarithmic functions.

GSE Pre-Calculus (1 Credit - Core) - Gr. 11-12

Prerequisites - GSE Algebra II

Pre-Calculus is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses. The scope of this course includes a deed investigation of trigonometric functions, matrices, conics, vectors, and probability.

Accelerated GSE Pre-Calculus (1 Credit - Core) - Gr. 11-12

Prerequisites - Accelerated GSE Geometry B/ Algebra II

Accelerated Pre-Calculus follows the completion of the compacted sequence. This course exposes students to an exploration of trigonometric functions, matrices, conics, vectors, data analysis and probability.

Advanced Mathematical Decision-Making (1 Credit - Core) - Gr. 12

Prerequisites - GSE Algebra II

This is a course designed to follow the completion of Algebra II. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

College Readiness Mathematics (1 Credit - Core) - Gr. 12

Prerequisites - GSE Algebra II

This is a fourth course option for students who have completed the first three required courses but are still struggling with high school mathematics standards essential for success in first year post-secondary mathematics courses required for non-STEM majors. This course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts.

AP Calculus AB (1 Credit - Core/Elective) - Gr. 11-12

Prerequisites – GSE Pre-Calculus or Accelerated GSE Pre-Calculus

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Calculus BC (1 Credit - Core/Elective) - Gr. 11-12

Prerequisites – Accelerated Pre-Calculus/ AP Calculus AB

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

AP Statistics (1 Credit - Core/Elective) - Gr. 11-12

Prerequisites – Algebra II

This course follows the College Board syllabus for the Advanced Placement Statistics Examination. It offers four major themes: exploratory analysis, planning a study, probability, and statistical inference.



IB Mathematics: Analysis and Approaches, Standard Level Year 1 (1 Credit - Core) - Gr. 11

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and GSE Algebra II or Accelerated GSE Geometry B or Algebra II or Accelerated GSE Pre-Calculus

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. With a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments, students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Course topics include Number and algebra, Functions, Geometry and trigonometry, Statistics and probability and Calculus. In addition to studying the course content, students must participate in the exploration of an area of mathematics using investigational, problem-solving and modeling skills.

IB Mathematics: Analysis and Approaches, Standard Level Year 2 (1 Credit - Core) - Gr. 11

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and GSE Algebra II or Accelerated GSE Geometry B or Algebra II or Accelerated GSE Pre-Calculus

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. The focus is on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve abstract problems as well as those set in a variety of meaningful contexts. With a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments, students should expect to develop insight into mathematical form and structure and should be intellectually equipped to appreciate the links between concepts in different topic areas. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. Course topics include Number and algebra, Functions, Geometry and trigonometry, Statistics and probability and Calculus. In addition to studying the course content, students must participate in the exploration of an area of mathematics using investigational, problem-solving and modeling skills.

Algebra I Support (1 Credit - Elective) - Gr. 9

Prerequisites - Must be taken concurrently with GSE Algebra I class

The purpose of the Algebra I Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Algebra I Support is an elective class that should be taken concurrently with a student's regular GSE Algebra I class.

Geometry Support (1 Credit - Elective) - Gr. 10

Prerequisites - Must be taken concurrently with GSE Geometry class

The purpose of the Geometry Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Geometry Support is an elective class that should be taken concurrently with a student's regular GSE Geometry class.

Algebra II Support (1 Credit - Elective) - Gr. 11

Prerequisites - Must be taken concurrently with GSE Algebra II

The purpose of the Algebra II Support class is to address the needs of students who have traditionally struggled in mathematics by providing the additional time and attention they need in order to successfully complete their regular grade-level mathematics course without failing. Algebra II Support is an elective class that should be taken concurrently with a student's regular GSE Algebra II class.



Carver Early College High School

Science

Philosophy:

The science program is designed to provide students with the knowledge and skills necessary for proficiency in science. The program embraces the National Science Education Standards, Georgia Standards of Excellence for Science, and components of the Next Generation Science Standards. Technology is integrated into the curriculum, when appropriate. Atlanta Public Schools believes that science experiences provide opportunities for learners to develop the skills and attributes of scientifically literate citizens with a lifelong interest in science.

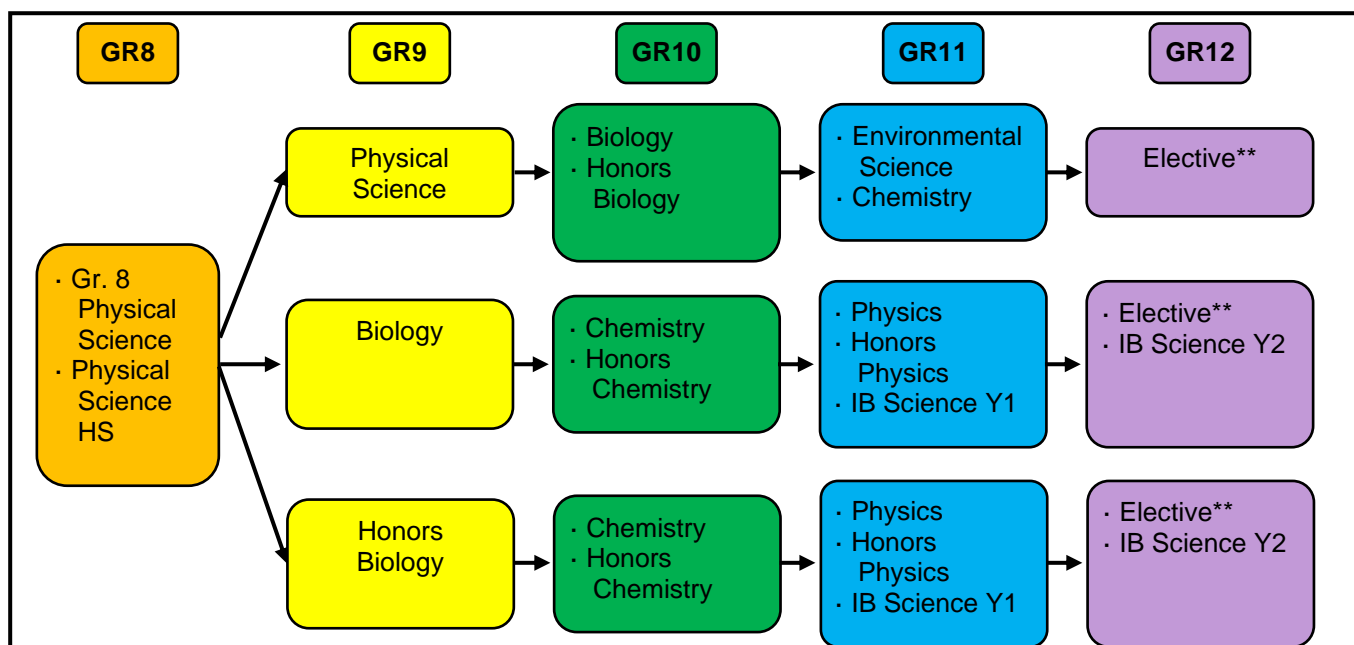
Science and Engineering Practices

- Asking Questions (Science) and Defining Problems (Engineering)
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations (Science) and Designing Solutions (Engineering)
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Crosscutting Concepts

- Patterns
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

Course Progression*



*Course offerings are determined at the school level and vary from school to school.

**Electives: The following courses are considered elective courses: Astronomy, Botany, Earth Systems, Ecology, Forensic Science, Genetics, Human Anatomy & Physiology, Microbiology, Oceanography, Scientific Research I-IV, AP Biology, AP Chemistry, AP Physics 1 or 2, AP Environmental Science

Note: An elective course may be taken simultaneously with courses required for graduation as long as it does not interfere with other graduation requirements (e.g. Students may be enrolled in Chemistry and Oceanography at the same time.)

Biology (1 Credit - Core) - Gr. 9-10

Prerequisites - None

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as 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 experience in laboratories and field work using the processes of inquiry.

Biology Honors (1 Credit - Core) - Gr. 9-10

Prerequisites – Teacher Recommendation

The Biology Honors curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be distinguished in biology. This curriculum includes more abstract concepts such as 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 experience in inquiry-based laboratories and field work to include complex projects. The course will provide students an opportunity to explore Pre-AP skills and increased depth of the standards.

Physical Science (1 Credit - Core) - Gr. 9-10

Prerequisites - None

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

Chemistry (1 Credit - Core) - Gr. 10-11

Prerequisites - Biology

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Chemistry Honors (1 Credit - Core) - Gr. 10-11

Prerequisites – Biology and Teacher Recommendation

The Chemistry Honors curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students will investigate chemistry concepts through experience in inquiry-based laboratories and field work to include complex projects. The course will provide students with an opportunity to explore Pre-AP skills and increased depth of the standards.

Environmental Science (1 Credit - Core) - Gr. 10-12

Prerequisites – Biology

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should *focus* on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course.

Physics (1 Credit - Core) - Gr. 11-12

Prerequisites - GSE Algebra II

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

Physics Honors (1 Credit - Core) - Gr. 11-12

Prerequisites - GSE Algebra II

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students will investigate physics concepts through experience in inquiry-based laboratories and field work to include complex projects. The course will provide students with an opportunity to explore Pre-AP skills and increased depth of the standards.

AP Biology (1 Credit - Elective) - Gr. 10-12

Prerequisites - GSE Algebra I

The AP Biology course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes: energy and communication, genetics, information transfer, ecology, and interactions.

AP Chemistry (1 Credit - Elective) - Gr. 11-12

Prerequisites - GSE Algebra II

The AP Chemistry course provides students with a college-level foundation to support future advance work in chemistry. Students cultivate their understanding of chemistry through inquiry-based instruction, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

AP Physics 1 (1 Credit - Elective) - Gr. 11-12

Prerequisites - GSE Algebra II

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

AP Physics 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - GSE Algebra II

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

AP Environmental Science (1 Credit - Elective) - Gr. 11-12

Prerequisites – Biology and Chemistry

The AP Environmental Science course is designed to be the equivalent of a one- semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

AP Physics C: Mechanics (1 Credit - Elective) - Gr. 12

Prerequisites - Calculus

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

AP Physics C: Electricity and Magnetism (1 Credit - Elective) - Gr. 12

Prerequisites - Calculus

AP Physics C: Electricity and Magnetism is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

IB Biology, Standard Level Year 1 and 2 (2 Credits - Core) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and GSE Algebra II

IB Biology SL is a two-year course. Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

IB Chemistry, Standard Level Year 1 and 2 (2 Credits - Core) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and GSE Algebra II

IB Chemistry SL is a two-year course. Standard level is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems.

IB Physics, Standard Level Year 1 and 2 (2 Credits - Core) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and GSE Algebra II

IB Physics SL is a two-year course. This course is designed to introduce students to the laws of physics, the experimental skill required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Students at SL study six topics: physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. SL students may choose two from this list as well as the further options list. The optional course topics are: biomedical physics, the history and development of physics, astrophysics, relativity, and optics. The further options for students at SL include: mechanics extension, quantum physics and nuclear physics, and energy extension. Students at SL are required to study any two options with duration each of 15 hours.

Astronomy (1 Credit - Elective) - Gr. 12

Prerequisites - GSE Algebra II

This course provides student with an introduction to concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course describes astronomical phenomena using the laws of physics. Topics including planets, stars, the Milky Way and other galaxies, black holes are treated to more esoteric questions concerning the origin of the universe, its evolution and fate. The course will occasionally require the use of sophomore-high level mathematics. The course includes experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.

Botany (1 Credit - Elective) - Gr. 10-12

Prerequisites - Biology

Botany presents basic concepts of plant biology, focusing on the plant characteristics, unity and diversity, plant growth, plant reproduction, and photosynthesis. Students discuss current ideas in agriculture, horticulture, medicine, biotechnology, ecology, conservation, and environmental issues. Students investigate botany concepts through experience in laboratories and field work using the processes of inquiry.

Earth Systems (1 Credit - Elective) - Gr. 11-12

Prerequisites - None

Earth Systems Science is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

Ecology (1 Credit - Elective) - Gr. 10-12

Prerequisites - Biology

This course focus in the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This curriculum is lab and field based. Whenever possible careers related to ecology and relevant case studies should be emphasized.

Forensic Science (1 Credit - Elective) - Gr. 11-12

Prerequisites – Biology and Chemistry

Forensic science provides opportunities for students to learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

Genetics (1 Credit - Elective) - Gr. 10-12

Prerequisites - Biology

This course introduces the basic principles of genetics. Classical genetics topics include: cell division, sexual reproduction, Mendel's Laws of Heredity, the chromosomal basis of inheritance, the molecular basis of inheritance, gene to protein, gene expression and control, and recombinant DNA. Students will acquire a basic understanding of the applications of molecular tools to the identification of isolated populations, the detection of kin, and the reconstruction of phylogenetic relationships. Topics like the human genome project and forensic applications of genetic knowledge will also be explored.

Human Anatomy & Physiology (1 Credit - Elective) - Gr. 12

Prerequisites - None

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a Biology standalone unit. Whenever possible, careers related to medicine, research, healthcare and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.

IB Sports, Exercise & Health Science, Standard Level Year 1 and 2 (2 Credits - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and optional topics and carry out experimental investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Course topics include Anatomy, Exercise physiology, Energy systems, Movement analysis, Skill in sports and Measurement and evaluation of human performance. Students must also choose to study two of the following: Optimizing physiological performance, Psychology of sports, Physical activity and health and/or Nutrition for sports, exercise and health. In addition to studying the course content, students must participate in investigations, complete a project and complete an individual investigation which serves as an internal assessment.

IB Sports, Exercise & Health Science, Higher Level Year 1 and 2 (2 Credits - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and optional topics and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Course topics include Anatomy, Exercise physiology, Energy systems, Movement analysis, Skill in sports, Measurement and evaluation of human performance, the Endocrine system, Fatigue, Friction and drag, Skill acquisition and analysis, Genetics and athletic performance and Exercise and immunity. Students must also choose to study two of the following: Optimizing physiological performance, Psychology of sports, Physical activity and health and/or Nutrition for sports, exercise and health. In addition to studying the course content, students must participate in investigations, complete a project and complete an individual investigation which serves as an internal assessment.

Microbiology (1 Credit - Elective) - Gr. 10-12

Prerequisites - Biology

This course focuses on archeabacteria, prokaryotes, eukaryotes, and viruses. Students will study historical microbiology, growth and identification of bacteria, control of microbial growth, pathogenic microbiology, food and dairy microbiology, and soil and water microbiology. Students will utilize scientific inquiry to solve problems related to disease, bioterrorism, biotechnology and ecology.

Oceanography (1 Credit - Elective) - Gr. 12

Prerequisites - Environmental Science

Oceanography introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Student will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats.

Scientific Research I (1 Credit - Elective) - Gr. 9

Prerequisites - None

The Research I course will assist students in developing projects that are mostly suggested or required by their teacher. It is expected that students will receive strong support from their teacher and their research projects could be completed in a time frame of weeks. Presentation of the projects developed at this level will happen mostly in a classroom setting or school site science fair. **Note:** This course is not recognized as a 4th science by the Georgia Board of Regents.

Scientific Research II (1 Credit - Elective) - Gr. 10

Prerequisites - None

The Research II course assists student in developing projects based on their interests. These projects may be related to topics that they are covering in any of their science courses or could expand on those ideas. It is expected that the students will receive some support from their teachers but they will be working mostly independently. Projects at this level could be completed on a time frame of weeks to months. Presentations of the projects developed at this level will take place at regional or state science fair competitions for example. **Note:** This course is not recognized as a 4th science by the Georgia Board of Regents.

Scientific Research III (1 Credit - Elective) - Gr. 11

Prerequisites - None

Research III course will assist student in developing projects based on their interests. Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with someone outside the school setting as they work towards the solution of their problem. This type of project may take the whole length of the course to be completed. Students completing these projects are expected to present their solutions to the appropriate interest groups (i.e. a particular company, an interest group, etc.) or in settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc.

Scientific Research IV (1 Credit - Elective) - Gr. 12

Prerequisites - None

Research IV will assist student in developing projects based on their interests.

Projects at this level would be original in nature and will investigate students' ideas to solve a particular problem. It is expected that the students will work with a university professor or in an industrial setting to find the answer to their research question. This type of project may take the whole length of the course to be completed. Students completing these projects are expected to present their solutions to the appropriate interest groups (i.e. a particular company, an interest group, etc.) or in settings like the Best Robotics competitions, Siemens, the High School Engineering Competition, etc.



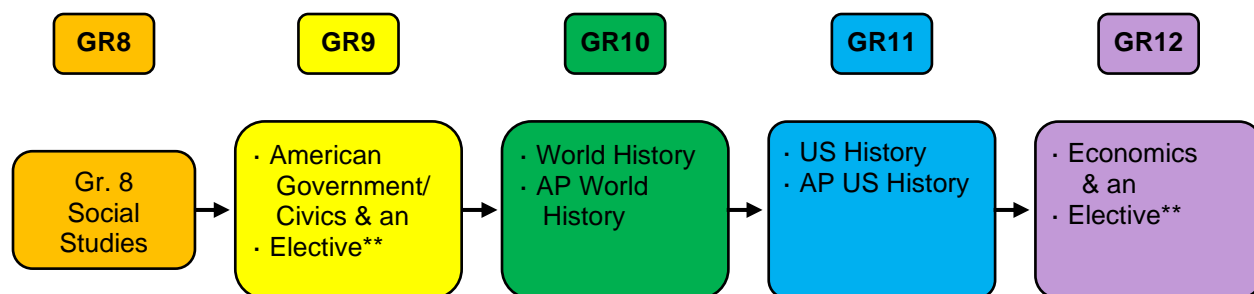
Carver Early College High School

Social Studies

Philosophy:

The primary purpose of the social studies program is to provide students with the knowledge and skills necessary to serve as active participants in a democratic society. Through interacting with the social studies curriculum, students will acquire an understanding of America's democratic heritage and the role and responsibility of citizens in an ever-changing interdependent world. As part of the social studies program, students are provided with learning opportunities that support critical thinking, collaborative learning, and active participation while enabling students to function in a technologically advanced, economically and culturally diverse society.

Course Progression*



*Course offerings are determined at the school level and vary from school to school.

**Electives: The following courses are considered elective courses: Anthropology; AP Government/Politics: Comparative, AP Human Geography, AP Psychology, Comparative Political / Economic Systems, Comparative Religions, Current Issues, Ethnic Studies, The Individual and the Law, Psychology, Sociology, United States and World Affairs, and World Geography.



Benjamin E. Mays High School

Note: There are no prerequisites for AP courses. Scheduling considerations may include; student's aptitude, balance of Georgia Milestones Assessments, student interest in the subject, prior year's performance, staffing concerns, resources, parent/guardian recommendation and Signature Programming.

American Government/Civics (.5 Credit - Core) - Gr. 9-12

Prerequisites - None

The course is an in-depth study of the American political system. It focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.

AP Government/Politics: United States (1 Credit - Core) - Gr. 9-12

Prerequisites - None

The course conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. It covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. *(May substitute for American Government/Civics)*

World History (1 Credit - Core) - Gr. 10

Prerequisites - None

The course is a survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

AP World History (1 Credit - Core) - Gr. 10

Prerequisites - None

The course conforms to the College Board topics for Advanced Placement World History. It includes study of cultural, political, social and economic history. Stresses research and writing skills. *(May substitute for World History)*

United States History (1 Credit - Core) - Gr. 11

Prerequisites - None

The course examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.

AP United States History (1 Credit - Core) - Gr. 11

Prerequisites - None

The course conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for United States History)

IB History of the Americas, Year 1 (1 Credit - Core) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and

The International Baccalaureate course emphasizes the comprehensive study of the colonization, development, independence and formative periods in United States history during the period of 1500 to 1995 with the emphasis on 1800 to 1995. It examines the social, political and cultural trends from a regional perspective. (May substitute for United States History)

IB History of the Americas, Year 2 (1 Credit - Core) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and

The International Baccalaureate course promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures and encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations. (May substitute for United States History)

Economics/Business/ Free Enterprise (.5 Credit - Core) - Gr. 12

Prerequisites - None

This is an introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.

AP Macroeconomics (.5 Credit - Core) - Gr. 12

Prerequisites - None

The course conforms to College Board topics for the Advanced Placement Macroeconomics Examination. Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. (May substitute for Economics/Business/Free Enterprise)

AP Microeconomics (.5 Credit - Core) - Gr. 12

Prerequisites - None

The course conforms to College Board topics for the Advanced Placement Microeconomics Examination. Covers basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. (May substitute for Economics/Business/Free Enterprise)

IB Economics, Year 1 (1 Credit - Core) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and

Focuses on an in-depth introduction to both microeconomic and macroeconomic functions, including the analysis of international trade, economic growth and development. (May substitute for Economics)

Anthropology (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course investigates humans from prehistory to the present. It focuses on aspects of human development, humanity and its social adaptations, biological development and cultural adaptations. Integrates and reinforces social studies skills.

AP Government/Politics: Comparative (1 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics. (This is not a substitute for American Government / Civics)

AP Human Geography (1 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. The course includes methods and tools geographers use in their research and applications.

AP Psychology (1 Credit - Elective) - Gr. 12

Prerequisites - None

The covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

Comparative Political/Economic Systems (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course identifies major political and economic theories and systems; compares the United States' political and economic systems with these of other major countries and discusses how the systems interact.

Comparative Religions (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course compares major religions of the world; covers ethical-philosophical teachings, historical development, social and cultural impact on various societies and commonalities found in all religions. It integrates and reinforces social studies skills.

Current Issues (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. It integrates and reinforces social studies skills.

Ethnic Studies (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

The Individual and the Law (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course analyzes the foundations and functions of the American legal system. Examines types of laws, the individual's relationship to the law and major court decisions. It integrates and reinforces social studies skills.

Latin American Studies (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course examines the geographical, political, economic and cultural development of Latin American societies emphasizing selected case studies.

Sub-Saharan Studies (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course examines the geographical, political, economic and cultural development of African societies emphasizing selected case studies.

World Geography (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course investigates regions of the world and how these regions influence the historical, economic, political and cultural development in an interdependent world. Includes geographic concepts, physical phenomena and the relationship of people to their environment. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationships within places and movement (human interaction on the earth).

Psychology (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. It integrates and reinforces social studies skills.

Sociology (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. It integrates and reinforces social studies skills.

United States and World Affairs (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course focuses on global interrelationships, analyzing strategic geographic, political, economic and social issues that influence the United States' relationships with other countries in an interdependent world.

World Area Studies (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

The course examines a region of the world, focusing on an investigation of the geographic, historic, cultural, economic and political development of the region. Coursework might involve such topics as population, urbanization, environment and food supply. There are no GPS associated with this course.

World Languages

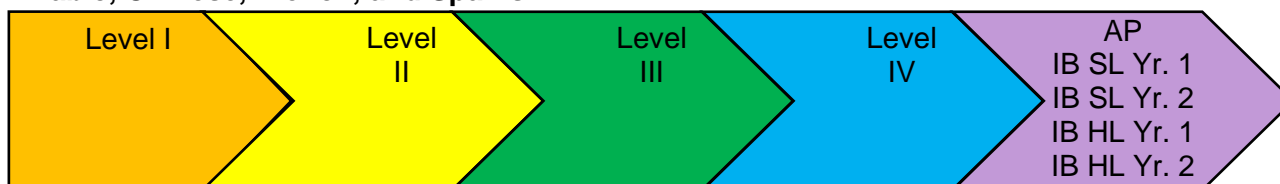
Philosophy:

Learning to communicate in another language is critical to our ability to function successfully in an increasingly global society. The APS World Languages program provides the opportunity for all students to develop and maintain proficiency in languages other than English. The World Language program is an articulated, sequential program that fosters cultural intelligence that prepares students for a global society and supports student access to college and career options in an increasingly global economy.

Course Progression*

Modern Languages

Arabic, Chinese, French, and Spanish

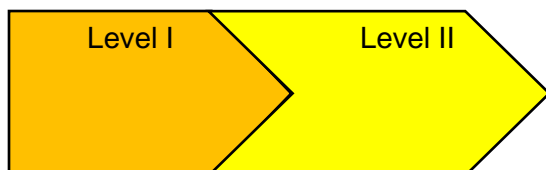


Classical Languages

Latin



American Sign Language (ASL)



* Language offerings are determined at the school level and vary from school to school.



Modern Languages

Arabic, Chinese, French, German, Japanese and Spanish

Level I (1 Credit – Core/Elective) - Gr. 6-11

Prerequisites - None

Introduces the target language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of the target language-speaking cultures.

Level II (1 Credit – Core/Elective) - Gr. 7-12

Prerequisites – Level 1

Enhances Level One skills in the target language and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of the target language-speaking cultures.

Level III (1 Credit - Elective) - Gr. 8-12

Prerequisites – Level II

Enhances Level Two skills in the target language and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of the target language-speaking cultures.

Level IV (1 Credit - Elective) - Gr. 9-12

Prerequisites – Level III

Enhances Level Three skills in the target language and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of the target language-speaking cultures.

Level V (1 Credit - Elective) - Gr. 10-12

Prerequisites – Level IV

Enhances Level Four skills in the target language and provides opportunities to increase levels of proficiency in all skill areas and to deepen understanding of the target language-speaking cultures.

AP (1 Credit - Elective) - Gr. 10-12

Prerequisites – Level IV or Level V

Conforms to College Board topics for the Advanced Placement Language Examination. Emphasizes the ability to comprehend formal and informal spoken target language, to acquire the vocabulary and grasp of structure to read newspapers, magazines and literature, to compose expository passages and to speak accurately and fluently.

IB, Standard Level Year 1 (1 Credit - Elective) - Gr. 11

Prerequisites – Acceptance into the IB Diploma or Career-related Programme and Level III or higher

Language B Standard Level (SL) is a language acquisition course for students with some previous experience of learning the language. The requirements of SL are dictated by the IBO. While studying the language, students also explore the culture(s) connected with it. The course is organized into IB themes, three of which are required: communication and media, global issues, and social relationships. Teachers select two more themes from five options provided by IB.

IB, Standard Level Year 2 (1 Credit - Elective) - Gr. 12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and IB Year 1, SL

Language B Standard Level (SL) is a language acquisition course for students with some previous experience of learning the language. The requirements of SL are dictated by the IBO. While studying the language, students also explore the culture(s) connected with it. The course is organized into IB themes, three of which are required: communication and media, global issues, and social relationships. Teachers select two more themes from five options provided by IB.

IB, Higher Level Year 1 (1 Credit - Elective) - Gr. 11

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and Level III or higher

Language B Higher Level (HL) is a language acquisition course for students with some previous experience of learning the language. The requirements of HL are dictated by the IBO. While studying the language, students also explore the culture(s) connected with it. The course is organized into IB themes, three of which are required: communication and media, global issues, and social relationships. IB HL teachers select two more themes from five options provided by IB. Teachers select two more themes from five options provided and two works of literature are studied at HL only.

IB, Higher Level Year 2 (1 Credit - Elective) - Gr. 12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme and IB Year One HL

Language B Higher Level (HL) is a language acquisition course for students with some previous experience of learning the language. The requirements of HL are dictated by the IBO. While studying the language, students also explore the culture(s) connected with it. The course is organized into IB themes, three of which are required: communication and media, global issues, and social relationships. IB HL teachers select two more themes from five options provided by IB. Teachers select two more themes from five options provided and two works of literature are studied at HL only.

Classical Language

Latin

Latin I (1 Credit – Core/Elective) - Gr. 9-11

Prerequisites - None

Introduces students to the Latin language and ancient Roman civilization. Emphasizes the ability to write simple Latin phrases and to understand simple Latin passages presented orally and in writing.

Latin II (1 Credit – Core/Elective) - Gr. 10-12

Prerequisites - Latin I

Enhances Level One skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.

Latin III (1 Credit - Elective) - Gr. 10-12

Prerequisites - Latin II

Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

Latin IV (1 Credit - Elective) - Gr. 11-12

Prerequisites - Latin III

Enhances previously learned skills and introduces original works by Latin authors. The works of the authors may be selected in any order for courses designated at the third, fourth, and fifth year levels. The authors whose works are studied are Catullus, Cicero, Horace, Ovid, and Vergil. Selected works from authors such as Aulus Gellius, Juvenal, Livy, Martial, Cornelius, Nepos, Plautus, Sallust, Pliny, as well as authors from later Latin, can be included. Explores the political, economic, social characteristics represented in the works studied and examines the various writing styles of the authors.

AP Latin (1 Credit - Elective) - Gr. 11-12

Prerequisites - Latin III or Latin IV

Affords students the experiences needed to be successful on the College Board AP Latin exam. The course's goals are to develop the students' abilities to translate the required passages from Caesar's *De bello Gallico* and Vergil's *Aeneid* into English as literally as possible, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course should also help students to be successful in analyzing Latin passages to understand how and why the author uses the language in a particular way and the effects he is hoping to produce. Students will learn to analyze the text and draw their own logical conclusions. For the Vergil text, students will learn dactylic hexameter and how it is used to enhance the text and create effect, and students will scan the poetry at least once a week.

American Sign Language (ASL)

American Sign Language Level I (1 Credit - Core/Elective) - Gr. 6 - 12

Prerequisites: None

This course teaches basic signs and hand parameters in American Sign Language (ASL). The course practices visual comprehension, signing, and basic expressive and receptive skills. It teaches the glossing system for written ASL and uses class and extracurricular activities to teach the cultural aspects of ASL and the deaf culture. This course requires active participation.

American Sign Language Level II (1 Credit - Core/Elective) - Gr. 6 - 12

Prerequisites: ASL I

This course continues the study and practice of basic skills initiated in ASL I. It emphasizes comprehending, signing, developing receptive skills, and using the glossing system for written ASL. Interactive and extracurricular activities increase understanding of ASL and the deaf culture. This course requires active participation.

English for Speakers of Other Languages (ESOL)

Philosophy:

The English to Speakers of Other Languages Program ensures that students develop the skills they need to function and reach their potential as members of our society. It is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of the district's linguistically and culturally diverse student population. The APS ESOL Program emphasizes social and academic language proficiency and academic achievement in all content areas and provides supports to all eligible students.

Communication Skills I (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested Composite Proficiency Level of the student is CPL 1-2.

Communication Skills in Math (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in mathematics. This course is appropriate for students at CPL 2-3.

Communication Skills in Science (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in science. This course is appropriate for students at CPL 2-3.

Communication Skills in Social Studies (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening, and reading skills in social studies. This course is appropriate for students at CPL 2-3.

Communication Skills II (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas, and concepts necessary for academic success in the content area of language arts. The suggested Composite Proficiency Level of the student is CPL 1-2.

Reading & Listening in the Content Areas (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

(1-E) This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies, and mathematics. The suggested Composite Proficiency Level is CPL 1-2.

Oral Communication in the Content Areas (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested Composite Proficiency Level of the student is CPL 2-3.

Writing in the Content Areas (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening, and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested Composite Proficiency Level is CPL 2-3.

Reading & Writing in Science (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. This course is appropriate for students at CPL levels 3-4.

Reading & Writing in Social Studies (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. This course is appropriate for students at CPL levels 2-3.

Academic Language of Science and Math (1 Credit - Elective) - Gr. 9-12

Prerequisites - ESOL Program Eligibility

This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

Fine & Performing Arts

Philosophy:

The PK-12 arts curriculum emphasizes authentic, arts-centered learning while contributing to the signature programs of the respective clusters. An emphasis on life-long learning in the arts supports the implementation of a challenging arts curriculum that is designed to educate the whole child.

The curriculum continually strives to develop critical and creative thinking, performance skills in each art form, vocabulary development, conceptual understanding, aesthetic insight, and cultural/historical knowledge.

Note: *Students with prior experience in a given discipline may audition for the school's fine arts faculty to attempt to secure a waiver into an advanced class requiring a prerequisite.

Course Progression

Fine and Performing Arts course offerings are determined at the school level and vary from school to school.

Art



Visual Comp I
50.02110

Draw/Paint I
50.03130

Draw/Paint II
50.03140

Draw/Paint III
50.03150

Specialties: Sculpture (50.06110), Ceramics (50.04110), Photography (50.07110), Fashion (50.09310), AP History of Art (50.09210), AP 3D (50.08140), AP 2D (50.08130), AP Drawing (50.08110), IB Art Y1/Y2 (50.04400/50.04500)

Dance



Dance I
51.05300

Dance II
51.05400

Dance III
51.05500

Dance IV
51.05600

Specialties: Ballet (51.02100), Modern (51.04100), Jazz (51.03100), IB Dance Y1/Y2 (51.05700/51.05800)

Theatre



Theatre Arts I
52.02100

Acting I
52.06100

Acting II
52.06200

Acting III
52.06300

Specialties: Technical Theatre (52.03100), Musical Theatre (52.03100), Film & Television (52.07100), IB Film Y1/Y2 (52.05300/52.05400)

Music



Beginning
B 53.03610
C: 54.02110
J: 53.06410
O: 53.05610

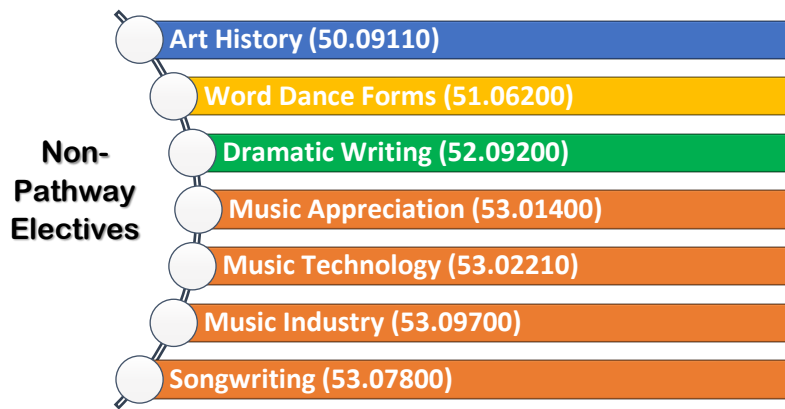
Intermediate
B 53.03710
C: 54.02210
J: 53.06510
O: 53.05710

Advanced
B 53.03810
C: 54.02310
J: 53.06610
O: 53.05810

Mastery
B 53.03910
J: 53.06620
C: 54.02350
O: 53.05910

Specialties: Guitar (53.08410), Piano (53.09410), AP Music Theory (53.02300), IB Music Y1/Y2 (53.02900/53.02910)

B: Band | C: Chorus | J: Jazz | O: Orchestra



VISUAL ARTS/COMPREHENSIVE

Visual Arts/Comprehensive I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.

VISUAL ARTS/DRAWING AND PAINTING

Visual Arts/Drawing I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

***Visual Arts/Drawing II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Drawing I

Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.

Visual Arts/Drawing & Painting I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces drawing and painting techniques and a variety of drawing and painting media.

Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

***Visual Arts/Drawing & Painting II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Drawing & Painting I

Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.

Visual Arts/Painting I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non- Western cultures.

***Visual Arts/Painting II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Painting I

Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.

VISUAL ARTS/FINE AND FOLK CRAFTS

Visual Arts/Applied Design I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Emphasizes design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs.

Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles.

***Visual Arts/Applied Design II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Applied Design I

Enhances level-one skills and provides opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation.

***Visual Arts/Applied Design III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Applied Design II

Enhances level-two skills and provides further opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation.

***Visual Arts/Applied Design IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Applied Design III

Enhances level-three skills and provides opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation.

IB Visual Arts, Standard Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

Standard level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art.

IB Visual Arts, High Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art.

IB Art History, Standard Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

This course aims to help students understand the nature of art history by studying it, and to understand the forms it takes in other cultures.

IB Art History, High Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

Introduces advanced art history and its impact throughout time and various cultures.

Jewelry and Metal Crafts I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Students will use a variety of materials and methods to design and create jewelry. The student will form and join metals using basic casting and fabrication techniques. Historical and contemporary developments in jewelry design will be explored.

VISUAL ARTS/PRINTMAKING

Visual Arts/Printmaking I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces a variety of printmaking techniques using processes such as relief printing (monoprint, collograph block), intaglio processes (etching and engraving) and perigraphy (silkscreen films, stencils, and block-out). Investigates the historical development of printmaking in Western and non-Western cultures. Emphasizes design elements and principles; introduces art criticism approach applied to fine art prints.

***Visual Arts/Printmaking II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/ Printmaking I

Enhances level-one skills and provides opportunities to practice intermediate printmaking techniques. Explores design, execution, printing and presentation of print editions; introduces master printmakers using various styles and techniques.

***Visual Arts/Printmaking III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/ Printmaking II

Enhances level-two skills and explores selected techniques using complex designs, materials, tools and equipment. May include engraving on metal, wood or plexiglass, lithography, photo silkscreen and other techniques.

***Visual Arts/Printmaking IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/ Printmaking III

Enhances level-three skills and further explores selected techniques using complex designs, materials, tools and equipment. May include engraving on metal, wood or plexiglass, lithography, photo silkscreen and other techniques. Stresses personal expression of individual creative ideas and depth of exploration in selected techniques.

VISUAL ARTS/SCULPTURE

Visual Arts/Sculpture I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works and their sculptors.

***Visual Arts/Sculpture II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Sculpture I

Enhances level-one skills and explores the design and production of relief sculpture and sculpture-in-the-round. Emphasizes the historical origins and functions of sculpture in Western and non-Western cultures. Includes additive, subtractive and modeling methods; explores traditional and nontraditional materials for sculpted works and their sculptors.

***Visual Arts/Sculpture III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Sculpture II

Enhances level-two skills and introduces advanced exploration and mastery of selected, complex techniques, designs, materials, tools and equipment. Introduces casting, molding, gouging, brazing, soldering, piercing and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques; continues critical study of master sculptures and sculptors.

***Visual Arts/Sculpture IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Sculpture III

Enhances level-three skills and provides advanced exploration and mastery of selected, complex techniques, designs, materials, tools and equipment. Explores casting, molding, gouging, brazing, soldering, piercing and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques; continues critical study of master sculptures and sculptors.

VISUAL ARTS/MEDIA ARTS

Visual Arts/Photography I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces photography as an art form; covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs; introduces 35mm photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment.

***Visual Arts/Photography II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/ Photography I

Enhances level-one skills and provides opportunities to apply photographic design methods. Introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques and safe use of photographic materials and equipment and darkroom techniques. Continues to explore photography and photographers for historical and critical appraisal.

***Visual Arts/Photography III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/ Photography II

Enhances level-two skills and provides opportunities to apply more complex photographic designs.

Introduces advanced and experimental pinhole and/or 35mm photographic techniques. Explores alternative, experimental developing chemicals and processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques.

Continues to explore photography and photographers for historical and critical appraisal.

***Visual Arts/Photography IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/ Photography III

Enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic techniques. Explores alternative, experimental developing chemicals and processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques.

Continues to explore photography and photographers for historical and critical appraisal.

Visual Arts/Graphics I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

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.

***Visual Arts/Graphics II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Graphics I

Enhances level-one skills in graphic design. Introduces advanced design problems and how to apply creative ideas using storyboards, layouts and models. Stresses use of vocabulary, tools, media, equipment and techniques in planning and producing the product.

***Visual Arts/Graphics III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Graphics II

Enhances level-two skills in graphic design. Covers how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Explores the design team concept.

***Visual Arts/Graphics IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Graphics III

Enhances level-three skills in graphic design. Further explores how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Continues to explore the design team concept.

Graphics Animation & Design Projects (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Teaches illustration as it applies to sequential art and animation. Topics will include the narrative arc, the rules of animation, character design, and anatomy for motion. Students will use a variety of hardware and software tools to create graphic design and animation projects.

Advanced Digital & Media Design Projects (.5 Credit - Elective) - Gr. 9-12

Prerequisites - Graphics Animation & Design Projects

Teaches students to use a variety of hardware and software tools to create digital media projects. Students will create portfolios that showcase a variety of digital media skills. Projects can include elements of illustration, electronic publishing, application design, 2D animation, video production, special effects, 3D animation, music production, photography, graphic design, interface design, and web design.

Visual Arts/Video I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces video as an art form; covers technical and expressive considerations of program production, such as equipment, lighting, costumes, setting, props and script. Provides opportunities to participate in each phase of video productions; stresses analysis of video production based on selected evaluation criteria. Emphasizes elements and principles of design in composition exercises.

***Visual Arts/Video II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Video I

Enhances level-one skills and provides opportunities to apply technical, expressive and compositional principles to video production. Emphasizes creative ideas and approaches to video production; stresses analysis of creative and expressive techniques of major video artists and their work.

***Visual Arts/Video III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Video II

Enhances level-two skills and provides opportunities to apply technical, expressive and compositional principles to video production. Emphasizes creative ideas and stylistic approaches to video production; stresses analysis of creative and expressive techniques of major video artists and their works. Promotes continued discussion of video as an art form with aesthetic merit.

***Visual Arts/Video IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Visual Arts/Video III

Enhances level-three skills and provides opportunities to apply technical, expressive and compositional principles to video production. Interprets individual ideas with emphasis on compositional principles. Collaborates with other design team members. Evaluates own video art and video art of other artists based on a predetermined set of criteria. Talks about the aesthetic merit of video art.

VISUAL ARTS/ADVANCED PLACEMENT STUDIO

AP Studio Art: Drawing (.5 Credit - Elective) - Gr. 11-12

Prerequisites - None

Conforms to College Board topics for the AP Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

AP Studio Art: 2D Design Portfolio (.5 Credit - Elective) - Gr. 11-12

Prerequisites - None

Conforms to College Board topics for the AP Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

AP Studio Art: 3D Design Portfolio (.5 Credit - Elective) - Gr. 11-12

Prerequisites - None

Conforms to College Board topics for the AP Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

VISUAL ARTS/ART HISTORY AND CRITICISM

Visual Arts/Art History and Criticism I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces art history through art works from antiquity to the present. Covers style, symbolism, media, subject matter and the purposes of art and artist; explores the technological, economic, religious, political and social influences on development of architecture, painting, sculpture and other art forms. Emphasizes the relationship of history to art criticism, aesthetics and art productions.

***Visual Arts/Art History and Criticism II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Visual Arts/Art History and Criticism I

Enhances level-one skills; covers ideas, theory and style in art works from antiquity to the present. Includes investigation into the social role of the artist, patronage and art audiences and originality and contextual influences using sources such as books, slides, videos and reproductions. Offers opportunities to apply art criticism methods (describing, analyzing, interpreting and evaluating) to artworks rather than to secondary sources.

***AP Art History (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Visual Arts/Art History and Criticism II

Conforms to College Board topics for the AP History of Art Examination. Covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17th and 18th century, 19th century, 20th century and non- Western art.

DANCE, SECONDARY, BALLET

Ballet I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces basic ballet technique; covers placement, turn out, body lines, epaulement, adagio and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

***Ballet II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Ballet I

Enhances level-one skills; emphasizes the development and execution of elementary technical skills. Offers opportunities to perform and observe quality dance as an art form.

***Ballet III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Ballet II

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of ballet vocabulary and a broader experience of performance opportunities.

***Ballet IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Ballet III

Enhances level-three skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style.

***Ballet V (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Ballet IV

Enhances level-four skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style.

DANCE, SECONDARY, JAZZ DANCE

Jazz Dance I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces basic jazz techniques and vocabulary. Emphasizes aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

***Jazz Dance II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Jazz Dance I

Enhances level-one skills; introduces jazz vocabulary, combinations of jazz technique skills, complex rhythms, longer phrases and specific techniques.

***Jazz Dance III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Jazz Dance II

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of jazz vocabulary and a broader experience of performance opportunities.

***Jazz Dance IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Jazz Dance III

Enhances level-three skills; emphasizes advanced-level technical skills, further expansion of jazz vocabulary and a broader experience of performance opportunities.

DANCE, SECONDARY, MODERN

Modern Dance I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces modern dance; covers shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism.

***Modern Dance II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Modern Dance I

Enhances level-one skills; emphasizes complex rhythms, movement combinations, longer phrases, transitions and centering on a specific technique. Offers performing and observation opportunities.

***Modern Dance III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Modern Dance II

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of modern dance vocabulary, improvisation and a broader experience of performance opportunities.

***Modern Dance IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Modern Dance III

Enhances level-three skills; emphasizes advanced-level technical skills, speed and quality of movement, complex combinations, improvisational performance technique, the development of individual style and artistic growth.

DANCE, SECONDARY, GENERAL

Dance History (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces dance history; covers its historical and cultural growth in various societies and the development of dance in Western culture.

Dance Composition (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. Emphasizes individual creativity and use of choreographic tools.

Dance I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Students will develop coordination, flexibility and strength and acquire technical skills in preparation for further dance study. Students explore the role of dance in various cultures and observe and critique dance performances using specified criteria and appropriate dance terminology.

***Dance II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Dance I

Students extend their knowledge and skills in various dance forms, public performance techniques and choreographic concepts. Students study dance analysis, dance history and movement sciences as they related to injury prevention and technical training.

***Dance III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Dance II

Students acquire a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, movement science with an emphasis on technical instruction in ballet, jazz and modern techniques.

***Dance IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Dance III

Students will continue to cultivate their knowledge in dance history, dance analysis, and refine their skills in choreography and performance techniques. Students will demonstrate a comprehensive understanding of the elements of movement and will perfect and refine their technique focusing on artistry and individuality.

IB Dance, Standard Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

The course focuses on the composition, performance and analysis of dance, or “expressive movement,” which is practiced amongst peoples of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar.

IB Dance, High Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

The course focuses on the composition, performance and analysis of dance, or “expressive movement,” which is practiced among people of various backgrounds, and for a variety of purposes, throughout the planet. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar.

SPECIALIZED DANCE

Men's Dance (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

This class focuses on the technical and physical requirements of dance as it pertains to the role of the male dancer. The student will be introduced to Men's ballet vocabulary, repertory, variations, conditioning and athletic enhancement.

African Dance (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Students will explore the basic dance movements and rhythms of West African dance. Through the exploration of traditional dance and songs, students will gain an understanding of the history of movement and its cultural significance. Students will also develop basic sequencing skills and rhythm.

DRAMATIC ARTS/FUNDAMENTALS, SECONDARY

Theatre Arts/Fundamentals I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Dramatic Arts/Fundamentals I and serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

***Theatre Arts/Fundamentals II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Theatre Arts/ Fundamentals I

Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

***Theater Arts/Fundamentals III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/ Fundamentals II

Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

***Theater Arts/Fundamentals IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theater Arts/ Fundamentals III

Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application.

DRAMATIC ARTS/MUSICAL THEATER

Theatre Arts/Musical Theater I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

***Theatre Arts/Musical Theater II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Theatre Arts/Musical Theater I

Enhances level-one skills with a focus on voice production and provides opportunities for performance.

***Theatre Arts/Musical Theater III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/Musical Theater II

Enhances level-two skills; focuses on character study with opportunities for performance.

***Theatre Arts/Musical Theater IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/Musical Theater III

Enhances level-three skills; focuses on choreography as related to production and offers opportunity for performance.

DRAMATIC ARTS/TECHNICAL THEATER

Theatre Arts/Technical Theater I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.

***Theatre Arts /Technical Theater II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Theatre Arts/Technical Theater I

Enhances level-one skills and introduces aspects of drafting, creation of lighting, sound, properties, costumes and make-up design. Offers opportunities to apply skills in these areas.

***Theatre Arts/Technical Theater III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/Technical Theater II

Enhances level-two skills in drafting and set design and includes in-depth exploration of light and sound operation, stage management, costume construction, set development, make-up and production staff.

***Theatre Arts/Technical Theater IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/Technical Theater III

Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities. Offers opportunities to apply skills in these areas.

Foundations of Sound Recording (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

This course develops an understanding of the techniques and technology involved in modern multi-track recording and mixing. Course topics include the basic physics of sound, amplitude, frequency, and movement of sound through space. Instrument sounds will be studied in order to understand proper microphone placement, (settings of microphone preamps, equalizing, compressing, and mixing). Also covered will be the basic flow of audio as it relates to cables, connectors, and patch-bays. Various components of the mixing console, amplifier, speakers, tape machines, channel strips, master sections, and digital workstations will be studied. A description and function of each device will be studied. This course offers hands-on experience.

Advanced Recording and Postproduction Techniques (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

This course presents an advanced, hands-on approach to the principles of tapeless digital recording on a variety of digital workstation platforms, and the application of audio/studio technology in the production of audio for video/film/television. Training will include disk- based digital audio, synchronization, audio for video and film, and multi-channel sound mixing techniques. Focusing on the use of digital audio workstations in an audio post-production environment, including microphone setups for instrument and voice, acoustics, equalization, level settings, and compressors. Editing, goal setting, notation and chart reading, SMPTE code, Midi Time Code, FSK, serial digital, RS422 and RS 232 will be covered in this course.

Multi-Channel and Applied Digital Audio (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

This course presents an overview of multi- channel audio technology, including the history and development of multi-channel audio systems. Current trends in multi-channel digital audio technology are developed. The course also presents an overview of digital audio technology. Emphasis is placed on the conceptual design of analog to digital to analog converters. Students will discuss multi-channel encoding/decoding, formats and standards such as Dolby DTRS, and THX. Course offers extensive hands-on experience on a digital audio workstation.

DRAMATIC ARTS/ADVANCED DRAMA

Theatre Arts/Advanced Drama I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication.

Enhances vocal techniques and specific patterns for better verbal communication.

***Theatre Arts/Advanced Drama II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Theatre Arts/ Advanced Drama I

Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

***Theatre Arts/Advanced Drama III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/ Advanced Drama II

This course enhances level-two skills and is devoted to studying the literature of the theatre including dramatic structure and varieties of dramatic literature from different periods.

***Theatre Arts/Advanced Drama IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/ Advanced Drama III

This course is for the experienced student performer. Students focus on scene analysis, critical reviewing, and directing. Students identify and analyze dramatic theories, styles, and literature.

IB Theatre, Standard Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

This course aims to help students understand the nature of the theatre by making it as well as by studying it, and. course is a multifaceted theatre-making course of study which helps student to understand the forms theatre takes in other cultures. It gives students the opportunity to be theatre creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble.

IB Theatre, High Level Years 1 and 2 (1 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

This course aims to help students understand the nature of the theatre by making it as well as by studying it, and. course is a multifaceted theatre-making course of study which helps student to understand the forms theatre takes in other cultures. It gives students the opportunity to be theatre creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

DRAMATIC ARTS/ACTING

Theatre Arts/Acting I (.5 Credit - Elective) - Gr. 9-12

Prerequisites - None

Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study.

***Theatre Arts/Acting II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Theatre Arts/Acting I

Enhances level-one skills with emphasis on classical and historical scene study.

***Theatre Arts/Acting III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Theatre Arts/Acting II

Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals.

DRAMATIC ARTS/FILM/VIDEO & TELEVISION

Dramatic Arts/Film/Video & Television I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides an overview of film, television and video and their relationship to drama and theater. Covers technical considerations of program production and the interactive roles of the director, actor, choreographer and technical designers. Provides opportunities to analyze film, television and video productions and to develop criteria to evaluate these media forms.

***Dramatic Arts/Film/Video & Television II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Dramatic Arts/Film/ Video and Television I

Enhances level-one skills and focuses on the production of a product in video format.

Dramatic Writing (Film, Television, and Theatre I) (1 Credit – Core/Elective) - Gr. 11-12

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 texts 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. This course meets fourth English Language Arts core requirement.

IB Film, Standard Level Years 1 and 2 (2 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film. Students are assessed both externally and internally. External assessment consists of a) the Independent study (rationale, script and list of sources for a short documentary production on an aspect of film theory and/or film history, based on particular films from more than one country), and b) the Presentation (an oral presentation of a detailed critical analysis of a continuous extract from a prescribed film). Internal assessment consists of the Production portfolio (a student’s completed film project and its accompanying documentation (at HL includes a trailer).

IB Film, Higher Level Year 1 and 2 (2 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

At the core of the IB film course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film. Although the standard level (SL) and higher level (HL) syllabus outlines share elements, there is a clear distinction between both the explicit and implicit demands at these levels. Through a variety of teaching approaches, including the construction and deconstruction of film texts, all students, whether SL or HL, are encouraged to develop their creative and critical abilities and to enhance their appreciation and enjoyment of film. Students are assessed both externally and internally. External

assessment consists of a) the Independent study (rationale, script and list of sources for a short documentary production on an aspect of film theory and/or film history, based on particular films from more than one country), and b) the Presentation (an oral presentation of a detailed critical analysis of a continuous extract from a prescribed film) Internal assessment consists of the Production portfolio (a student's completed film project and its accompanying documentation (at HL includes a trailer).

Theatre Marketing (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

This course is designed to provide participants with knowledge, research, exploration, and analysis to enable them to effectively promote dramatic arts in a variety of setting.

Music Appreciation I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music.

***Music Appreciation II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites – None

Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.

***Music Appreciation III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites – None

Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media.

***Music Appreciation IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites – None

Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music.

MUSIC, SECONDARY, GENERAL

Beginning Music Theory and Composition (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces the fundamentals of organized sound. Emphasizes rules of Western music composition and offers opportunities to create original works. May include using computers for composition.

***Intermediate Music Theory and Composition (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Music Theory and Composition

Enhances level-one skills. Emphasizes advanced composition techniques and analysis of Western masterworks from all musical styles. Offers opportunities to create and produce original works; may include using computers for composition. Introduces non-Western approaches to theory and composition.

***Advanced Music Theory and Composition (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Music Theory and Composition

This course provides opportunities for students to learn advanced composition techniques by composing melodies in major and minor keys using antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones. Critical analysis skills are developed as students identify mode, meter, instrumentation, texture, phrase, and period structure and cadences in given aural and written examples from the standard literature.

***AP Music Theory (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Advanced Music Theory and Composition

Conforms to College Board topics for the AP Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding.

Beginning Music Technology (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments.

***Intermediate Music Technology (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Music Technology

Students will compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems.

***Advanced Music Technology (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Music Technology

This course provides opportunities for students to learn advanced composition techniques by composing melodies in major and minor keys using antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones. Critical analysis skills are developed as students identify mode, meter, instrumentation, texture, phrase, and period structure and cadences in given aural and written examples from the standard literature.

Music History and Literature I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces musical genres, styles, composers and media in historical context. Includes comparison and contrast of musical style periods from antiquity to the contemporary period, the prominent composers and literature of the period, social and cultural influences, interdisciplinary studies of art, theater, dance, politics, and music of world cultures and indigenous American music. Emphasizes perceptive listening and analysis and speaking and writing about music and musicians.

***Music History and Literature II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Music History and Literature I

Enhances level-one skills. Offers further opportunities to study the historical development of musical genres, styles, composers and media through the ages. Includes contemporary and indigenous American music. Stresses perceptive listening and analysis and speaking and writing about music and musicians.

Contemporary Music Studies, Ethnic and Folk (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities to explore the historical and socio-cultural development of indigenous American ethnic and folk music. Traces the roots of the music to its origins, styles, composers, performers and socio-political influences.

IB Music, Standard Level Year 1 and 2 (2 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

This course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. Students will also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. Course components include musical perception and students choose one of the three options: creating, solo performing, or group performing.

IB Music, Higher Level Year 1 and 2 (2 Credit - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Diploma or Career-related Programme

This course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. Students will also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. Course components include musical perception, creating, and solo performing.

MUSIC, BAND

Beginning Band I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Beginning Band II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Band I

Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences.

***Beginning Band III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Band II

Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences.

***Beginning Band IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Band III

Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

***Intermediate Band I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Band IV

Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills.

***Intermediate Band II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Band I

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

***Intermediate Band III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Band II

Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences.

***Intermediate Band IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Band III

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, practice strategies and group experiences.

***Advanced Band I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Band IV

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences.

***Advanced Band II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Band I

Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

***Advanced Band III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Band II

Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences.

***Advanced Band IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Band III

Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument.

Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences.

MUSIC, ORCHESTRA

Beginning Orchestra I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and ensemble experiences.

***Beginning Orchestra II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Orchestra I

Enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and ensemble experiences.

***Beginning Orchestra III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Orchestra II

Enhances level-two skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and ensemble experiences.

***Beginning Orchestra IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Orchestra III

Enhances level-three skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and ensemble experiences.

***Intermediate Orchestra I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Orchestra IV

Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Intermediate Orchestra II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Orchestra I

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Orchestra III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Orchestra II

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Orchestra IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Orchestra III

Enhances level-three skills and provides further opportunities for intermediate level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Orchestra I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Orchestra IV

Provides opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Advanced Orchestra II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Orchestra I

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Orchestra III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Orchestra II

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Orchestra IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Orchestra III

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

MUSIC, ETHNIC AND FOLK

Beginning Jazz I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form.

***Beginning Jazz II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Jazz I

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form.

***Beginning Jazz III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Jazz II

Enhances level-two skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Beginning Jazz IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Jazz III

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Intermediate Jazz I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Jazz IV

Offers opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice 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. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Intermediate Jazz II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Jazz I

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Intermediate Jazz III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Jazz II

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Intermediate Jazz IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Jazz III

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Advanced Jazz I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Jazz IV

Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice 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. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage

***Advanced Jazz II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Jazz I

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Advanced Jazz III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Jazz II

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

***Advanced Jazz IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Jazz III

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice 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. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage.

African-American Music Studies I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Explores African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African- American musicians of the 19th and 20th centuries.

***African-American Music Studies II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - African- American Music Studies I

Enhances level-one skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries.

***African-American Music Studies III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - African-American Music Studies II

Enhances level-two skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries.

***African-American Music Studies IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - African- American Music Studies III

Enhances level-three skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries.

American Folk Music Studies I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Explores American folk music. Emphasizes concept of American folk music idioms such as Southern gospel, Appalachian music and music of the American West. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians.

***American Folk Music Studies II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - American Folk Music Studies I

Enhances level-one skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians.

***American Folk Music Studies III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - American Folk Music Studies II

Enhances level-two skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians.

***American Folk Music Studies IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - American Folk Music Studies III

Enhances level-three skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians.

Ethnic Music Studies I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Develops the understanding that there are many different, but equally valid, forms of musical and artistic expression and encourages students to develop a broad perspective based on understanding, tolerance and respect for a variety of opinions and approaches.

***Ethnic Music Studies II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Ethnic Music Studies I

Enhances level-one skills and provides further opportunities to explore ethnic music studies. Reflects the ethnic diversity of the world and of the United States in particular through representative songs and instrumental selections, dances and guided listening.

***Ethnic Music Studies III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Ethnic Music Studies II

Builds upon level-two skills and provides more in-depth analysis of styles and continued performance experiences. Encourages interdisciplinary study of ethnic cultures through art, literature, drama and social studies.

***Ethnic Music Studies IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Ethnic Music Studies III

Expands upon level-three skills and provides opportunities for analysis, evaluation and synthesis of a variety of world music. Increases ability to perform, listen intelligently and appreciate various music.

MUSIC, CHAMBER ENSEMBLES, SECONDARY

Beginning Choral Ensemble I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16 to 20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspects of music and appreciation of music. Stresses balance of individual progress and group success.

***Beginning Choral Ensemble II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Choral Ensemble I

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers, may include choral literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Choral Ensemble III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Choral Ensemble II

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Choral Ensemble IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Choral Ensemble III

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; focuses on tone, balance and vocal production.

***Intermediate Choral Ensemble I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Choral Ensemble IV

Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences.

***Intermediate Choral Ensemble II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Choral Ensemble I

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; builds skills in reading and vocal performance.

***Intermediate Choral Ensemble III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Choral Ensemble II

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences; continues reading and performance emphasis.

***Intermediate Choral Ensemble IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Choral Ensemble III

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress, group experiences and tone, balance and musicianship.

***Advanced Choral Ensemble I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Choral Ensemble IV

Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences and a variety of styles appropriate to the smaller ensemble.

***Advanced Choral Ensemble II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Choral Ensemble I

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 120 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences.

***Advanced Choral Ensemble III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Choral Ensemble II

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Choral Ensemble IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Choral Ensemble III

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Beginning Instrumental Ensemble I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Beginning Instrumental Ensemble II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Instrumental Ensemble I

Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Beginning Instrumental Ensemble III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Instrumental Ensemble II

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Beginning Instrumental Ensemble IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Instrumental Ensemble III

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Intermediate Instrumental Ensemble I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Instrumental Ensemble IV

Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Intermediate Instrumental Ensemble II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Instrumental Ensemble I

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Intermediate Instrumental Ensemble III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Instrumental Ensemble II

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Intermediate Instrumental Ensemble IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Instrumental Ensemble III

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Instrumental Ensemble IV

Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Instrumental Ensemble I

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Instrumental Ensemble II

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Instrumental Ensemble III

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

Individual Vocal Projects (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

An advanced vocal project will be selected by the student and approved by the teacher. The student's selected area of interest in this independent study could include advanced vocal performance, conducting, arranging, or composition. Master classes and vocal coaching will be offered based on an audition. A performance-based assessment tool will be used to evaluate final projects.

Song Writing (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

This course focuses on an effective process for writing songs. Students will learn how to express their ideas through lyrics and music. They will learn techniques for writing lyrics and setting them to music. Final songwriting projects will be performed in class, but no prior songwriting or musical experience is necessary.

MUSIC, GUITAR STUDIES

Beginning Guitar Techniques I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Beginning Guitar Techniques II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Guitar Techniques I

Enhances level-one skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Guitar Techniques III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Guitar Techniques II

Enhances level-two skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Guitar Techniques IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Guitar Techniques III

Enhances level-three skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Guitar Techniques I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Guitar Techniques IV

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Intermediate Guitar Techniques II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Guitar Techniques I

Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Guitar Techniques III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Guitar Techniques II

Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Guitar Techniques IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Guitar Techniques III

Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Guitar Techniques I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Guitar Techniques IV

Offers opportunities for advanced-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Advanced Guitar Techniques II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Guitar Techniques I

Enhances level-one skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Guitar Techniques III (2 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Guitar Techniques II

Enhances level-two skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Guitar Techniques IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Guitar Techniques III

Enhances level-three skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

MUSIC, KEYBOARD STUDIES

Beginning Keyboard Techniques I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Beginning Keyboard Techniques II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Keyboard Techniques I

Enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Keyboard Techniques III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Keyboard Techniques II

Enhances level-two skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Keyboard Techniques IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Keyboard Techniques III

Enhances level-three skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Keyboard Techniques I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Keyboard Techniques IV

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Intermediate Keyboard Techniques II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Keyboard Techniques I

Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies,

historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Keyboard Techniques III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Keyboard Techniques II

Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Keyboard Techniques IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Keyboard Techniques III

Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Keyboard Techniques I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Keyboard Techniques IV

Offers opportunities for advanced-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Advanced Keyboard Techniques II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Keyboard Techniques I

Enhances level-one skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Keyboard Techniques III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Keyboard Techniques II

Enhances level-two skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Keyboard Techniques IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Keyboard Techniques III

Enhances level-three skills and provides advanced-level performers further opportunities for individualized

study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

MUSIC, CHORUS

Beginning Chorus I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Beginning Chorus II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Chorus I

Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Chorus III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Chorus II

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Chorus IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Chorus III

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Chorus I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Chorus IV

Provides intermediate-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Intermediate Chorus II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Chorus I

Enhances level-one skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Chorus III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Chorus II

Enhances level-two skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Chorus IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Chorus III

Enhances level-three skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Chorus I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Chorus IV

Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Advanced Chorus II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Chorus I

Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Chorus III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Chorus II

Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Chorus IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Chorus III

Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Beginning Women's Chorus I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities for young women to develop performance skills and knowledge in all- female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Women's Chorus II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Women's Chorus I

Enhances level-one skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Women's Chorus III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Women's Chorus II

Enhances level-two skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Women's Chorus IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Women's Chorus III

Enhances level-three skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Women's Chorus I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Women's Chorus IV

Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Intermediate Women's Chorus II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Women's Chorus I

Enhances level-one skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Women's Chorus III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Women's Chorus II

Enhances level-two skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Women's Chorus IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Women's Chorus III

Enhances level-three skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Women's Chorus I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Women's Chorus IV

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Women's Chorus II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Women's Chorus I

Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Women's Chorus III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Women's Chorus II

Enhances level-two skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Women's Chorus IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Women's Chorus III

Enhances level-three skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

Beginning Men's Chorus I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Provides opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Beginning Men's Chorus II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Men's Chorus I

Enhances level-one skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Men's Chorus III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Men's Chorus II

Enhances level-two skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Beginning Men's Chorus IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Men's Chorus III

Enhances level-three skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Intermediate Men's Chorus I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Men's Chorus IV

Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

***Intermediate Men's Chorus II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Men's Chorus I

Enhances level-one skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences.

***Intermediate Men's Chorus III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Men's Chorus II

Enhances level-two skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences.

***Intermediate Men's Chorus IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Men's Chorus III

Enhances level-three skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences.

***Advanced Men's Chorus I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Men's Chorus IV

Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences.

***Advanced Men's Chorus II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Men's Chorus I

Enhances level-one skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self- paced progress and group experiences.

***Advanced Men's Chorus III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Men's Chorus II

Enhances level-two skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences.

***Advanced Men's Chorus IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Men's Chorus III

Enhances level-three skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation. Stresses self-paced progress and group experiences.

***Intermediate Instrumental Ensemble II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Instrumental Ensemble I

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Intermediate Instrumental Ensemble III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Instrumental Ensemble II

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Intermediate Instrumental Ensemble IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Instrumental Ensemble III

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Instrumental Ensemble IV

Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Instrumental Ensemble I

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Instrumental Ensemble II

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

***Advanced Instrumental Ensemble IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Instrumental Ensemble III

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.

Individual Vocal Projects (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

An advanced vocal project will be selected by the student and approved by the teacher. The student's selected area of interest in this independent study could include advanced vocal performance, conducting, arranging, or composition. Master classes and vocal coaching will be offered based on an audition. A performance-based assessment tool will be used to evaluate final projects.

Song Writing (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

This course focuses on an effective process for writing songs. Students will learn how to express their ideas through lyrics and music. They will learn techniques for writing lyrics and setting them to music. Final songwriting projects will be performed in class, but no prior songwriting or musical experience is necessary.

MUSIC, GUITAR STUDIES

Beginning Guitar Techniques I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Beginning Guitar Techniques II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Guitar Techniques I

Enhances level-one skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Guitar Techniques III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Guitar Techniques II

Enhances level-two skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Guitar Techniques IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Guitar Techniques III

Enhances level-three skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Guitar Techniques I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Guitar Techniques IV

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Intermediate Guitar Techniques II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Guitar Techniques I

Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Guitar Techniques III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Guitar Techniques II

Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Guitar Techniques IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Guitar Techniques III

Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Guitar Techniques I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Guitar Techniques IV

Offers opportunities for advanced-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Advanced Guitar Techniques II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Guitar Techniques I

Enhances level-one skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Guitar Techniques III (2 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Guitar Techniques II

Enhances level-two skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Guitar Techniques IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Guitar Techniques III

Enhances level-three skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

MUSIC, KEYBOARD STUDIES

Beginning Keyboard Techniques I (.5 Credit - Elective) - Gr. 9-12

Prerequisites – None

Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Beginning Keyboard Techniques II (.5 Credit - Elective) - Gr. 9-12**

Prerequisites - Beginning Keyboard Techniques I

Enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Keyboard Techniques III (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Keyboard Techniques II

Enhances level-two skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Beginning Keyboard Techniques IV (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Keyboard Techniques III

Enhances level-three skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Keyboard Techniques I (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Beginning Keyboard Techniques IV

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Intermediate Keyboard Techniques II (.5 Credit - Elective) - Gr. 10-12**

Prerequisites - Intermediate Keyboard Techniques I

Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Keyboard Techniques III (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Keyboard Techniques II

Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Intermediate Keyboard Techniques IV (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Keyboard Techniques III

Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Keyboard Techniques I (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Intermediate Keyboard Techniques IV

Offers opportunities for advanced-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

***Advanced Keyboard Techniques II (.5 Credit - Elective) - Gr. 11-12**

Prerequisites - Advanced Keyboard Techniques I

Enhances level-one skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Keyboard Techniques III (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Keyboard Techniques II

Enhances level-two skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

***Advanced Keyboard Techniques IV (.5 Credit - Elective) - Gr. 12**

Prerequisites - Advanced Keyboard Techniques III

Enhances level-three skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.



Gifted Education

Philosophy:

The Gifted and Talented Education program in Atlanta Public Schools strives to create competitive, critical and creative thinkers in the 21st century. Programming is organized to ensure continuous development of advanced learners throughout their educational career in grades K-12. Gifted and Talented Education provides appropriate differentiated instruction to assist gifted students reach their maximum potential and become college and career ready. See pg. 23 for more information.

Note: In addition to the gifted courses, students may elect to take AP and IB courses. Please refer to the core content subjects for specific AP and IB course offerings.

Directed Studies (.5 Credit - Elective) - Gr. 9-12

Prerequisites- Eligibility criteria for gifted identification or Academic Decathlon Team participation

In addition to the applicable GSEs and Gifted Performance Standards, students enrolled in a Directed Studies course study specified curricula from the United States Academic Decathlon. Students are exposed to a variety of content connected by a specific topic or theme. A teacher with the gifted education endorsement supervises and facilitates the work of students participating in a Gifted Directed Studies course.

Gifted Resource Seminar (.5 Credit - Elective) - Gr. 9-12

Prerequisites - Eligibility criteria for gifted identification

This course is designed to challenge students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. Students will be challenged to become aware of themselves as learners and thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

Gifted Mentorship (.5 Credit - Elective) - Gr. 11-12

Prerequisites - Eligibility criteria for gifted identification

Learning objectives of the mentorship are developed the by the student, the mentor, gifted program personnel, department faculty at the high school, and central office curriculum staff. The mentorship student contract must include specific learning goals and objectives, a plan for achieving the objectives, a proposal for a final project or product, a plan for professional presentation of product, and the criteria by which the product will be evaluated.

Gifted Internship (.5 Credit - Elective) - Gr. 11-12

Prerequisites - Eligibility criteria for gifted identification and Gifted Mentorship

Students will serve as interns at a professional career site and determine the key components that are needed to be successful in that profession. Gifted internship culminates with a student produced capstone project. Participants must meet the required program standards through the use of various teaching strategies and models in order to participate in an internship.

Health & Physical Education (PE)

Philosophy:

APS believes that a rigorous and relevant Health and Physical Education program will provide students with the knowledge and skills necessary to make responsible choices; promoting a lifetime of physical activity, health, and well-being.

HEALTH & PE REQUIRED COURSES

The following Health & PE course are required for graduation:

Health (.5 Credit - Core) – Gr. 9-12

Prerequisite: None

Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health.

Personal Fitness (.5 Credit - Core) – Gr. 9-12

Prerequisite: None

Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, diet, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

Physical Education Elective - (.5 Credit - Core) - Gr. 9-12

(see Health & PE elective courses for courses that are offered to satisfy this requirement)

HEALTH & PE ELECTIVES COURSES

The following courses can be used to satisfy the Health & PE elective course credit required for graduation:

General Physical Education I - (.5 Credit - Elective) Gr. 9-12

Prerequisite: None

Focuses on any combination or variety of team sports, lifetime sports, track and field events, aquatics/water sports, outdoor education, rhythmic/dance, recreational games, gymnastics, and self-defense. Provides basic methods to attain a healthy and active lifestyle.

Principals of Athletic Training/Sports Medicine (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduces techniques to prevent, recognize, evaluate, manage, treat, and rehabilitate athletic injuries.

Introduction to Team Sports (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

Introduction to Track and Field (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduces the history, rules, and basic skills involved in the various track and field events: hurdles, shot-put, high jump, relays, javelin throw and long jump.

Introduction to Recreational Games (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduces recreational games suitable for lifetime leisure activities; may include table tennis, shuffleboard, frisbee, deck tennis, horseshoes, darts and croquet. Emphasizes the rules of each game and the skills necessary to play.

Introduction to Lifetime Sports (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduces fundamental skills, strategies, and rules associated with lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating, and skiing.

Intermediate Team Sports (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Introduction to Team Sports

Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

Intermediate Lifetime Sports (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Introduction to Lifetime Sports

Enhances skills and strategies in lifetime sports such as bowling, golf, tennis, racquetball, baseball, badminton, roller skating and skiing.

Intermediate Track and Field (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Introduction to Track and Field (9-12)

Enhances skills in various track and field events: hurdles, shot-put, high jumping, relays, javelin throw and long jump.

Intermediate Recreational Games (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Introduction to Recreational Games

Enhances recreational games skills in table tennis, shuffleboard, frisbee, deck tennis, horseshoes, darts and croquet.

Physical Conditioning (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Provides opportunities to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. Includes fitness concepts for the development of healthy lifetime habits.

Weight Training (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduces weight training; emphasizes strength development training and proper lifting techniques. Includes fitness concepts for developing healthy lifetime habits.

Exercise and Weight Control (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Provides safe, effective and physiologically sound ways to manage weight and alter metabolism and body composition. Includes consumer information on products, programs and fitness concepts for developing healthy lifetime habits.

Body Sculpting (.5 Credit - Elective) - Gr. 9-12

Prerequisite: None

Provides methods to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs.

Advanced Personal Fitness (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Personal Fitness

Enhances strength and muscular endurance, flexibility, and cardiovascular endurance. Emphasizes self-management and adherence strategies.

Advanced Physical Conditioning (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Physical Conditioning

Enhances cardiovascular endurance, flexibility, muscular strength and endurance, and body composition. Emphasizes self-management and adherence strategies.

Advanced Weight Training (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Weight Training

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.



Daniel M. Therrell High School

Advanced Exercise and Weight Control (.5 Credit - Elective) - Gr. 9-12

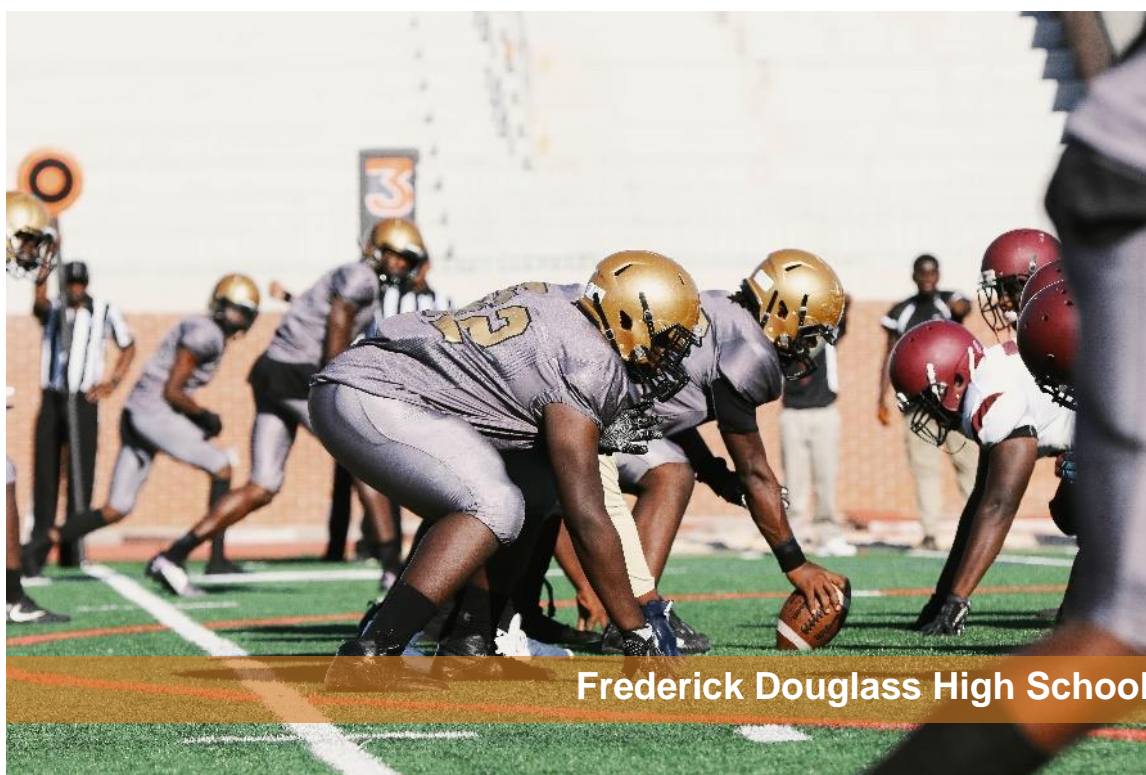
Prerequisite: Exercise and Weight Control

Provides self-management and adherence strategies to continue weight control through a safe and effective exercise program.

Advanced Body Sculpting (.5 Credit - Elective) - Gr. 9-12

Prerequisite: Body Sculpting

Provides additional opportunities to redefine body shape through specific exercises. Covers weight training, conditioning exercises and proper nutrition to improve muscle tone, muscle definition, posture, bodily proportions, overall condition of the body and increase energy levels. Based on the American College of Sports Medicine guidelines for fitness and conditioning programs. Promotes healthy means to body sculpting goals.



Interdisciplinary Courses

Advanced Placement (AP) Interdisciplinary Courses

Philosophy:

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Note: Please refer to core content subjects for the specific AP course offerings and page 16 for more information on earning AP-specific recognition.

AP Seminar (1 Credit - Elective) - Gr. 10-12

Prerequisites – None

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Click the following link to learn more about this course

<https://apstudents.collegeboard.org/courses/ap-seminar>.

AP Research (1 Credit - Elective) - Gr. 11-12

Prerequisites – AP Seminar

AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. Click the following link to learn more about this course <https://apstudents.collegeboard.org/courses/ap-research>.

International Baccalaureate® (IB) Interdisciplinary Courses

Philosophy:

Interdisciplinary teaching and learning builds a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. The IB interdisciplinary courses are part of the Diploma and Career-related Programme core. The courses are programme specific and are mandatory for all Diploma and Career-related Programme students. These courses are central to the educational philosophy of the IB.

Note: In addition, to taking the IB interdisciplinary courses, to earn the IB Diploma or the Career-related Programme Certificate, students must take IB courses that are included in the core and extended core subjects as well as complete the DP or CP core requirements. Please refer to core content subjects for the specific IB course offerings and page 19 for more information on earning IB-specific recognition.

Theory of Knowledge Year 1 and 2 (2 Credits - Elective) - Gr. 11-12

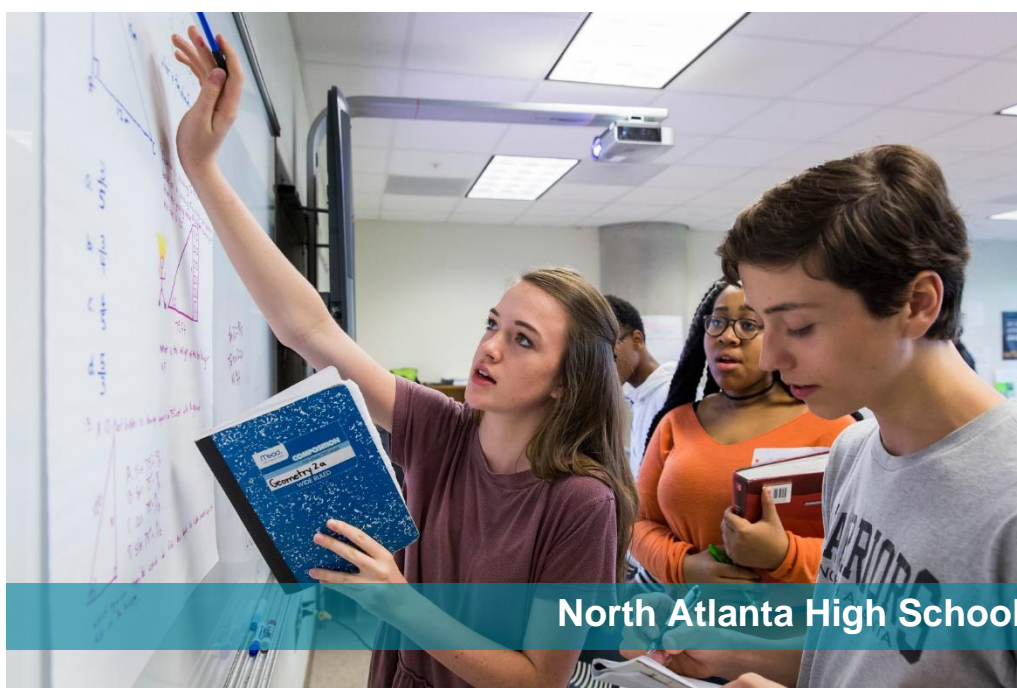
Prerequisites - Acceptance into the IB Diploma

This course is a requirement of the IB Diploma Program. The theory of knowledge (TOK) course encourages students to think about the nature of knowledge, to reflect on the process of learning in all the subjects they study as part of their IB Diploma Programme course, and to make connections across them. TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge.

Personal and Professional Skills Year 1 and 2 (2 Credits - Elective) - Gr. 11-12

Prerequisites - Acceptance into the IB Career-related Programme

This course is a requirement of the IB Career-related Program. Formerly known as Approaches to Learning, the Personal and Professional Skills course (PPS) is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. There are five central themes: Personal Development, Intercultural Understanding, Effective Communication, Thinking Processes, and Applied Ethics.



North Atlanta High School

Social Emotional Learning (SEL) Courses

Philosophy:

Social Emotional Learning (SEL) competencies are critical to the long-term success for students' personal and academic well-being. The development of these skills require both explicit instruction and reinforcement through the transference in curriculum integration, modeling, and intentional practice. The SEL curriculum promotes the development of skills needed for students to succeed in school, career, and life.



CLASSROOMS: SEL Explicit Curriculum and Instruction
+ Academic Integration

SCHOOLS: Schoolwide Practices and Policies
+ Adult SEL

HOME + Communities: Family + Community
Partnerships

High School Transition (1 Credit – Elective) - Gr. 9

Prerequisites - None

This course is designed to build the social, emotional and academic competencies of learners as they navigate the high school setting. Students will learn to goal set and plan, to develop SEL skills that increase self-awareness, self-management, and responsible decision making, to focus on a growth mindset, and to collaborate within a supportive community. The purpose of this course is to increase the capacity of students to overcome obstacles that may hinder their personal and academic success while building employability skills.

SEL Tools for College and Career Readiness: A Service-Learning Approach (1 Credit – Elective) - Gr. 10-12

Prerequisites - None

This experiential learning course will develop the social, emotional and academic competencies of learners as they go through a cycle of research, planning, action and reflection to address an identified need within their community. The purpose of this course is to cultivate students to be change agents. Learners will go through authentic experiences designed to develop skills for college and career readiness through agency, voice, community engagement and service learning.

Career, Technical & Agricultural Education (CTAE)

Philosophy:

CTAE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to ensure that students are college and career ready. CTAE programs prepare students for a wide range of careers requiring varying levels of education including high school, technical training, two- and four-year degrees, and post baccalaureate programs. CTAE courses support the academic program by providing students with opportunities to apply the academic theories and principles to real world learning experiences in a hands-on environment.

Business and industry leaders support CTAE by sharing their expertise and providing access to Work-Based learning opportunities for students such as internships, job shadowing, and field experiences. They also serve as advisory board members, who provide critical feedback on curriculum and support program activities.

CTAE provides a gateway to lifelong learning. Through CTAE programs, students can earn college credit and/or technical certifications while still in high school. These “Credit Now” programs are offered in partnership with local technical schools and colleges. Students successfully completing these programs receive weighted credit similar to AP or IB courses.

CTAE integrates core academic knowledge with technical and occupational skills to prepare students for post-secondary education and the workforce. The state of Georgia has identified 17 Career Clusters that are structured to prepare students for Georgia’s workforce. Georgia’s 17 Career Cluster Model represents multiple pathways, which guides students to success for college preparation and career development. The curriculum for each cluster is based on a set of common knowledge, skills and abilities which prepares students for various opportunities. These opportunities include, but are not limited to, advanced curriculum, Dual Enrollment, Work- Based Learning, career awareness, career development, and employability skills.

Note: CTAE course offerings are determined at the school level and vary from school to school.

Audio-Video Technology and Film Pathway

Audio-Video Technology and Film I (1 Credit – Elective) – Gr. 9-12

Prerequisite: Advisor Approval

This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.

Audio-Video Technology and Film II (1 Credit - Elective) – Gr. 9-12

Prerequisite - Audio-Video Technology and Film I

This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Audio-Video Technology and Film III (1 Credit - Elective) – Gr. 9-12

Prerequisite - Audio-Video Technology and Film I and II

This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA and Technology Student Association (TSA) are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

General Automotive Technology Pathway

Automotive Technologies I (1 Credit – Elective) – Gr. 9-12

Prerequisite – Advisor Approval

This course is designed as the foundational course for the Automobile Maintenance and Light Repair pathway. Students in this course will learn the basic skills needed to gain employment as a maintenance and light repair technician. Students will be exposed to courses in automotive preventative maintenance and servicing and replacing brakes and steering and suspension components. In addition, students will learn how to do general electrical system diagnosis, learn electrical theory, perform basic tests and determine necessary action. In addition, students will learn how to evacuate and recharge air- conditioning systems using the proper refrigerant. The hours completed in this course are aligned with ASE/NATEF standards and are a base for the entry-level technician.

Automotive Technologies 2 (1 Credit - Elective) – Gr. 9-12

Prerequisite – Advisor Approval and successful completion of Automotive Technologies 1

This course is designed as the second course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Automotive Technologies 3 (1 Credit - Elective) – Gr. 9-12

Prerequisite - Advisor approval and successful completion of Automotive Technologies 2

This course is designed as the third course for the General Automotive Technology Pathway. Students in this course will learn the basic skills needed to gain employment as an entry level automotive technician. Students will be exposed to courses in automotive preventative maintenance, brakes, steering and suspension, electrical systems, engine repair, engine performance, automatic transmission, manual transmission and differential & automotive HVAC. The hours completed in this course are aligned with ASE standards and are a base for the entry-level technician.

Carpentry Pathway

Carpentry Industry Fundamentals and Occupational Safety (1- Credit - Elective) – Gr. 9-12

Prerequisite – None

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.

Introduction to Construction (1 Credit - Elective) – Gr. 9-12

Prerequisite - Industry Fundamentals and Occupational Safety

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

Carpentry I (1 Credit – Elective) – Gr. 9-12

Prerequisite: Industry Fundamentals and Occupational Safety and Introduction to Construction

This course is preceded by Introduction to Construction and is the third of three courses that provides the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems and includes basic industry terminology for a carpentry craftsman.

Graphic Design Pathway

Introduction to Graphics and Design (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

This course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout.

Graphic Design and Production (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Graphics and Design

As the second course in the Graphics Communication and Graphics Design Pathways, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications.

Advanced Graphic Design (1 Credit - Elective) – Gr. 9-12

Prerequisite: Graphic Design and Production

This course is designed to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. This is the final course in the Graphic Design pathway.

Financial Services Pathway

Introduction to Business and Technology (1 Credit - Elective) - Gr. 9-12

Prerequisite: None

Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course is designed for high school students as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this

course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

Financial Literacy (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Business and Technology

This course is specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Banking, Investing and Insurance (1 Credit - Elective) – Gr. 9-12

Prerequisite: Financial Literacy

This course explores the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Various forms of technologies and internet research will be highlighted to expose students to the resources in the financial industry.

Business Accounting Pathway

Introduction to Business and Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course is designed for high school students as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of

both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world.

Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

Financial Literacy (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Business and Technology

This course is specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Principles of Accounting I (1 Credit - Elective) – Gr. 9-12

Prerequisite: Financial Literacy

Principles of Accounting I is a skill-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 transactions on the economic health of a business.

Web and Digital Design Pathway

Introduction to Digital Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices. Employability skills are integrated into activities, tasks, and projects throughout the course to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

Digital Design (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Digital Technology

Using web design as the platform for product design and presentation, this course is designed to create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. Various forms of technologies will be used to expose students to resources, software, and applications of media. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

Web Design (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Digital Technology and Digital Design

This course equips students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.

Entrepreneurship Pathway

Introduction to Business and Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

The course is designed for high school students as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

Legal Environment of Business (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Business and Technology

Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management.

Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts but will also apply their knowledge to situations and defend their actions, decisions, and choices.

Entrepreneurship (1 Credit - Elective) – Gr. 9-12

Prerequisite: Legal Environment of Business

Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.

Programming Pathway

Introduction to Digital Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course.

Computer Science Principles (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Digital Technology

Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

Programming, Games, Apps and Society (1 Credit - Elective) – Gr. 9-12

Prerequisite: Computer Science Principles

This course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.

Culinary Arts Pathway

Introduction to Culinary Arts (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of professionalism and career opportunities in the culinary industry.

Culinary Arts I (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Culinary Arts

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post-secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.

Culinary Arts II (1 Credit - Elective) – Grades 9-12

Prerequisite: Culinary Arts I

Culinary Arts II is an advanced and rigorous in- depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post-secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

Criminal investigations Pathway

Introduction to Law, Public Safety, Corrections and Security (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

This course is designed for students seeking careers in Law and Justice and examines the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.

Criminal Justice Essentials (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Law, Public Safety, Corrections and Security

This course emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial. In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal

Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

Criminal Investigation (1 Credit - Elective) – Gr. 9-12

Prerequisite: 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 the 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. Students will express understanding of their knowledge by composing clear, concise, and thorough investigative reports, indicating a successful conclusion to an investigation.

JROTC - Army Pathway

JROTC Army Leadership Education I (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High school students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self-assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McREL academic standards.

JROTC Army Leadership Education II (1 Credit - Elective) – Gr. 9-12

Prerequisite: JROTC Army Leadership Education I

This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McREL academic standards.

JROTC Army Leadership Education III (1 Credit - Elective) – Gr. 9-12

Prerequisite: JROTC Army Leadership Education II

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic commands and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McREL academic standards.

Biotechnology Research and Development Pathway

Introduction to Healthcare Science (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered

broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Introduction to Biotechnology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

This course is the second course in the career pathway that introduces students to the fundamentals of biotechnology. Included in this course is a basic overview of current trends and careers in biotechnology. Additionally, emphasis on basic laboratory skills along with the business, regulatory, and ethical aspects of biotechnology is included. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society and with a set of foundation skills for entry into the career pathway.

Applications of Biotechnology (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Biotechnology

This course further introduces students to the fundamentals of biotechnology. Included in this course are additional techniques in biotechnology. Additionally, a deeper level of laboratory safety and applications in biotechnology is emphasized. The knowledge and skills gained in this course will provide students with a greater understanding of biotechnology and prepare students for skill application in a workplace setting.

Biotechnology Internship or Independent Research (1 Credit - Elective) – Gr. 9-12

Prerequisite: Applications of Biotechnology

This course is an advanced course primarily designed for seniors which places students in a workplace setting or offers the opportunity for students to complete an independent research project that applies biotechnology. The knowledge and skills gained in this course will enhance students' preparation for continuing a career pathway to post-secondary programs in biotechnology. Recommended course length is a minimum of 135 hours with content focus as delineated in the biotechnology curriculum and performance standards of the Georgia Career Related Education (CRE) Manual. A minimum of 90 internship/independent research project hours is required. The additional 45 hours may be utilized in the class or laboratory based on the guidelines set forth by the instructor and as required by affiliating agencies. This course requires strong commitment from students, parents/guardians, instructors, and affiliating agencies. Students who are participating in the internship must adhere to the Georgia Work Based Learning Standards and Guidelines. Students will be required to make a written and oral presentation at the end of the course summarizing their research project/internship experiences and submit an updated career portfolio.

Therapeutic Services -Sports Medicine Pathway

Introduction to Healthcare Science (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post- secondary institution of their choice to continue their education and training. This course is broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

Essentials of Healthcare (1 Credit -Elective) – Gr. 9-12

Prerequisite: Introduction to Healthcare Science

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

Sports Medicine (1 Credit - Elective) – Gr. 9-12

Prerequisite: Essentials of Healthcare

Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. 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. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization, HOSA (Health Occupations Students of America), will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training.

Fashion Marketing Pathway

Marketing Principles (1 Credit – Elective) – Gr. 9-12

Prerequisite: None

Marketing Principles is the foundational course for all pathways in Marketing Education. 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. Students also develop skills in applying economic concepts to marketing, distribution and logistics, marketing information management, finance in marketing, product/service planning, pricing mixes, promotional strategies, and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is highly advantageous for students to participate in a school-based enterprise where available.

Fashion, Merchandising and Retailing Essentials (1 Credit - Elective) – Gr. 9-12

Prerequisite: Marketing Principles

Fashion, Merchandising and Retailing Essentials is the second course in the Fashion, Merchandising and Retail Management Pathway. This course introduces students to the retail industry including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, and an array of career opportunities. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and possibly in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School-Based Enterprise.

Advanced Fashion Marketing (1 Credit – Elective) – Gr. 9-12

Prerequisites: Fashion, Merchandising and Retailing Essentials

Advanced Fashion, Merchandising and Retailing is the third course in the Fashion, Merchandising and Retail Management Career Pathway and focuses on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills necessary for managing the following elements: pricing, visual merchandising, advertising, special promotions, professional sales, and customer service. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA Career and Technical Student Organization competitive events that are directly aligned with course standards and (3) a School- Based Enterprise. The prerequisite for this course is Fashion, Merchandising and Retailing Essentials.

Aviation Maintenance Pathway

Fundamentals of Aerospace (1 Credit - Elective) – Gr. 9-12

Prerequisite – Advisor Approval

This course is designed as the foundational course for both the Aviation Maintenance and the Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history and regulations, the basic principles of flight, aerospace careers, and factors influencing work systems, aerospace technologies, and basic aviation meteorology. These concepts can later be applied to various aerospace occupations. Classroom and lab activities will assure students a thorough understanding of the aerospace environment.

Aviation Maintenance I (1 Credit - Elective) – Gr. 9-12

Prerequisite: Fundamentals of Aerospace

Aviation Maintenance I is the second course in the Aviation Maintenance career pathway. Students will build a solid knowledge base in the basics of aircraft maintenance, performance, and design. Classroom and laboratory activities assure a thorough understanding of the aviation environment.

Aviation Maintenance II (1 Credit – Elective) – Gr. 9-12

Prerequisite: Aviation Maintenance I

Aviation Maintenance II is the third course in the Aviation Maintenance career pathway. Students continue to build and expand their solid knowledge base in the basics of aircraft maintenance, performance, and design. Classroom and laboratory activities assure a thorough understanding of the aviation environment.

HVAC & Refrigeration Pathway

Industry Fundamentals and Occupational Safety (1 Credit - Elective) – Gr. 9-12

Prerequisite – None

This course is designed as the foundational course in the Carpentry, Plumbing, Electrical, Masonry, Machining, Welding, Sheet Metal, Heating, Ventilation, Air Conditioning and Refrigeration, and HVACR Electrical pathways to prepare students for pursuit of any career in construction. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.

Introduction to HVACR Systems (1 Credit - Elective) – Gr. 9-12

Prerequisite: Industry Fundamentals and Occupational Safety

This course is preceded by the Industry Fundamentals and Occupational Safety course and offers an opportunity for students to build on the knowledge and skills developed in the Fundamentals course. Students will be introduced to two-construction craft areas. As the second step in gaining a Level One Industry Certification in one of two craft areas, the goal of the course is to introduce students to the basic building blocks of the HVACR and Low Voltage Electrical craft trades. Students will explore how the crafts affect the mechanical systems in a building and will learn and apply knowledge of the electrical, electronic, and mechanical components related to each trade. In addition, students will be introduced to, and develop skills to differentiate between tools used in each individual craft area.

Heating, Ventilation, Air Conditioning, and Refrigeration (1 Credit – Elective) – Gr. 9-12

Prerequisite: Introduction to HVACR Systems

This course is preceded by Introduction to HVACR Systems and provides students with a solid foundation in HVACR skills and knowledge involved with conditioning air within a given space. The course is the third step in gaining a Level One Industry Certification in HVAC and builds on the concepts of math concepts introduced in Industry Fundamentals and Occupational Safety. Students will acquire knowledge of the hardware and systems used by an HVACR technician and basic installation skills. In addition, students will obtain general knowledge of refrigeration and heating processes, including electronic circuitry, and will learn about the integration between electrical and HVACR fields. The course will provide students with an understanding of joining and piping practices in HVACR systems, as well as an introduction to the skills and knowledge of conduit bending and installation.

Hospitality, Recreation & Tourism Pathway

Marketing Principles (1 Credit - Elective) – Gr. 9-12

Prerequisite – Advisor Approval

Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

Hospitality, Recreation and Tourism Essentials (1 Credit - Elective) – Gr. 9-12

Prerequisite: Marketing Principles

The second course in the Hospitality, Recreation and Tourism Pathway educates students on the basics of marketing and business in relation to the hospitality, recreation, and tourism industry in the U.S. and abroad. Students will study destination geography, world economies, and historical timelines related to major segments of the hospitality industry. Students will determine how the lodging industry uses marketing to achieve goals. The vital roles of group, convention and meeting planning, human relations, communications and ethics will be discussed along with the recreation industry segment.

Hospitality, Recreation and Tourism Management (1 Credit - Elective) – Gr. 9-12

Prerequisite: Hospitality, Recreation and Tourism Management Essentials

The third course in the Hospitality, Recreation and Tourism (HRT) Pathway will ensure that students develop a leadership perspective about social, environmental, economic and consumer factors impacting the HRT industry. Students will analyze operations, control systems, management structures, service levels, cost effective operations and related technology. Students will demonstrate skills in handling legal and liability issues and human resources functions. Throughout the course, students will develop an innate understanding that exemplary customer service skills define success in the industry.

Dental Science Pathway

Introduction to Healthcare Science (1 Credit - Elective) – Gr. 9-12

Prerequisite – Advisor Approval

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. 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, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Dental Science (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Healthcare Science

Students will receive initial exposure to dental health science technical skills applicable to all dental health occupations. This course provides an overall framework of basic skills utilized in the dental field. Students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Safety and Health Administration (OSHA), Center for Disease Control (CDC) and the Georgia Board of Dentistry. Competencies for the co-curricular student organization HOSA are integral components of both core employability standards and technical skills standards. HOSA activities are incorporated throughout the instructional strategies developed for the course. The prerequisite for this course is Introduction to Healthcare Science Technology.

Dental Science II (1 Credit - Elective) – Gr. 9-12

Prerequisite: Essentials of Dental Science 9-12

This course is designed to offer students (preferably upper classmen - juniors or seniors) an in-depth study and practical applications of dental charting, office procedures, chair-side assisting, anatomy and physiology, and tooth morphology. Academics and other related science are integrated throughout the course. Competencies for the co-curricular student organization, HOSA, are integral components of both core employability standards and the technical standards. HOSA activities should be incorporated throughout the instructional strategies for the course. The prerequisites for this course include Introduction to Healthcare Science Technology and Essentials of Dental Science.

Patient Care Pathway

Introduction to Healthcare Science (1 Credit – Elective) – Gr. 9-12

Prerequisite – Advisor Approval

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. 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, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Healthcare (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Healthcare Science

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.



Patient Care Fundamentals (1 Credit - Elective) – Gr. 9-12

Prerequisite: Essentials of Healthcare

This course is designed to provide students interested in the careers that involve patient care with entry level skills commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant. (Programs and instructors must affiliate with and be approved by the GA Medical Care Foundation www.gmcf.org for students to be able to sit for the GA Registry Examination. Requirements for equipment, clinical hours, etc. can be found through the GA Medical Care Foundation.)

Early Childhood Care and Education Pathway

Early Childhood Education I (1 Credit – Elective) – Gr. 9-12

Prerequisite: None

The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children.

Early Childhood Education II (1 Credit - Elective) – Gr. 9-12

Prerequisite: Early Childhood Education I

Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

Early Childhood Education III (1 Credit -Elective) – Gr. 9-12

Prerequisite: Early Childhood Education II

Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.

Emergency Medical Responder Pathway

Introduction to Law, Public Safety, Corrections and Security (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

Essentials of Fire and Emergency Services (1 Credit – Elective) – Gr. 9-12

Prerequisite: Introduction to Law, Public Safety, Corrections and Security

This course addresses the essential components needed for fire and emergency services. Students will be prepared for their third-course options that include the following: firefighting, emergency medical responder, and public safety communications. Students will explore career options, interagency communications, medical services, and basic firefighting standards. The prerequisites for this course are Introduction to Law, Public Safety and Corrections and Security.

Emergency Medical Responder (1 Credit - Elective) – Gr. 9-12

Prerequisite: Essentials of Fire and Emergency Services

The Emergency Medical Responder (EMR) course prepares the student to provide initial stabilizing care to the sick or injured prior to the arrival of Emergency Medical Services Professionals (EMS), and to assist EMS personnel in transporting patients for definitive care at an appropriate hospital/facility. Major areas of instruction include Introductory Medical Terminology and Anatomy & Physiology; Responder Safety;

Incident Command; Blood-borne Pathogen Training; Basic Physical Assessment; and Treatment of Trauma and Medical Emergencies; Cardiopulmonary Resuscitation and the use of Automatic External Defibrillators (AEDs). The course is a blend of lecture, hands on lab/learning, and practical scenario-based learning/testing. The course will include Healthcare Provider CPR/AED Certification from a Nationally Recognized Body (American Heart Association or Red Cross, etc.). If this course is also approved by the Georgia State Office of Emergency Medical Services and Trauma (SOEMST), successful completion will allow the student to be eligible to take the National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Responder (EMR) certification. Topics include: Preparatory; Anatomy and Physiology; Medical Terminology; Pathophysiology; Life Span Development; Public Health; Pharmacology; Airway; Management; Respiration and Artificial Ventilation; Assessment; Medicine; Shock and Resuscitation; Trauma; Special Patient Populations; EMS Operations; and Integration of Patient Assessment and Management.

Cybersecurity Pathway

Introduction to Digital Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

Introduction to Cybersecurity (1 Credit – Elective) – Gr. 9-12

Prerequisite: Introduction to Digital Technology

Introduction to Cybersecurity is designed to provide students the basic concepts and terminology of cybersecurity. The course examines how the concept of security integrates into the importance of user involvement, security training, ethics, trust, application of cybersecurity practices and devices, and best practices management. The fundamental skills cover internal and external threats to network security and design, how to enforce network level security policies, how to protect an organization's information, and a broad range of other topics. Various forms of technologies will be used to expose students to resources, software, and applications of cybersecurity. Professional communication skills will be used to expose students to resources, software, and applications of cybersecurity. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Introduction to Cybersecurity is the second course in the Cybersecurity career pathway of the Information Technology Career Cluster and primarily focuses on the National Cybersecurity Workforce Framework Category Protect and Defend and the Computer Network Defense work roles. Students enrolled in this course should have successfully completed Introduction to Digital Technology.

Advanced Cybersecurity (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Cybersecurity

Advanced Cybersecurity is designed to expose students to the advanced concepts and terminology of cybersecurity. The course explores the field of cybersecurity including new innovations in technology and methodologies. It builds on existing concepts introduced in Introduction to Cybersecurity and expands into malware threats, cryptography, organizational security, and wireless technologies. Various forms of technologies will be used to expose students to resources, software, and applications of cybersecurity. Professional communication skills will be used to expose students to resources, software, and applications of cybersecurity. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Advanced Cybersecurity is the third course in the Cybersecurity career pathway in the Information Technology Career Cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Introduction to Cybersecurity.

AP Computer Science

Introduction to Digital Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts but apply their knowledge to situations and defend their actions/decisions/choices. Employability skills are integrated into activities, tasks, and projects throughout the course to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

Computer Science Principles (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Digital Technology

Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

or

AP Computer Science Principles (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Digital Technology and Algebra I

The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their

interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP Computer Science (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

This course satisfies the fourth science requirement. AP Computer Science Principles 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.

Legal Services/Applications of Law

Introduction to Law, Public Safety, Corrections and Security (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Introduction to Law, Public Safety, Corrections, and Security (LPSCS) is the pre-requisite for all other courses within the Career Cluster. This course provides students with career-focused educational opportunities in various LPSCS fields. It examines the basic concepts of law related to citizens' rights and the responsibilities, and students will receive instruction in critical skill areas including: communicating with diverse groups, conflict resolution, ethics, CERT (Citizens Emergency Response Training, or similar program), basic firefighting, report writing, terrorism, civil and criminal law. Career planning and employability skills will be emphasized.

Essentials of Legal Services (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Law, Public Safety, and Corrections and Security

Essentials of Legal Services is the second course for the Legal Services pathway. This course provides an overview of the judicial process and role in our constitutional system of government. The major focus of the course is on constitutional rights of citizens and the corresponding duties of governmental officials. Students will learn about the role of the United States Supreme Court as the final arbiter of constitutional rights and responsibilities, as well as learning about the legal process in both criminal and civil cases. Students will learn about the various participants and the legal and ethical roles in criminal and civil cases. Students will not only understand these legal concepts but will be able to apply their knowledge to various scenarios and defend their choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers.

Applications of Law (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Law, Public Safety, Corrections and Security and Legal Essentials.

Applications of Law is the third course for the Legal Services/Applications of Law pathway. This course focuses on substantive law, both criminal and civil law, as well as the application of the law to factual scenarios. Students will learn the basic concepts of criminal law in order to analyze factual scenarios and apply criminal law to justify an appropriate criminal charge and the presence of possible defenses. Students will also learn basic civil law, including, torts, contracts, real property, family law, and immigration law. Students will not only understand the foundations of civil law, but will learn to use the IRAC (Issue, Rule, Analysis, and Conclusion) method of legal analysis and making cogent and persuasive legal arguments. Students will develop critical-thinking skills necessary to apply the law to various factual situations and to defend choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers

Business and Technology

Introduction to Business and Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: Advisor Approval

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed as a gateway to the career pathways above and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment and managing and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will understand the concepts and apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification.

Business and Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Business and Technology

How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project-based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation. Various forms of technologies will be used to expose students to resources, software, and applications of business practices. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Business and Technology is the second course in the Business and Technology pathway in the Business Management and Administration cluster.

Business Communications (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Business and Technology and Business and Technology.

What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students to master presentation software in this course. Various forms of technologies will be used to expose students to resources, software, and applications of communications. Professional communication skills and practices, problem solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Engineering and Technology

Foundations of Engineering and Technology (1 Credit - Elective) – Gr. 9-12

Prerequisite: Advisor Approval

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the “E” in STEM.

Engineering Concepts (1 Credit - Elective) – Gr. 9-12

Prerequisite: Foundations of Engineering and Technology

Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.

Engineering Applications (1 Credit - Elective) – Gr. 9-12

Prerequisite: Engineering Concepts

Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering.

Engineering Drafting and Design

Introduction to Drafting and Design (1 Credit - Elective) – Gr. 9-12

Prerequisite: Advisor Approval

Introduction to Drafting and Design is the foundational course for the Architectural Drafting and Design pathway. Emphasis is placed on safety, geometric construction, fundamentals of computer-aided drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer-aided drafting and design. The standards are aligned with the national standards of the American Design Drafting Association (ADDA).

Survey of Engineering Graphics (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Drafting & Design

Survey of Engineering Graphics is the second course in the Engineering Drafting and Design Career Pathway. The course is designed to build student skills and knowledge in the field of engineering graphics/technical drafting. The course focus includes employability skills, career opportunities, applied math, working drawings that include sectional, auxiliary, detail and pictorial views, and pattern developments. In addition, elements in applied mathematics are integrated throughout the course.

3-D Modeling and Analysis (1 Credit - Elective) – Gr. 9-12

Prerequisite: Survey of Engineering Drafting & Design

Three-Dimensional (3D) Modeling and Analysis is a one-credit course that completes the pathway in Engineering Drafting and Design. Reverse engineering strategies are recommended for third level working drawings. Computer-aided design (CAD) is recommended for use extensively with each standard in the course. Focus is on employability strategies, career studies, applied math, fasteners, working drawings, and assembly drawings. The culmination activity is a presentation project that contains information mastered throughout the three courses.

Therapeutic Services - Allied Health and Medicine

Introduction to Healthcare Science (1 Credit - Elective) – Gr. 9-12

Prerequisite: Advisor Approval

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. 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, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Healthcare (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Healthcare

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

Allied Health and Medicine (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

Therapeutic Services - Public Health**Introduction to Healthcare Science (1 Credit - Elective) – Gr. 9-12**

Prerequisite: Advisor Approval

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. 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, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Healthcare (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Healthcare

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

Applications of Public Health (1 Credit - Elective) – Gr. 9-12

Prerequisite: Introduction to Healthcare Science Technology and Essentials of Healthcare

The standards for the Public and Community Health pathway apply to occupations or functions involved primarily in environmental health, community health and health education, epidemiology, disaster management, and geriatrics. The standards specify the knowledge and skills needed by professionals pursuing careers in this pathway. Sample occupations associated with this pathway are Community Health Worker, Community Health Worker, Epidemiologist, Health Educator, Advocate, and Environmentalist.

Therapeutic Services - Exercise Physiology

Introduction to Healthcare Science (1 Credit – Elective) – Gr. 9-12

Prerequisite: Advisor Approval

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. 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, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training.

Essentials of Healthcare (1 Credit – Elective) – Gr. 9-12

Prerequisite - Introduction to Healthcare

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders.

Fundamentals of Exercise Physiology (1 Credit – Elective) – Gr. 9-12

Prerequisites - Introduction to Healthcare and Essentials of Healthcare

As the third course in the Physical Medicine/Exercise Physiology Career Pathway, this course is appropriate for students wishing to pursue a career in personal training or for those who desire an introduction in the field of exercise physiology. The course will enable students to perform fitness assessments, according to current guidelines, and to use data to develop exercise and training routines, fitness plans, and nutritional programs to fit the needs of clients. The concepts of human kinesiology will be evaluated and fundamental skills of goal setting, record keeping, and instruction techniques will be covered in the course. Proficiency in using and teaching others to use various types of exercise equipment and stretching techniques will be developed. Personal, professional, and ethical skills, as well as the guidelines, and safety practices required within the field of personal training, will be learned and practiced. The ability to create routines and programs for fitness to meet the needs of the general population and to meet the special needs of targeted groups of individuals will be developed.

Sports & Entertainment Marketing Pathway

Marketing Principles (1 Credit – Elective) – Gr. 9-12

Prerequisite: Advisor Approval

Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.

Introduction to Sports & Entertainment Marketing (1 Credit – Elective) – Gr. 9-12

Prerequisite - Marketing Principles

This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact the industry has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skill, Selling, Marketing Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA competitive events that are directly aligned with course standards and (3) a School Based Enterprise.

Advanced Sports and Entertainment Marketing (1 Credit – Elective) – Gr. 9-12

Prerequisite - Introduction to Sports and Entertainment Marketing

This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. In order to increase the number of application experiences, students should participate in (1) Work-Based Learning (WBL) activities in the classroom and perhaps in a formal WBL Program; (2) DECA competitive events that are directly aligned with course standards and (3) a School Based Enterprise.



Booker T. Washington High School

Junior Reserve Officer Training Corps (JROTC)

Philosophy:

The mission of Atlanta Public Schools Army JROTC Program is to “Motivate Young People To Be Better Citizens” by preparing high school students for leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. It is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the student, community, and nation.

JROTC Army 1 (1 Credit - Elective) – Gr. 9-12

Prerequisite: None

Leadership Education Training (LET) level I. Individual leadership skills, citizenship, health & wellness.

JROTC Army 2 (1 Credit – Elective) – Gr. 10-12

Prerequisite: JROTC Army 1

Leadership Education Training (LET) level 2. Individual and small group leadership and communication skills, citizenship, health & wellness.

JROTC Army 3 (1 Credit - Elective) – Gr. 11-12

Prerequisite: JROTC Army 2

Leadership Education Training (LET) level 3. Small group leadership, development, teamwork, and planning skills, citizenship, health & wellness.



Booker T. Washington High School

JROTC Army 4 (1 Credit - Elective) – Gr. 12

Prerequisite: JROTC Army 3

Leadership Education Training (LET) level 4. Small to large group leadership, development, teamwork, and planning skills, citizenship, health & wellness.

JROTC Army 5 (1 Credit - Elective) – Gr. 11-12

Prerequisite: JROTC Army 4, 4x4 traditional block schedule

Leadership Education Training continuation to level 5. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness.

JROTC Army 6 (1 Credit - Elective) – Gr. 11-12

Prerequisite: JROTC 5, 4x4 traditional block schedule

Leadership Education Training continuation to level 6. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness.

JROTC Army 7 (1 Credit - Elective) – Gr. 12

Prerequisite: JROTC Army 6, 4x4 traditional block schedule

Leadership Education Training continuation to level 7. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness.

JROTC Army 8 (1 Credit - Elective) – Gr. 12

Prerequisite: JROTC Army 7, 4x4 traditional block schedule

Leadership Education Training continuation to level 8. Large group leadership, development, teamwork, and planning skills, citizenship, health & wellness.



CSK Young Women's Leadership Academy

X. Appendices

Acronyms

Acronyms to Know in APS	
Acronym	Meaning
ABE	Atlanta Board of Education
ADA	Americans with Disabilities Act
AP	Advanced Placement
APS	Atlanta Public Schools
ASL	American Sign Language
BOE	Board of Education
CCRPI	College and Career Readiness Performance Index
CIS	Communities in Schools
CLL	Center for Learning and Leadership
CSIP	Comprehensive School Improvement Plan
CTAE	Career, Technical & Agricultural Education
DJJ	Department of Juvenile Justice
DLI	Dual Language Immersion
DOE	Department of Education
EIP	Early Intervention Program
EOCT	End of Course Test
ESOL	English to Speakers of Other Languages
ESSA	Every Student Succeeds Act
GAE	Georgia Association of Educators
GAEL	Georgia Association of Educational Leaders
GAPSC	Georgia Professional Standards Commission
GHSA	Georgia High School Association
GLA	Georgia Library Association
GMEA	Georgia Music Education Association
GNETS	Georgia Network for Educational and Therapeutic Support
GPB	Georgia Public Broadcast
GPS	Georgia Performance Standards
GSBA	Georgia School Boards Association
GSE	Georgia Standards of Excellence
IB	International Baccalaureate
IEP	Individual Education Plan
IC	Infinite Campus (Student Information System)
JROTC	Junior Reserve Officer Training Corps
MEP	Migrant Education Program
RESAs	Regional Educational Service Agencies
RTI	Response to Intervention
SACS	Southern Association of Colleges and Schools
SEL	Social Emotional Learning
SPLOST	Special Purpose Local Option Sales Tax
SREB	Southern Regional Education Board
SST	Student Support Team

Georgia High School Athletic Association Rules (GHSA)

Requirements for Athletic Participation

Certification of Eligibility

Students gain eligibility to practice or compete for the school in which they are enrolled after they have been certified by the principal of that school, after the eligibility forms have been processed by the GHSA office, and after the students have met the standards of:

- academic requirements
- age
- semesters in high school
- residence in the school's service area
- transfer rules

Note: Students establishing eligibility as entering 9th graders are automatically eligible for the first semester.

Enrollment and Team Membership

To be eligible to participate and/or try-out for a sport or activity, a student must be enrolled fulltime in grades 9-12 inclusive at the school seeking eligibility for that student.

1. Enrollment is defined as follows:
 - a. Fall Semester: when the student participates in a practice or contest before classes begin, or the student attends classes.
 - b. Spring Semester: when the student attends classes.
 - c. A student may be enrolled in only one (1) high school at a time.
2. The student must be in regular attendance.
3. The student must be taking courses that total at least 2.5 units that count toward graduation.
4. All or part of the course load of a student may be taken online through a virtual school as long as the student's grades are being kept at the school in which the student is enrolled. Grades from virtual school courses must be on file at the school by the first day of the new semester for the student to be eligible.

Note: If an eligible student transfers from a school that uses a block-schedule format to a school using a traditional format (or vice versa) and that student cannot get a full schedule of classes with equivalent credit, the school may petition the Associate Superintendent of High Schools for a waiver of this rule for the semester the transfer occurs.

Students enrolled in grade 9 in middle or junior high school, which is a feeder school to the high school, may participate in interscholastic activities for the parent school.

Scholastic Standing/ Scholarship

To be eligible to participate, practice, and/or try out in interscholastic activities, a student must be academically eligible. A student is required to pass classes that carry at least 2.5 units counting toward graduation the semester immediately preceding participation.

Exception 1: First semester ninth grade students.

Exception 2: A cheerleader who is academically ineligible for the spring semester may try out if she is passing ALL classes at the time of the tryout. The window of opportunity to try out under these conditions is available only during the ten (10) days set aside for tryouts that the school chooses.

- Passing in all GHSA member schools is a grade of seventy (70).
- Students participating in junior varsity or "B" team competition must meet all scholastic requirements.
- If an eligible student transfers from a school that uses a block-schedule format to a school using a traditional format (or vice versa) and that student cannot get a full schedule of classes with equivalent credit in the semester of the transfer, the school may petition the Executive Director for a waiver of this rule for the first semester after the transfer occurs.
- For schools offering courses with yearlong grading, eligibility must be computed for each semester.
- At the end of the first semester, the school must determine that the student has a grade of 70% or higher in classes carrying at least 2.5 Units.
- The second semester grade will be the grade given for the entire course and shall include the end-of-course test grade.
- Remediation programs designed to bring the student's first semester grade up to 70% or higher may be used (in accordance with GHSA guidelines) if the school allows such programs for all students.

Students gain or lose eligibility on the first day of the subsequent semester. The first day of the fall semester shall be interpreted as the first date of practice for the first sport.

Exception: Students who successfully complete summer school to maintain eligibility become eligible the last day of summer school.

- Summer school is an extension of the previous semester and courses may be: a. remedial in nature where a previously taken course is repeated in its entirety with a new grade given; b. enrichment in nature where a new course is taken that results in new credit being earned.
- A maximum of two (2) unit credits earned in summer school may be counted for eligibility purposes. NOTE: Additional credits may be earned in credit recovery programs or make-up programs.
- Summer school credits earned in non-accredited home study programs or non-accredited private schools may not be used to gain eligibility. Accreditation recognized under the rule shall be from the Georgia Accrediting Commission (GAC) or a regional accreditation agency (such as SACS) or the Georgia Private School Accreditation Council (GAPSAC).
- An independent study course taken in summer school must be regionally accredited and accepted by the school system for graduation credit.
- Courses completed after the beginning of a new semester may not be used to gain eligibility for that semester. Example: night school classes, correspondence courses, etc.
- Independent study courses taken during the school year must meet the criteria 1a above.

Students must accumulate units towards graduation according to the following criteria:

1. First-year students (entering 9th grade) are eligible academically. Second semester first-year students must have passed courses carrying at least 2.5 units the previous semester in order to participate.
2. Second-year students must have accumulated five (5) total units in the first year AND passed courses carrying at least 2.5 units in the previous semester.
3. Third-year students must have accumulated eleven (11) units in the first and second years AND passed courses carrying at least 2.5 units in the previous semester.
4. Fourth-year students must have accumulated seventeen (17) units in the first three years AND passed courses carrying at least 2.5 units in the previous semester.
5. Students may accumulate the required Carnegie units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

Advisory Notice:

Curricular Innovations Requirements for participation based on scheduling configurations and alternative settings

Block Four Programs:

1. The student takes four courses that are worth one (1) unit each and the classes meet twice the number of hours per week as in the standard curricular programs.
2. To be eligible, a student must earn at least 2.5 units.
3. Unit requirements are the same in all curricular programs.

Block Eight Programs:

1. The student takes eight courses at some time during the term, and each course is worth one-half unit.
2. To be eligible, a student must earn at least 2.5 units during the term.
3. Unit requirements are the same in all curricular programs.

Hybrid Scheduling:

1. Definition: A student takes a combination of courses scheduled as block courses, yearlong courses and/or traditional courses.
2. To be eligible, a student must be enrolled in a combination of courses that carry at least 2.5 units.
3. To be eligible, a student must have passed a combination of courses the previous semester that carries at least 2.5 units.

Dual Enrollment Definitions for GHSA

A Dual Enrollment program is defined as a program in which a fulltime student at a GHSA member high school takes one or more courses from a state public or private postsecondary institution and receives credit at the high school (toward graduation) and at the postsecondary institution.

1. Dual enrolled students shall take courses that are approved by the Georgia Department of Education.
2. Courses may be taken in a variety of formats (including distance learning and virtual courses) as long as the courses are approved.
3. Postsecondary semester hour credit shall be converted to high school unit credit as follows:
 - 1-2 semester hours equates to .5 unit
 - 3-5 semester hours equates to 1 unit
4. Postsecondary quarter hour credit shall be converted to high school unit credit as follows:
 - 1-3 quarter hours equates to .5 unit
 - 4-8 quarter hours equates to 1 unit

Students involved in approved Dual Enrollment programs shall be eligible to participate in GHSA activities provided that academic eligibility is maintained.

1. Courses taken each semester at the high school and/or postsecondary institution must total at least 2.5 units.
2. Courses passed the previous semester at the high school and/or postsecondary institution must total at least 2.5 units.
3. Students will gain or lose eligibility on the first day of each semester at the high school and a college calendar that differs from the high school calendar may cause problems.
4. Students who withdraw or are dropped from a Dual Enrollment program and are returned to the high school only may encounter eligibility problems.
5. Students involved in Joint Enrollment programs, Early College programs, or Gateway to College programs may not be eligible at their respective high schools.
6. A student who participates on an intercollegiate athletic team may not participate in any GHSA activity.

Loss of Eligibility: Students assigned to an alternative school or on out-of-school suspension for disciplinary reasons, or adjudicated to YDC, lose their eligibility. Suspension is considered to have ended when the student is physically readmitted to the classroom.

Failure to Meet Academic Standards: When a school administrator believes that the student has failed to meet the academic eligibility requirements due to conditions that were beyond the control of the school, the student, and/or his parents, and such that none of them could have been expected reasonably to comply

with the rule, he may request that the student's case be put on the agenda of the Hardship Committee.

1. Ignorance of the rule(s) on the part of any individual is not sufficient cause to set aside the rule(s).
2. Schools must supply all the materials requested on the Hardship Application Form on the GHSA web site.

Credit Recovery/Make-up Work: Students who have academic deficiencies at the end of a semester may make up those deficiencies in programs that are available to any student in the school.

1. Credit recovery programs are short-term programs that involve a course that has been completed and a grade given. The student is given the opportunity to work on areas of deficiency.
2. Make-up programs occur when a course has not been completed and an "Incomplete" grade has been given. The student is given the opportunity to work on areas of deficiency.
3. Credit recovery and make-up work must be completed within fourteen (14) school days after the start of the next semester. The student is ineligible until such time as the work is completed and the required passing grade has been recorded. Exception: If the End of Course Test is not offered within 14 days of the beginning of the next semester, the student may be granted a reasonable extension by the GHSA.
4. The GHSA Executive Director shall be authorized to approve credit recovery or make-up work completed later than fourteen days after the start of the next semester if he finds that the:
 - timeframe was not met due to circumstances outside the control of the student, his parent(s), and the school, AND
 - work was completed as soon as reasonably possible, AND
 - Allowance for such a delay is offered on the same basis to all students in the school.
5. Credit recovery programs operated during the summer or in intersessions shall be completed within fourteen days of the beginning of the new semester. Students using those credits to gain eligibility are ineligible until the course is completed successfully. Credit recovery is used for remedial work only, and no new credit courses may be applied under this provision.
6. Students using credit recovery or make-up programs must have their eligibility submitted to the GHSA office on a "Form C."

Students with Disabilities:

1. A student with disabilities who is enrolled in a special education program which is not physically located at the parent school (example: psycho-education center, regional occupation center, community-based instruction class, etc.) shall be eligible to participate, practice, and/or try out in interscholastic activities at the parent school if IEP (Individual Education Program) requirements are met.
2. Schools with students having to meet only IEP requirements for course credit must establish an accounting process for the number of courses passed each semester, and for the awarding of units. Requirements for the date of entry into the ninth grade and for age apply to students with IEPs without variation.

Competitive interscholastic activities administered through local special education programs shall follow Georgia Department of Education guidelines and procedures for special education and are exempt from GHSA requirements.

For a complete listing of all Georgia High School Association (GHSA) requirements, please visit <https://www.ghsa.net/constitution>.



Henry W. Grady High School

Financial Aid Information

Achieve Atlanta

The Achieve Atlanta Scholarship is an important part of Achieve Atlanta's broader effort to dramatically increase the number of APS students who earn a post-secondary degree or credential. It is a need-based award designed to support eligible APS students pursuing various post-secondary paths after high school.

- For [eligible](#) students attending a 4-year college, Achieve Atlanta will award up to \$5,000 per year (renewable for up to four years of school).
- For eligible students attending a 2-year college or technical program, the award is up to \$1,500 per year (renewable for up to two years of school).

When combined with other possible sources of financial aid, the Achieve Atlanta scholarship should greatly reduce the need for eligible students and families to take out high-interest, private loans to pay for school.

Additional information about the Achieve Atlanta scholarship program is available at www.achievetlanta.org.

GAfutures

GAfutures is a project of the Georgia Student Finance Commission. It is Georgia's primary resource for information on planning, applying, and paying for college. The website (www.gafutures.org) aims to help students of all ages explore and plan for college and is loaded with tools and information that will make the process of searching, applying, and paying for college easier.

Using GAfutures, Georgia students will be able to:

- Apply for state financial aid programs (including HOPE and Dual Enrollment)
- Check HOPE GPA status (beginning as early as 9th grade)
- Learn about state financial aid programs and eligible postsecondary institutions
- Learn about federal financial aid and repayment options
- Search and apply to colleges
- Search a nationwide scholarship database

Students and parents may create an account to log in to GAfutures at www.gafutures.org.

HOPE & Zell Miller Scholarships

The HOPE Scholarship is a merit-based scholarship that provides assistance towards the cost of tuition at eligible public and private Georgia postsecondary institutions. A student must graduate from an eligible high school with a minimum 3.0 HOPE GPA (as calculated by GSFC) and meet specific rigor requirements.

The Zell Miller Scholarship is a merit-based scholarship that provides full tuition at a public postsecondary institution and tuition assistance at an eligible private postsecondary institution. A student must graduate from an eligible high school as valedictorian or salutatorian (meeting the requirements of the HOPE Scholarship) *or* graduate with a minimum 3.7 Zell Miller GPA (as calculated by GSFC) along with a minimum combined score of 1200 on the math and reading portions of the SAT or a minimum composite score of 26 on the ACT (single national administration of either test) and meet specific rigor requirements.

Students graduating from an eligible high school on or after May 1, 2017, must earn four academically rigorous course credits (in addition to other requirements) in order to be eligible for the HOPE and Zell Miller Scholarships. Discuss course options with your high school counselor if you are not sure whether a course meets the rigor requirement.

A complete list of rigor requirements and additional information about the HOPE and Zell Miller Scholarship programs are available at www.gafutures.org.

Free Application for Federal Student Aid (FAFSA)

The Free Application for Federal Student Aid (FAFSA) is the main application used to apply for federal or state-supported financial aid to pay for a college education. Completing and submitting the FAFSA is free, easy and provides you access to the largest source of financial aid available.

Financial aid covers expenses like tuition and fees, room and board, books and supplies, transportation and other college-related expenses. The FAFSA can be used to determine eligibility for:

- Federal Student Aid - Pell Grants and student loans.
- State Financial Aid - HOPE/Zell Miller Scholarship and Grant programs.
- Institutional Financial Aid - Institutional Scholarships offered by a college.
- Private Financial Aid - Private Scholarships provided by businesses or other organizations.
- For more information and to view the FAFSA Overview and How to Fill Out the FAFSA videos provided by Federal Student Aid, an office of the U.S. Department of Education, go to www.fafsa.gov.

Additional Information

There is a wealth of scholarship information online including free scholarship searches such as:

- FinAid - www.finaid.org
- Fastweb - www.fastweb.com
- Federal Student Aid for Students - www.studentaid.ed.gov

Contact the financial aid offices at the schools to which you are applying. Apply for scholarships from community agencies. Pay attention to deadlines! See your counselor for information about scholarships publicized at your school. Attend financial aid workshops.



Achieve Atlanta FAFSA Clinic



Atlanta Public Schools High School & Cluster Feeder Patterns

High	Middle	Elementary
Carver* Carver Early College	Price* Sylvan Hills	Finch Gideons* Perkerson Slater* Thomasville Heights*
Douglass	John Lewis Invictus	Boyd Harper-Archer KIPP Woodson Park* Scott Stanton Usher-Collier Heights
Grady	Inman	Hope-Hill Mary Lin Morningside Springdale Park
Jackson	King	Barack & Michelle Obama Benteen Burgess-Peterson Dunbar Parkside Toomer
Mays	Young	Beecher Hills Cascade Miles Peyton Forest West Manor
North Atlanta	Sutton	Bolton Brandon Garden Hills Jackson Rivers Smith
South Atlanta	Long	Cleveland Avenue Dobbs Heritage Humphries Hutchinson
Therrell	Bunche	Continental Colony Deerwood Fickett Kimberly
Washington	Brown Hollis Innovation	Hollis Innovation Jones Tuskegee Airmen Global
Schools open to students city-wide BEST (6-12 Single-Gender) CSK Young Women's Leadership (6-12 Single-Gender) Forrest Hill (Non-Traditional) North Metro (Non-Traditional) Phoenix (Non-Traditional)		
*Denotes Partner School		

130 Trinity Ave, SW
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Grady High School