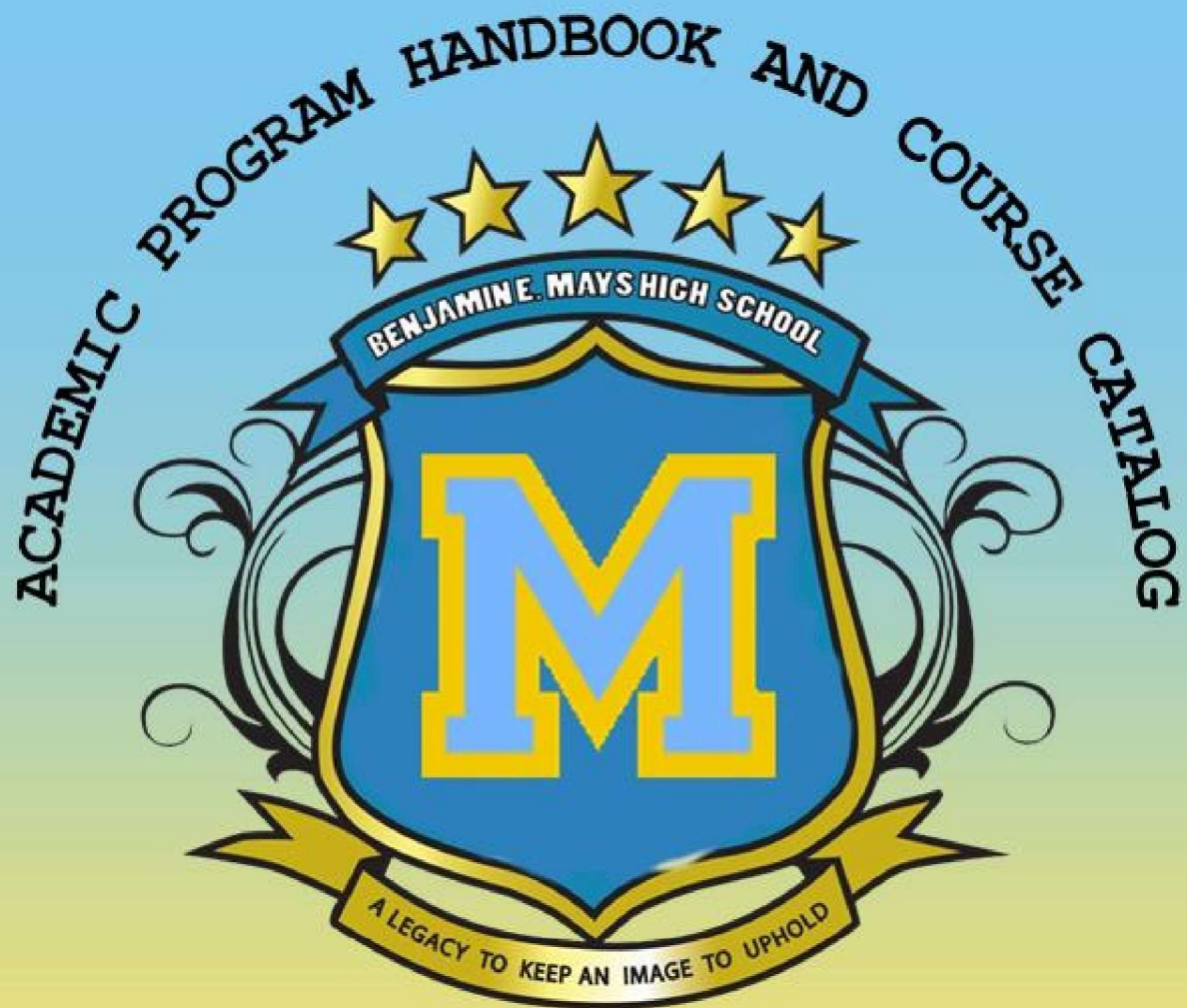


BENJAMIN E. MAYS

HIGH SCHOOL



Benjamin E. Mays High School Academic Program Handbook and Course Catalog

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School Information:

Benjamin E. Mays High School

3450 Benjamin E. Mays Drive

Atlanta, Georgia 30331

Phone: 404-802-5100

Website: <https://www.atlantapublicschools.us/mays>

School Administration:

Dr. Mulanta Wilkins, Principal

404-802-5100 (office); Mulanta.Wilkins@apsk12.org

Mr. Travis Chapman, 9th Grade Assistant Principal (Advanced Placement)

404-802-5242 (office); travis.chapman@apsk12.org

Dr. Kenneth Vaughan, 10th Grade Assistant Principal (*Dual Enrollment, Social Studies, Fine Arts, JROTC*)

404-802-5247 (office); kenneth.vaughan@atlanta.k12.ga.us

Ms. Valerie Reed, 11th Grade Assistant Principal (*Language Arts, ESOL, Special Education, SST/504*)

404-802-5117 (office); valerie.reed@atlanta.k12.ga.us

Dr. Angela Moore, 12th Grade Assistant Principal (*CTAE, College Readiness, Scheduling*)

404-802-5118 (office); apowell@atlanta.k12.ga.us

Mr. Ramon Rivers, Behavior and Attendance Assistant Principal (PBIS (Positive Behavioral

Interventions Supports), SEL (Social Emotional Learning), Attendance, Social Work, and Facilities

404-802-5130 (office); ramon.rivers@atlanta.k12.ga.us

Mrs. Tonya McKenzie, School Business Manager (Testing, Scheduling, Academic Resources)

(404-802-5155 (office); tonya.mckenzie@atlanta.k12.ga.us

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404-802-5100 (office); marshalette.wise@atlanta.k12.ga.us

Mr. Antonio Parks, Master Teacher Leader for Junior Academy

404-802-5177 (office); Antonio.parks@apsk12.org

Ms. Haniyyah Numan, Master Teacher Leader for Sophomore Academy

404-802-5178 (office); haniyyah.numan@apsk12.org

Mrs. Dwanne Jackson, Master Teacher Leader for Freshman Academy

404-802-5167 (office); Dwanne.barnes@apsk12.org

Ms. Shavonne Brown, Master Teacher Leader for Discipline and Operations

404-802-5175 (office) Shavonne.brown@apsk12.org

Program Contact Information:

IB Career-related Programme (IBCP)

Mr. Akil Mason – 404-802-5102 (office) amason@atlanta.k12.ga.us

Ms. Jasmon Smith – 404-802-5100 jamson.smith@apsk12.org

Dual Enrollment

Dr. Kenneth Vaughan 404-802-5144 (office);

kenneth.vaughan@atlanta.k12.ga.us

[Dual Enrollment Website](#)

Career Technical Agricultural & Education Program (CTAE)

Dr. Angela Moore- 404-802-5118 (office)

apowell@apsk12.org

Counselor Information:

Mrs. Courtney Rucker

Ninth Grade, Lead Counselor

404-802-5125 (office)

courtney.rucker@atlanta.k12.ga.us

Ms. Erica Blount

Tenth Grade Counselor

404-802-5137 (office)

ericka.blount@atlanta.k12.ga.us

Ms. Carla Aldridge

Eleventh Grade Counselor

404-802-5145 (office)

caldridge@apsk12.org

Ms. Nikki Smith

Twelfth Grade Counselor

404-802-5131 (office)

nasmith@apsk12.org

Additional Contact Information

Intervention Specialist/SST/504

Brandon Bullock- 404-802-5148 (office); Brandon.Bullock@atlanta.k12.ga.us

Special Education Lead Teacher-9th and 10th Grades

Ms. Khalilah Moss –404-802-5112 (office); Khalilah.Moss@atlanta.k12.ga.us

Special Education Lead Teacher-11th and 12th Grades

Mrs. Sylvia Riggins - 404-802-5112 (office); ssriggins@atlanta.k12.ga.us

Graduation Coach

Shantel Turner TBA- 404-802-5138 (office)

Registrar

Mr. Christopher Strozier 404-802-5133 (office); chris.strozier@apsk12.org

Attendance Specialist

Ms. Jasmine Guitroz - 404-802-5134 (office); Arlecia.Terrell@atlanta.k12.ga.us

Attendance Clerk

Ms. Celestine James - 404-802-5134 (office); ckjames@apsk12.org

School Clerk/Receptionist

Ms. Tonya Arnold – 404-802-5100 (front desk); tarnold@apsk12.org

Science Instructional Coach

Dr. Latanya Bailey—404-802-5100 (office); lbailey@atlanta.k12.ga.us

Social Studies Instructional Coach

James Bawlson—404-802-5100 (Office); james.bawlson@apsk12.org

Math Instructional Coach

Kemberlee Pugh—404-802-5100(Office); kemberlee.bunting@atlanta.k12.ga.us

ELA Instructional Coach

Monica Leverette—404-802-5100 (office); monica.leverette@apsk12.org

Instructional Technology Specialist

Allison Bryant—404-802-5100 (office); allison.bryant@apsk12.org

IB Learner Profile:

International Baccalaureate schools focus on the development of the whole person through an international perspective. The IB Learner Profile embodies the traits students strive for as part of an IB program. IB learners strive to be:

INQUIRERS

Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE

Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS

Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and to make reasoned, ethical decisions.

COMMUNICATORS

Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED

Students act with integrity and honesty, with a keen sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN MINDED

Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from experience.

CARING

Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS

Students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs

BALANCED

Students understand the importance of intellectual, physical, and emotional balance to achieve personal wellbeing for themselves and others.

REFLECTIVE

Students consider their own learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

Potential Math Sequences:

Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
8 th Grade Math	Algebra I	Geometry	Algebra II	Pre-Calculus
8 th Grade Math Honors	Algebra I Honors AND Algebra II Honors	Geometry	Pre-Calculus or AP Statistics*	AP Calculus or Dual Enrollment
Algebra I	Geometry	Algebra II	Pre-Calculus or AP Statistics*	AP Calculus or Dual Enrollment

****Note:**

- Students interested in completing a CTAE Pathway (Audio-Visual Technology & Film, Engineering, Financial Services, Game Design, Graphic Design, Sports Medicine or JROTC) should consider the IB Career-Related Program (IBCP *It is preferable, but not mandatory, for sophomores to take AP Language and Composition **and/or** AP World History.*
- *Please note that various math sequences are available to ensure the best fit for the individual student and their college and major of choice.*

Academic Dishonesty:

Any student found cheating and/or plagiarizing on any assignment in any IBDP course may be subject to the following consequences:

1. First Offense

A grade of “Incomplete” will be issued for the assignment. Students will be given the opportunity to remediate the assignment after conference with the teacher and IB Coordinator regarding the malpractice. IB Coordinator will conference with parent to discuss the malpractice. A letter will go home with student stating the malpractice and Benjamin E. Mays High School’s Academic Policy. The letter must be signed by the parent and student and returned within two school days. Failure to return the signed letter will constitute removal from the program.

2. Second Offense

A grade of “Incomplete” will be issued for the assignment. IB Coordinator will conference with student and teacher to discuss the malpractice. Students will be given the opportunity to remediate the assignment after parental conference regarding the malpractice. A letter will be sent home stating the malpractice and Benjamin E. Mays High School’s Academic Policy. The letter will outline student removal from the IB Program. The letter must be signed by the parent and student and returned within two school days of delivery indicating whether an appeal for the student’s removal is requested. Date to begin the appeal process will be scheduled (if necessary)

3. Appeal Process (after second offense)

The student will write a statement with proof disputing academic misconduct. Teacher will write a statement supporting allegations of academic misconduct. IB Disciplinary Panel will review all evidence and determine whether to uphold removal from program.

Late Assignments:

1. Student progress is partially dependent on submitting completed assignments on time. Students who have not submitted an assignment due to excused or unexcused absences will receive a mark of "M" (missing) in Infinite Campus. Students will have a maximum of five school days to complete and turn in the missing assignments. Failure to meet the maximum five-day deadline will result in the "M" remaining and calculated as 0% in Infinite Campus.
2. Students will be given multiple opportunities to master the applicable content. Tutorials or any legitimate academic recovery opportunity will be made available to students. However, students must arrive at tutorials on time and complete all supplemental assignments to ensure that he or she is prepared despite any late assignments.

¹Potential Math Sequences:

Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
8 th Grade Math	Algebra I	Geometry	IB Mathematics: Applications and Interpretation SL	IB Mathematics: Applications and Interpretation SL
8 th Grade Math	Algebra I	Geometry AND Algebra II/Adv. Algebra [NOTE: This choice may assume the space of an additional elective.]	IB Mathematics: Applications and Interpretation SL	IB Mathematics: Applications and Interpretation SL
Algebra I	Geometry	Algebra II	IB Mathematics: Applications and Interpretation SL	IB Mathematics: Applications and Interpretation SL
Algebra I	Geometry AND Algebra II/Adv. Algebra [NOTE: This choice may take up the space of an additional elective.]	Pre-Calculus	IB Mathematics: Applications and Interpretation SL	IB Mathematics: Applications and Interpretation SL

DUAL ENROLLMENT

The Dual Enrollment Initiative provides students the opportunity to receive a high school diploma and an associate degree or up to two years of college credit, by taking a mixture of high school and college classes. The program provides for participation in Dual Credit Enrollment for Eligible High Schools and Home Study students. These students earn postsecondary credit hours and simultaneously meet their high school graduation or Home Study completion requirements as Dual Credit Enrollment students.

What kind of student is right for the Dual Enrollment?

Dual Enrollment is for students that would prefer to leave campus to take specific courses at a local college to earn some college credit while in high school. Although BEMHS primarily partners with Atlanta Metropolitan State College (AMSC), some students may be able to participate in the Regents Engineering Transfer Program (RETP) in which students can take a certain variety of “pre-engineering” courses that are not currently offered at BEMHS (such as Calculus BC, Linear Algebra, and Discrete Mathematics) in order to earn an Associate degree that can potentially be transferred to the Georgia Institute of Technology (Georgia Tech). Dual Enrollment is also for those that wish to get an early start on taking a few entry-level college courses, but who also have done research to know if their dual enrollment credits are transferable to the four-year college of their choice. Students that take part in Dual Enrollment should be responsible, initiative-taking, and always maintain a mature attitude on and off the high school and college campus. Dual enrollment students are also eligible to complete a CTAE academic pathway, take AP courses, or participate in the IB Career-related Program.

Program Details:

Below is a list of Georgia schools that currently partner with MOWR. However, Benjamin E. Mays High School has an exclusive Memorandum of Understanding (MOU) with Atlanta Metropolitan State College (AMSC) for the Dual Enrollment Program that ensures transportation to and from AMSC and MHS, as well as other academic supports. Therefore, if students want to take part in MOWR at any of the other institutions listed below, **they will need to meet the specific entry requirements of the individual chosen school.** Students are responsible for any applicable application fees and for transportation to and from the college campus.

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PUBLIC	TECHNICAL	PRIVATE
Abraham Baldwin Agricultural College Albany State University Armstrong State University Atlanta Metropolitan State College Augusta University Bainbridge State College Clayton State University College of Coastal Georgia Columbus State University Dalton State College Darton State College East Georgia State College	Albany Technical College Athens Technical College Atlanta Technical College Augusta Technical College Central Georgia Technical College Chattahoochee Technical College Coastal Pines Technical College Columbus Technical College Georgia Northwestern Technical College Georgia Piedmont Technical College Gwinnett Technical College	Berry College Brenau University Brewton-Parker College DeVry University Embry-Riddle Aeronautical University Emmanuel College Georgia Military College Herzing University Mercer University Oglethorpe University Paine College Piedmont College Point University

Fort Valley State University Georgia College & State University Georgia Gwinnett College Georgia Highlands College Georgia Institute of Technology Georgia Southern University Georgia Southwestern State University Georgia State University Gordon State College Kennesaw State University Middle Georgia State College Savannah State University South Georgia State College University of Georgia University of North Georgia University of West Georgia Valdosta State University	Lanier Technical College North Georgia Technical College Oconee Fall Line Technical College Ogeechee Technical College Savannah Technical College South Georgia Technical College Southeastern Technical College Southern Crescent Technical College Southern Regional Technical College West Georgia Technical College Wiregrass Georgia Technical College Andrew College	Reinhardt University Shorter University Thomas University Toccoa Falls College Truett McConnell University Wesleyan College Young Harris College
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Benefits:

- Provides students the opportunity to earn transferable college credits.
- Grades from college classes are given an additional 10 points at Mays High School (for example, a grade of 95% at AMSC would equal 105% at BEMHS.)

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- Reduces the amount of time needed to earn a college or university degree.
- Textbooks are provided by Atlanta Metropolitan State College or other eligible post-secondary institutions.
- Transportation is provided by Atlanta Public Schools to Atlanta Metropolitan State College only.
- Academic support is available to each student at Atlanta Metropolitan State College.
- Students may participate in their high school's extra-curricular activities while attending Atlanta Metropolitan State College and other eligible post-secondary institutions.
- Central focus is college readiness and high school-college transition.
- Tuition costs are paid by the state. This does not affect HOPE or FASFA funds.

Admissions Requirements in conjunction with Atlanta Metropolitan State College (AMSC):

1. Students must meet eligibility requirements stated on the GA Futures website:
<https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/move-on-when-ready/>
2. A total minimum ACCUPLACER test score of 67 in Math; 5 in Writing; and 61 in Reading.
3. A minimum high school academic GPA of 2.5 on a 4.0 scale in core high school courses. Students must be on track to complete high school graduation requirements.
4. AMSC will accept a joint SAT score of 970 (minimum 430 critical reading; 400 in math).
5. AMSC will accept a composite ACT score of 20 (minimum 17 in English; 17 in math).

Admissions Process:

- Step 1 – Complete the application for admission at www.gafutures.org or www.atlm.edu, or in person at Atlanta Metropolitan State College.
- Step 2 – Submit (1) official copy of the high school transcript showing GPA and credits to date to AMSC's Office of Admissions, (2) ACCUPLACER test scores (3) immunization form, and (4) the "Dual Enrollment Participation Agreement" form signed by the high school counselor, parent/guardian, and student. These documents should be submitted to:

Atlanta Metropolitan State College

The Office of Admissions
1630 Metropolitan Parkway
Atlanta, Georgia 30310

- Step 3 – For funding, complete the Dual Enrollment Program application form* (Must be completed online at www.gafutures.org).

*A new Dual Enrollment Participation Agreement and application form must be submitted each semester.

Meet with your counselor at Benjamin E. Mays High School (BEMHS) if you have questions regarding:

- BEMHS Graduation Status

- Transcript Audit
- Adding or dropping classes at BEMHS
- AMSC classes and their high school equivalent
- GA Futures Dual Enrollment online and paper applications
- Entry for AMSC classes and grades in Infinite Campus

Meet with Mr. McKee at Atlanta Metropolitan State College if you have questions regarding:

- Adding or dropping classes at AMSC
- Completion of an Associate Degree
- Degree work audits
- Books and student identification cards

AMSC Dual Enrollment Contact Information:

Ivan McKee imckee@atlm.edu

404-756-2774

AMSC Student Center Room 210

Steps to Participate in Dual Enrollment with AMSC:

(Note: In order to participate in Dual Enrollment, students may need to complete a certain sequence of math classes prior to the start of junior year. *In previous years, students have taken both Geometry and Algebra II during sophomore year to meet this requirement.*)

1. Students must complete a Benjamin E. Mays Highschool transcript audit with the applicable counselor.
2. Student and/or parent must submit copy of immunization form, birth certificate, and social security card to AMSC.
3. Students must complete an AMSC application.
4. Students must take the ACCUPLACER test.
5. Student must then complete AMSC course registration form

Expectations and Removal from the Dual Enrollment Program:

- Students are expected to maintain the same rules and policies regarding attendance and behavior as the participating college and Benjamin E. Mays High School.
- Failing may result in a warning, probation, and ultimately, removal from the program.
- Students are removed if their GPA falls below 2.0.
- Parents and Students should also note that BEMHS has a Dual Enrollment partnership with Atlanta Metropolitan State College (AMSC) that allows students free transportation to and from these campuses. However, enrollment at any other college would require transportation to and from campus as well as several other academic supports.

Inclusion Policy:

Benjamin E. Mays High School encourages access to Dual Enrollment by identifying and removing barriers to equitable learning. Policies that govern inclusion through federal, state, and local school

district legislation will be honored as well as the policies of Benjamin E. Mays High School, the Dual Enrollment Program, College Board, GA Futures, and AMSC (or any other applicable college).

Academic Honesty

Students are expected to adhere to the same policies of Academic Honesty of Benjamin E. Mays High School, the Dual Enrollment Program, College Board, GA Futures, and AMSC (or any other applicable college). Instances of academic dishonesty can result in various disciplinary consequences including removal from the Dual Enrollment Program.

Assessment Policy and Fees:

In order to take part in Dual Enrollment, students must make a qualifying score on the College Board ACCUPLACER Test or SAT/ACT. The assessment policies in the high school classes align with tenets of Benjamin E. Mays High School, the Dual Enrollment Program, College Board, GA Futures, and AMSC (or any other applicable college).

Cost:

There is no cost associated with Dual Enrollment. However, students may be responsible for paying applicable lab fees associated with various science classes. Nevertheless, if a student chooses a college outside of Atlanta Metropolitan State College, they will need to pay any applicable application fees, as well as any costs associated with transportation to and from the college campus.

ADVANCED PLACEMENT (AP) PROGRAM

Advanced Placement courses give high school students exposure to a college-level curriculum while still in the traditional high school setting. Students are taught by an AP certified teacher using a College Board approved syllabus and curriculum. Based on the results of an AP Examination at the end of the applicable school year, students can earn some college credit prior to graduating high school.

What kind of student is right for the AP Program?

Advanced Placement courses often come with a common misconception—that they are only available to high achieving students. The reality is that any student can enroll in an AP course regardless of physical or mental blocks that the student might feel may be preventing them from taking AP. Since AP is geared toward preparing students for college, all students interested in attending a college or university should really consider taking an AP course. However, students must decide on whether their schedules can accommodate the rigorous amount of time and dedication needed to take one or more AP courses.

Program Details:

- Students must complete the applicable AP course and sit for the corresponding AP examination given in May of the school year in which the course was taken.
- AP Courses can be spread throughout students' schedules based on their availability and student request.

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- Unlike IBDP courses, AP courses do not have a set number of required courses that students must take.
- Benjamin E. Mays High School currently offers the following Advanced Placement courses:
 - *Calculus AB (subject to availability; see entrance recommendations below)
 - Statistics
 - English Language and Composition
 - English Literature and Composition
 - Gov't/US
 - United States History
 - World History
 - Music Theory

Benefits:

- Each AP course has an extra ten point “weight” reflected on the student’s transcript. Therefore, if a student earned 95% in any AP course, it would be recorded as 105%.
- Students who take AP (and IB) courses generally perform better in those subjects in college than those who have not.
- Students can receive college credit for every AP exam/subject with a qualifying score of at least 3 out of 5.
- Students have the flexibility to choose between a variety of CTAE, and Dual Enrollment courses while taking AP classes.

Entrance Recommendations:

(Entrance recommendations for certain AP classes may vary. However, enrollment in an AP course at BEMHS may include the following :)

- A score of at least 85% or higher in the previous subject area course.
- A recommendation from the previous subject area course teacher.
- A commitment to taking the culminating AP examination (as long as cost is not a restriction).
- *Note:
 - In most instances, students will need to have taken Pre-Calculus prior to enrolling in AP Calculus.
 - *If students do not meet the recommendations to enter an AP course, the parent and student wish to pursue the course anyway. Both parties may be asked to sign a waiver relinquishing responsibility for the school if the parent’s decision negatively affects the student’s performance and/or graduation status.*

Expectations and Removal from the AP Program:

- All students that take an AP course at BEMHS are expected to take the corresponding AP examination.
- Failure in the first semester of an AP course can possibly result in the student’s removal from the course. If it is a graduation requirement, the student would also need to make up the general equivalent to the failed semester of the course either via AVA (Atlanta Virtual Academy), summer school, or during the following school year.
- If a student fails both semesters of an AP course and the course is a graduation requirement, the student will need to make up both semesters of the applicable equivalent of the failed course.

Inclusion Policy:

Benjamin E. Mays High School encourages access into the AP Program by identifying and removing barriers to equity in learning. Policies that govern inclusion through federal, state, and local school district legislation will be honored through extensions of IB and AP pedagogy that promote student exposure to individualized teaching and learning.

Academic Honesty

Classroom instructors will determine how source materials will be documented i.e., MLA, APA, Chicago, etc. Acknowledgment of all source materials, whether visual, audio, graphic, lectures, interviews broadcasts, maps are subject to proper documentation throughout student documents, films, and oratories as well as on Works Cited page(s) is needed. Instances of academic dishonesty can result in various disciplinary consequences ranging from ISS to removal from the AP Course.

Assessment Policy and Fees:

To be eligible for college credit, students must take the applicable AP examination. Parents and students must sign an agreement prior to November of the applicable school year stating that the student will commit to sitting for the corresponding AP Examination. This will ensure that APS pays 90% of the exam cost for one exam. Otherwise, parents may be asked to pay the entire cost of the AP examinations.

Cost:

The fee for each AP Exam is \$94. The Georgia Department of Education pays for one exam and half the cost of a second exam for each economically disadvantaged student. For the 2022-2023 school year, APS should cover 90% of AP Exam costs for all students at BEMHS. Ultimately, for the 2023 AP exam session, we anticipate families would pay no more than \$10 per subject.

BEMHS Basic Course Sequence for High School Graduation

		<u>9TH GRADE</u>	<u>10TH GRADE</u>	<u>11TH GRADE</u>	<u>12TH GRADE</u>
1.	ENGLISH (4 Credits)	9th Literature	10th Literature	American Literature or AP Language and Composition*	British Literature or AP Literature*
2.	MATH (4 Credits)	GSE Algebra I	GSE Geometry	GSE Algebra II	GSE Pre-Calculus or 4th Math Option
3.	SCIENCE (4 Credits)	Biology	Chemistry or Environmental Science	Physics	Human Anatomy or AP Biology*

4.	SOCIAL STUDIES (3 Credits)	American Government	World History or AP World History*	US History or AP US History*	Economics or AP Economics*
5.	PHYSICAL EDUCATION (1.5 Credits)	Personal Fitness and Health	Elective P.E.	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)
6.	WORLD LANGUAGE (2 Credit minimum)	SPANISH 1 FRENCH 1	SPANISH 2 FRENCH 2	SPANISH 3 FRENCH 3	ELECTIVE (OPTIONAL)
7.	ELECTIVE (5 Total; 3 to complete Pathway)	ELECTIVE (YEAR 1)	ELECTIVE (YEAR 2)	ELECTIVE (YEAR 3)	ELECTIVE (OPTIONAL)
8.	ELECTIVE (5 Total; 3 to complete Pathway)	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)

*Also, students are required to complete and submit 75 hours of **COMMUNITY SERVICE** by Spring of Senior Year to graduate. For the class of 2023, the 40 hours of Community Service are required for graduation This is work .5 Credit toward graduation. Community Service was waived for the 2021-2022 school year.*

English Language Arts Course Offerings

23.061000 9th Grade Literature and Composition

This course focuses on the study of literary genres; the students develop a novice understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form regarding interpretation. The students read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres including: narrative, expository, persuasive, and technical. The students 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. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. *Prerequisite: None*

23.061004 9th Grade Literature and Composition Honors

This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It focuses on the study of literary genres; the students develop an initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form regarding interpretation and analysis. The students read across the curriculum to develop academic and personal interests in different subjects. While the focus is

technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. 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. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. *Recommended Prerequisite: None*

23.062000 10th Grade Literature and Composition

This theme-based course focuses on a study of world literature and documents from American History. The students explore the effect of themes regarding interpretation as well as developing an understanding of chronological context and the relevance of period structures in literature within world cultures. 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 various times and places in the world is a major part. The student will also show competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writing, 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. *Prerequisite: 9th Grade Literature and Composition*

23.062004 10th Grade Literature and Composition Honors (10th Grade)

This theme-based course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It focuses on a study of world literature and documents from American History. The students explore the effect of themes regarding interpretation as well as developing an understanding of chronological context and the relevance of period structures in literature within world cultures. 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 writing, 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. *Recommended Prerequisite: 9th Grade Literature and Composition (Honors) or 85+ in 9th Grade Literature and Composition and Language Arts teacher recommendation.*

23.053000 Advanced Placement (AP) Language and Composition

This course exposes students to college-level rigor and provides them with opportunities to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. It is designed for 11th grade students who have previously demonstrated proficiency in reading and writing. Students are expected to take the Advanced Placement examination upon completion of the course. Summer assignments are required. This course module must be taught in the 11th grade and is recommended as a designated substitute for American Literature. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. *Prerequisite: 1150 Lexile Score AND 10th Grade – 90+ in 9th Grade Literature and Composition (Honors) and Language Arts teacher recommendation. 1150 Lexile Score AND 11th Grade - Recommend 85+ in 10th Grade Literature and Composition Honors or 90+ in 10th Grade Literature and Composition with Language Arts teacher recommendation.*

23.051000 American Literature and Composition (11th Grade)

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 writer's purposes, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. *Prerequisite: 10th Grade Literature and Composition*

23.052000 British Literature and Composition (12th Grade)

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 presentation skills are also included in this course. *Prerequisite: American Literature and Composition*

23.065000 Advanced Placement (AP) Literature and Composition (12th grade)

This course is designed for seniors who have previously demonstrated proficiency in reading and writing. Students gain exposure to college-level rigor and accountability. The course includes intensive study of works from various genres and challenges students to contemplate various genres of literature through expository, argumentative, and analytical writing and discourse. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute British Literature or Advanced Composition. *Prerequisite: Recommend 50% in Critical Reading on the PSAT; 1300 Lexile Score AND unweighted 85+ in Advanced Placement Language and Composition or 85+ in American Literature and Composition with Language Arts teacher recommendation*

ELECTIVES

23.03200 Journalism I

This course is designed as an introduction to print media. Students will explore the history of American media and the responsibilities of the media. They will develop composition and grammatical skills through an in-depth study of news writing in areas such as features, editorials, sports, and reviews. *Prerequisite: none*

23.03300 Journalism II

This course introduces students to the production of a newspaper. Students will study staff organization, editing and layout, photography, and advertising. Students will further their skills in editing and layout,

photography and the selling and production of advertising. Students will also explore careers in print media as well as mass media. *Prerequisite: Journalism I and teacher recommendation.*

23.03400 Journalism III

This course is an extension of Journalism I and II; the students will enhance and hone the skills in journalistic writing, with a 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. *Prerequisite: Journalism II and teacher recommendation.*

23.181000 Oral and Written Communication

This course is designed for 9th graders who need more intensive assistance in mastering reading and language arts skills. The course is an elective taken in addition to the 9th grade literature course and will be computer based.

Prerequisite: Computer Adaptive Assessment System score in the lowest 25th percentile.

Mathematics Course Offerings

27.09900 GSE Algebra I

GSE Algebra I is the first course in a sequence of three required high school mathematics courses designed to ensure that students are college and career ready. The course represents a discrete study of algebra with correlated statistical applications. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A state mandated Georgia Milestones End-of-Course Assessment is required and counts 20% of the student's overall course grade. *Prerequisite: Placement is based on 8th grade Math course test average, teacher recommendation, a BEMHS Placement Test and/or the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.*

27.0990041 GSE Algebra I Honors

GSE Algebra I Honors is the first course in a sequence of three required high school mathematics courses designed to ensure that students are college and career ready. The course represents a discrete study of algebra with correlated statistical applications. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A state mandated Georgia Milestones End-of-Course Assessment is required and counts 20% of the student's overall course grade. In addition to the general curriculum, students are expected to complete Independent Study activities several times throughout the year.

Recommended Prerequisite: Proficient or Distinguished score on previous years Georgia Milestone; Or teacher recommendation if one did not meet that standard.

27.19970 GSE Algebra I Support

The purpose of GSE Algebra 1 Support is to provide additional support to students in their effort to meet the standards of the GSE Algebra I course. This course should be taught concurrently with a student's regular math class, giving extra time, and using a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course focuses on mastery of the standards being taught in the GSE Algebra I. Continual progress monitoring is used to assess and diagnose each student's strengths and weaknesses. Multiple representations of concepts (tables, charts, graphs, verbal descriptions) are used as often as possible. There is also a strong emphasis on building a positive disposition toward learning mathematics. One full unit of elective credit is earned for this course. Prerequisite: This course is paired with the student's Algebra 1 class so that the student is able to take Mathematics every day. *Placement is based on 8th grade Math course test average, teacher recommendation, BEMHS Placement Test and the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.*

27.09910 GSE Geometry

GSE Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. *Prerequisite: Placement is based on successful completion of GSE Algebra I.*

27.19980 GSE Geometry Support

The purpose of GSE Geometry Support is to provide additional support to students in their effort to meet the standards of the GSE Geometry course. This course should be taught concurrently with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses. This course focuses on mastery of the standards being taught in the GSE Geometry. Continual progress monitoring is used to assess and diagnose each student's strengths and weaknesses. Opportunities are provided for students to review content with a focus on standards not previously mastered. Opportunities are also provided for students to preview math concepts to be addressed in the GSE Geometry Course, including prerequisite skills necessary for those concepts, vocabulary, and definitions. In this course, students are engaged in doing mathematics, explaining their thinking, and justifying their work. Multiple representations of concepts (tables, charts, graphs, verbal descriptions) are used as often as possible. There is also a strong emphasis on building a positive disposition toward learning mathematics. One full unit of elective credit is earned for this course. Prerequisite: This course is paired with the student's Geometry class so that the student can take Mathematics every day. *Placement is based on Algebra 1 course test average, teacher recommendation, a BEMHS Placement Test and the Georgia Milestones Algebra 1 End-of-Course Assessment.*

27.0990045/46 GSE Algebra I Honors (Semester 1) and 27.0992045/46 GSE Algebra II Honors (Semester 2) Students enrolled in these courses will complete 2 years (2 credits) of high school mathematics in one school year. First semester students will complete all of GSE Algebra I and will be

enrolled in math every day. Second Semester they will take all of GSE Algebra 2. A state mandated Georgia Milestones End-of-Course Assessment is required and counts 20% of the student's overall course grade at the end of GSE Algebra I (Semester 1.) *Prerequisite: Placement is based on 8th grade course test average, teacher recommendation, and MAP Scores.*

27.09920 GSE Algebra II

GSE Algebra II is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. *Prerequisite: Placement is based on successful completion of GSE Geometry.*

27.09740 GSE Pre-Calculus

This course is the third in a sequence of mathematics courses designed to ensure that students are prepared to take higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. *Prerequisite: Placement is based on a successful completion of GSE Advanced Algebra, Algebra II/Advanced Algebra course test average, teacher recommendation, teacher recommendation, and/or a BEMHS Placement Test.*

27.07200 Advanced Placement (AP) Calculus AB

This course follows the College Board syllabus for the Advanced Placement Calculus AB Examination. It includes properties of functions and graphs, limits and continuity, differential and integral calculus. This course is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. Topics include limits of functions, asymptotic and unbounded behavior, continuity, The Mean Value Theorem, Chain rule and implicit differentiation; Riemann sums, and the Fundamental Theorem of Calculus. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. *Prerequisite: 85+ in Pre-Calculus; 50+ Mathematics score on the PSAT, and teacher recommendation.*

27.0740 Advanced Placement (AP) Statistics

The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling, and experimentation, expecting patterns, and statistical inference. Students use technology, investigations, problem solving, and writing to build conceptual understanding. *Prerequisite: 85+ in Algebra II/Advanced Algebra and teacher recommendation.*

27.0850000 Advanced Mathematical Decision Making

Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries,

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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.

Science Course Offerings

26.01200 Biology

This freshman-level course is designed to continue student investigations of the life sciences that began in grades K-8 and supply students with the necessary skills to be proficient in biology. This curriculum includes 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. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. *Prerequisite: None*

Biology Honors

Honors Biology is an accelerated course designed for students interested in pursuing advanced sciences. 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. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. Students will also be required to successfully complete a science research project to be presented at the local level. *Recommended Prerequisite: Proficient or Distinguished performance on Grade 8 EOG Milestone in Science.*

40.05100 Chemistry

This course is designed to continue student investigations of the physical sciences that began in grades K8 and provide students with 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. *Prerequisite: Math and Biology with an average grade of 80 or better in each course.*

Chemistry Honors

This advanced level course introduces 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. *Recommended Prerequisite: Biology, Teacher Recommendation, Math and Science grades of 85 or better.*

26.06100 Environmental Science

This course 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, mathematics, and technology concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized. *Recommended Prerequisite: Biology*

40.08100 Physics

This course 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 is a math-based science class. Students will be expected to perform advanced Algebra functions. *Prerequisite: Currently taking Advanced Algebra or Algebra II or equivalent.*

26.07300 Human Anatomy and Physiology

This course 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 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. *Prerequisite: Biology, Chemistry*

Social Studies Course Offerings

45.05700 American Government/Civics (9th)

This one semester course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy was developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. *Prerequisite: None (This course meets the graduation requirement).*

45.08300 World History (10th)

This year-long course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change, continuity, and globalization at the beginning of the 21st century. *Prerequisite: None (This course is a graduation requirement).*

45.08110 Advanced Placement (AP) World History (10th)

This year long course conforms to the College Board topics for the Advanced Placement World History Exam. Topics covered in the course include the study of cultural, political, social, and economic history. This course stresses research and writing skills. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. *Prerequisite: 85+ (weighted) in American Government and teacher recommendation. (This course may substitute for World History – graduation requirement).*

45.08100 U.S. History (11th)

This year-long course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century. A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade. *Prerequisite: None (This course is a graduation requirement).*

45.08200 Advanced Placement (AP) U.S. History (11th)

This course conforms to the College Board topics for the Advanced Placement United States History Exam. Topics covered in this course include 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. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 11th grade and is recommended as a designated substitute for US History. A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade. *Prerequisite: Grade of 90+ in previous grade social studies. AP World History is highly recommended. (This course may substitute for US History- graduation requirement).*

45.06100 Economics (12th)

This one semester ½ credit course provides students with a foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade. *Prerequisite: None (This course is a graduation requirement).*

Social Studies Elective Course Offerings

45.01200 Current Issues (11th and 12th)

This one semester course analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. This course integrates and reinforces social studies skills. *Prerequisite: None*

45.01500 Psychology (11th and 12th)

This one semester 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. This course integrates and reinforces social studies skills. *Prerequisite: None*

45.03100 Personal Finance (12th)

This one semester course investigates principles of sociology, the individual in groups, social institutions, social control, and the use of research methods to examine social problems. This course integrates and reinforces social studies skills. *Prerequisite: None*

35.067100 College Success I and II (One Goal)

The One Goal course is a 3-year course continuing into the students first year of college with curriculum that supplies high school juniors and seniors' opportunities and resources to explore college as a realistic, attainable, post-high school choice. It includes an intensive college awareness curriculum and emphasizes building academic behaviors of successful students.

35.067100 College Success I, II, III (AVID)

The One Goal course is a 3-year course continuing into the students first year of college with curriculum that supplies high school juniors and seniors' opportunities and resources to explore college as a realistic, attainable, post-high school option. It includes an intensive college awareness curriculum and emphasizes building academic behaviors of successful students.

35.06800 High School Transition

The course is designed as a bridge to bring students on the same page for high school. We all come from various places and are all at different points in our life. H.S. Transitions allows us to explore our own sense of self and identity while giving us the tools to be successful as we navigate high school. This will be an active class and will be quite unlike any of your other H.S courses here at BEMHS.

45.0191001 Introduction to African American Black Studies

The major purpose of this course is to develop an understanding of the role and contributions of African Americans to the growth and development of the United States. The course offers opportunities to examine the historical significance of African Americans from African Origins through present times.

World Languages Course Offerings

Level I French & Spanish (9th to 12th)

The Level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers will adjust vocabulary and content to reflect developmentally proper interests. A vital component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999). *Prerequisite: None*

Level II French & Spanish (9th to 12th)

The Level II language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999). *Prerequisite: Modern Languages (ML) Level I French & Spanish (9th to 12th)*

The course description is the same for Level II; however, a high-level proficiency (H-designation) for breadth, depth, and scope of real-world subject matter enlivens theme-based instruction to support the critical thinking and test-taking as well as the reading, writing, listening, and speaking skills needed to succeed at the pre-scholar level for other aligned honor courses, including the International Baccalaureate Diploma Program (IBDP) and Advanced Placement (AP). While Depth of Knowledge (DOK) underscores the importance of recall, guided skills, and constructs for the developmental modes of communication: interpersonal, interpretive, and presentational, an accelerated curriculum ensures rigorous activities that engage strategic and extended thinking for varying degrees of linguistic competence in the target language. *Prerequisite: Modern Languages (ML) Level I and teacher recommendation*

Level III French & Spanish (9th to 12th)

The Level III language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level II course or are at a Novice-Mid to Novice-High level of proficiency. Students use basic language structures with accuracy and recombine learned material to

express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. By the end of Level III, students will exhibit Novice- High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999). *Prerequisite: Modern Languages (ML) Level II*

Career Technical and Agricultural Education (CTAE) Course Offerings

Audio/Visual Technology & Film (AVTF) Pathway

10.51810 Audio/Visual Technology & Film I

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, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network 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. The prerequisite for this course is advisor approval.

10.51910 Audio/Visual Technology & Film II

This 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 Setup and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network 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.

10.52010 Audio/Visual Technology & Film III

This 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, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network 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.

Engineering and Technology Pathway

21.42500 Foundations of Engineering and Technology

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the

engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project-based activities while using an engineering design process to successfully master the “E” in STEM. The prerequisite for this course requires approval from an advisor.

21.47100 Engineering Concepts

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. The prerequisite for this course is Foundations of Engineering and Technology.

21.47200 Engineering Applications

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. The prerequisite for this course is Engineering Concepts.

Financial Services Pathway

07.441300 Intro to Business Technology

This 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 technological 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.

07.426000 Financial Literacy

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!

07.431000 Banking, Investing, and Insurance

This course explores the financial world as students dive into the fundamental areas of financial services, including banking, investing, and insurance. The basics of banking and credit include a brief history of money and banking, negotiable instruments, the 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.

Games Design Pathway

11.44600 Introduction to Software Technology

Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development 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 programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

11.471000 Computer Science Principles

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. 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.

11.429000 Game Design: Animation and Simulation

Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Finally, level design, storytelling, and animation are added to develop a virtual world around the characters. These same techniques are at work in training simulator systems, virtual shopping experiences, augmented reality, and many other important career options. Schools offering this program can provide a foundation of traditional drawing, illustration, and art courses to make way for 2D and 3D animation, storytelling, character development, audio, and game technology.

Graphic Design Pathway

48.56100 Introduction to Graphics and Design

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. *Prerequisites for this course is adviser approval.*

48.56200 Graphic Design Production

As the second course in the Graphics Design Pathway, 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. *The prerequisite for this course is Introduction to Graphics and Design.*

48.52800 Advanced Graphic Design

Students will continue 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.

Sports Medicine Pathway

25.521000 Intro to Healthcare

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.

25.440000 Essentials of Healthcare

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. 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.

25.446000 Sports Medicine

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.

JROTC Pathway (Grades 9-12)

28.03100 JROTC Army Leadership Ed 1

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. Basic leadership skills include leadership principles, values and attributes and communications skills are integrated throughout the course. 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.

Prerequisite: None.

28.03200 JROTC Army Leadership Ed 2

This laboratory course is designed to build on the self-discovery skill sets taught in JROTC 1. As self-directed learners, students study fundamental citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness are 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 JROTC curriculum is enhanced through physical fitness activities and extracurricular and co-curricular activities that support the core employability skills standards.

Prerequisite: JROTC Army Leadership Ed 1

28.03300 JROTC Army Leadership Ed 3

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards. *Prerequisite: JROTC Army Leadership Ed 2*

28.03400 JROTC Army Leadership Ed 4

This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1-3. It focuses on creating a positive leadership situation, negotiating, decision-making, problem solving, planning, team development, project management, and mentoring. It provides the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. It emphasizes physical fitness through healthy individuals and groups competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. It explores various methods of determining distance, direction, and locations as well as environmental issues. Concepts of democracy and freedom and how to influence local governments are discussed. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful

completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military. *Prerequisite: JROTC Army Leadership Ed 3*

Work-Based Learning (Jobs, Internships, Apprenticeships)

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL (Work Based Learning) placement, a student must be in 12th grade and at least 16 years old. Students must also have a defined Career Pathway and must be a CTAE pathway completer (or at the very least enrolled in the third level course of the pathway) to participate in the Work-Based Learning program. This is especially important for successful completion of a student's pathway in that their job placement is related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. There are several opportunities for students to participate in work-based learning. These opportunities include employability skill development, Cooperative Education, Internships and Youth Apprenticeship.

Fine and Performing Arts Course Offerings

Band

53.0361 Beginning Band I

This course 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. *Prerequisite: None*

53.0362 Beginning Band II, III & IV

Enhances level-one skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production, analysis, and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble, stresses individualized learning and group experiences. *Prerequisite: Beginning Band or Orchestra I AND/OR Audition and teacher approval.*

53.0371 Intermediate Band I

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. *Prerequisite: Beginning Band or Orchestra AND/OR Audition and teacher approval.*

53.0372 Intermediate Band II & III

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. *Prerequisite: Intermediate Band I AND/OR Audition and teacher approval.*

53.0381 Advanced Band I, II, III & 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. Prerequisite: Intermediate Band AND/OR Audition and teacher approval.

Chorus

54.0231001 Beginning Mixed Chorus I

Provides opportunities to develop performance skills and knowledge in 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. Stresses individual progress and group experiences.

54.0221001 and 540222001 Intermediate Mixed Chorus I & II

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. Stresses individual progress and group experiences.

54.0231001 Advanced Mixed Chorus I

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. Prerequisite: Beginning Women's Chorus I AND/OR Audition and teacher approval. This section is also designated for all incoming male 9th grade singers

54.0232001, 54-0233001 and 54-0234001 Advanced Mixed Chorus II, III & IV

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. *Prerequisite: Beginning Women's Chorus I, Intermediate Women's Chorus I, Advanced Mixed Chorus I, AND/OR Audition and teacher approval.*

Piano

53.09410 Beginning Piano Techniques I

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.

53.09420 Beginning Piano Techniques II

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.

53.09510 Intermediate Piano Techniques I

Offers opportunities for intermediate-level performers to increase performance skills and knowledge 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. Provides an individualized setting.

53.09520 Intermediate Piano Techniques II

Enhances level-one skills and provides intermediate-level performers with 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.

Dance

51.021100 Ballet I

This course introduces basic ballet techniques; covers placement, turnout, body lines, epaulement, adagio, and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. *Prerequisite: None.*

51.02200 Ballet II

This course 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. *Prerequisite: Ballet I.*

51.02300 Ballet III

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

51.02400 Ballet IV

Enhances level-three skills; emphasizes advanced-level technical skills, technique development, artistic growth and individual style. *Prerequisite: Ballet III.*

Orchestra

53.0561 Beginning Orchestra I

This course 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. Prerequisite: None

53.0562 Beginning Orchestra II

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. Prerequisite: Beginning Band or Orchestra I, AND/OR Audition and teacher approval.

53.0571 Intermediate Orchestra I, II & III

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. Prerequisite: Beginning Orchestra AND/OR Audition and teacher approval.

53.0581 Advanced Orchestra I, II, III & 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. Prerequisite: Intermediate Orchestra AND/OR Audition and teacher approval.

Theater

52.0330000 Theater Arts/Acting I

This course Theater 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. *Prerequisite: None.*

52.04100 Theater Arts/Technical Theater I

Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, makeup, and costumes. *Prerequisite: Theater Arts/Fundamentals I and/or teacher approval.*

Visual Arts

50.0211 Visual Arts/Comprehensive I Prerequisite for ALL Visual Arts courses.

This course 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.

Prerequisite: None

50.0313 Visual Arts/Drawing & Painting I

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. *Prerequisite: Visual Arts Comprehensive I or Portfolio Review with teacher approval.*

50.0314 Visual Arts/Drawing & Painting II

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. *Prerequisite: Visual Arts Comprehensive I and Drawing and Painting I.*

50.0611 Visual Arts/Sculpture I

Introduces the design and production of relief sculpture and sculpture-in-the-round. Emphasizes 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. *Prerequisite: Visual Arts Comprehensive I & Ceramics I.*

Electives

53.014 Music Appreciation

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. *Prerequisite: None.*

53.023 AP Music Theory

Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. *Prerequisite: Level I Music Course with teacher approval.*

Health and Physical Fitness Course Descriptions

- *Students can exempt the Personal Fitness/Health graduation requirement with 3 credits of JROTC.*
- *Students can exempt the .5 credit of additional PE with 2 seasons of Varsity sport or one credit of Advanced Band.*

17.01100 Health (9-12)

Description: Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Required for graduation. *Prerequisites: None*

36.05100 Personal Fitness (9-12)

Personal Fitness is designed to motivate students to achieve lifetime personal fitness with an emphasis on the health-related components of physical fitness. Required for graduation. *Prerequisites: None*

36.0210099 Intro to Team Sports (9-12)

Introduction to Team Sports introduces fundamental skills, strategies, and rules associated with team sports such as volleyball, soccer, softball, team handball, and flag football. *Prerequisites: Personal Fitness*

36.022001 Introduction to Lifetime Sports (9-12)

Lifetime Sports is designed to introduce students to three different lifetime sports with no one sport less than 4 weeks and not more than 8 weeks. *Prerequisites: Personal Fitness*

36.02700 Recreational Games (9-12)

Recreational Games Introduces recreational games and activities with an emphasis on self-officiating and sportsmanship. *Prerequisites: Personal Fitness*

36.05400 Weight Training (9-12)

Weight Training Introduces weight training; emphasizes strength-development training and proper lifting techniques. *Prerequisites: Personal Fitness*