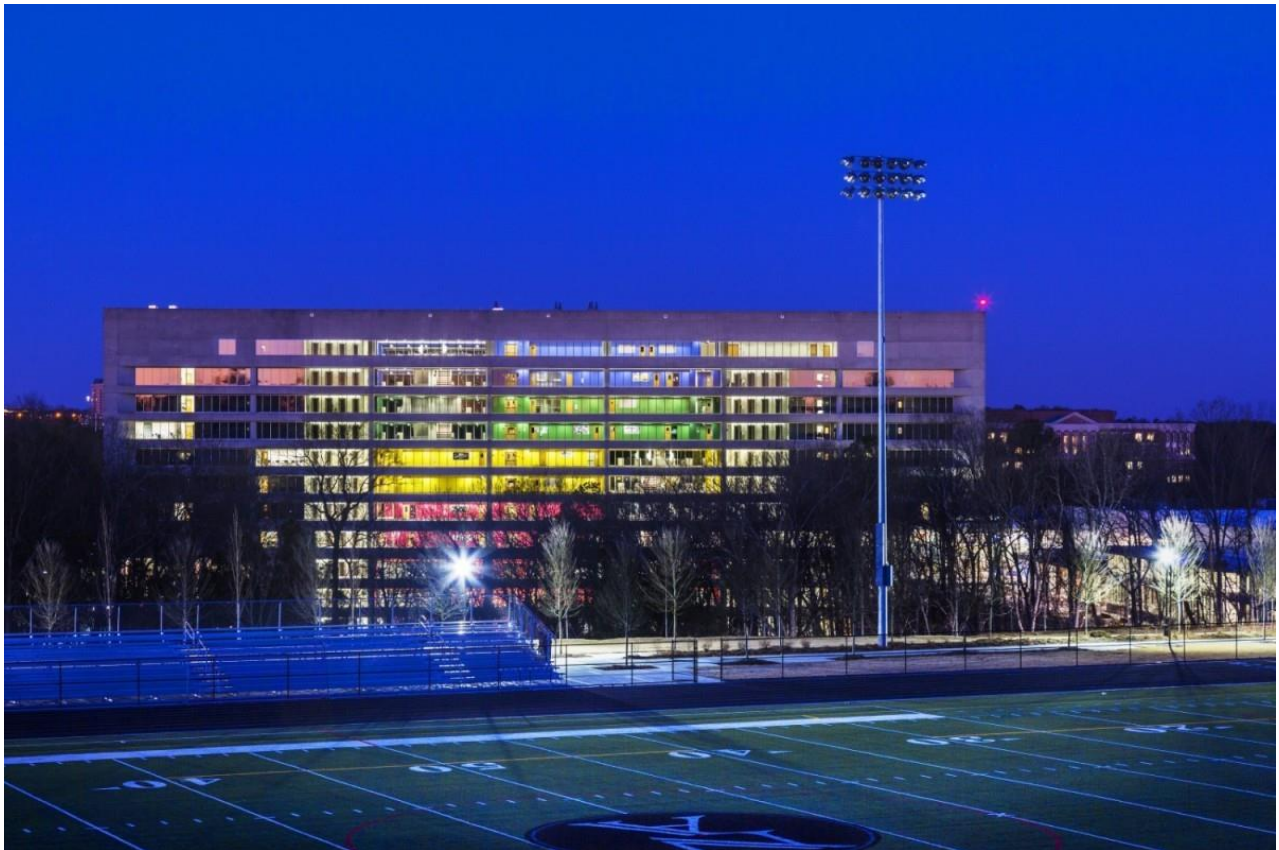




North Atlanta High School



An International Baccalaureate World School



2018-2019

Academic Planning Guide

404-802-4700

<http://www.northatlantahigh.org>

North Atlanta High School

Administration

Principal.....	Curtis Douglass
Assistant Principal.....	LaKeicia Bonner
Assistant Principal (9 th Grade).....	Lincoln Woods
Assistant Principal (11 th Grade).....	Angela Mitchell
Assistant Principal (12 th Grade).....	Jill Stewart
Assistant Principal (10 th Grade).....	Yvette Williams

School Counseling Department

Counselor Class of 2019.....	Kaye Boykin
Counselor Class of 2019.....	Marc Genwright
Counselor Class of 2020.....	Darryl Robinson
Counselor Class of 2021.....	Shellie Marino
Counselor Class of 2022.....	Dionne Williams

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Academic Program

North Atlanta High School operates on a two-semester system with each semester being approximately 18 weeks. Credit is established in units. There are a total of 8 courses a student takes in a year. Each course meets every other day (an A/B day rotation) for approximately an hour and a half and carries one-half unit of credit upon successful completion of the semester. It is possible to earn four units of credit per semester, or a total of eight units per year, if all classes are successfully completed. This is called a 4 x 8 schedule.

During the 4 years (8 semesters) of high school, students may earn a total of 32 units of credit. Classes are offered based on minimum enrollment to support the program. The variety of course offerings in each department will give you the necessary prerequisites for your future activities, whether they include college, technical school, military service or work. Some courses have prerequisites. A prerequisite is a requirement that you must have before you take a course. Some courses are sequential and must be taken in order. World Language and Mathematics are courses that are sequential in nature.

Please begin thinking and planning your future goals early in high school so that you will be well prepared upon graduation. Students must pass any course in which a Georgia Milestones End of Course Assessment is given. That test, by law, comprises 20% of the overall class grade in those 8 courses.

Advisory/Social Emotional Learning

Twice a month, after 1st period, we hold an hour long advisory session. We focus on social emotional learning, as well as grade level specific lessons. Ninth grade lessons include time management, study skills and four-year planning. Tenth grade lessons include transcript review, college entrance exam information and working on the IB MYP Personal Project. Eleventh grade lessons include a focus on meeting graduation requirements and preparation for college and career options. Twelfth grade lessons are focused on post-graduation college and career planning.

Athletics Eligibility

The Georgia High School Athletic Association requires the following accumulation of Carnegie units towards graduation according to the following criteria:

- First-year students are eligible first semester. They must earn 2.5 units the first semester in order to be eligible for the spring semester.
- Second-year students must have accumulated 5 total units in the first year, and have earned 2.5 units the previous semester.
- Third-year students must have accumulated 11 total units in both years, and have earned 2.5 units the previous semester.
- Fourth-year students must have accumulated 17 total units in all three years, and have earned 2.5 units the previous semester.

Community Service

In order to meet graduation requirements, students must earn and submit 75 hours of volunteer service during non-school time in agencies approved by the Atlanta Public Schools. Students may

begin serving their hours after eighth grade promotion. Documentation of these hours should be submitted to the counselor by the conclusion of their first semester of senior year. Students should see their assigned counselor for more information. For any questions about the IB Diploma Programme CAS (Creativity, Activity and Service) hours, please see the IB DP Guide.

ESOL Program

We offer English to Speakers of Other Languages (ESOL) classes to students whose first language is not English and who, based on a state approved assessment, need assistance in mastering English. Classes are offered at NAHS and provide for core content credit as well as elective credit. For more information, please speak with your counselor. Si usted necesita una copia de este documento en un idioma otro que el inglés, por favor llame al número siguiente, 404-802-7580. Interpretaciones/traducción y otros servicios relacionados están disponibles bajo petición.

Georgia Student Finance Commission HOPE & Zell Miller Scholarship Programs

Georgia has two merit based scholarship programs; HOPE and Zell Miller. The HOPE Scholarship is available to Georgia residents who have demonstrated academic achievement. The scholarship provides money to assist students with the educational costs of attending college in Georgia. A student must have a 3.0 cumulative, CORE grade point average to earn standard HOPE. All credits attempted in the core subjects will be averaged by the Georgia Student Finance Commission using a true 4.0 scale to calculate eligibility.

The Zell Miller scholarship will offer full tuition to students who graduate from high school as a valedictorian or salutatorian or those who graduate from high school with a minimum 3.75 GPA, an ACT composite of 26+, a 1200+ in the reading and math portions of the old SAT. To continue receiving the Zell Miller Scholarship, students will have to maintain a 3.3 grade point average while attending college.

Students are required to have a valid Social Security number and are strongly encouraged to submit a FAFSA to receive HOPE/Zell Miller scholarship funds.

For additional information on all HOPE scholarships, please visit www.gafutures.org

Gifted and Talented Services

Students eligible for gifted services may be scheduled for selected gifted courses by grade. These courses vary by content and grade level. For more information about gifted services at the high school level, please see the following site or contact our Gifted Co-Chairs, Dr. Usha Patke and Dr. Deanna Hasty.

<http://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/8419/FAQ.High%20School%20FAQ%202016-17.pdf>

Grades/Grading Scale

Student numerical grades will be based on the following grading scale, as defined by the Atlanta Public Schools.

A = 90-100	Distinguished mastery of state standards
B = 80-89	Proficient mastery of state standards

- C = 70-79 Developing mastery of state standards
 F = 0-69 Beginning mastery of state standards
 NG = No evaluation at this time
 NGE= No Grade due to missing EOC Milestone Exam

Graduation Requirements

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

Course Requirements

Area of study	Units required for Ninth-graders entering in 2013-2014 and beyond <i>Required courses in italics</i>
English/Language Arts	<p style="text-align: center;">4</p> <p><i>1 unit Ninth Grade Literature/Composition</i> <i>1 unit American Literature/Composition</i> 2 units <i>English/Language Arts Core, including AP/IB courses</i></p>
Mathematics	<p style="text-align: center;">4</p> <p><i>1 unit Mathematics 1, GSE Algebra, or equivalent</i> <i>1 unit Mathematics 2, GSE Geometry, or equivalent</i> <i>1 unit Mathematics 3, GSE Advanced Algebra, or equivalent</i> 1 additional unit <i>Mathematics Core, including AP/IB courses</i> <i>*See requirements for students with disabilities below</i></p>
Science	<p style="text-align: center;">4</p> <p><i>1 unit Biology 1</i> <i>1 unit Physical Science or Physics 1</i> <i>1 unit Chemistry 1, Earth Systems, Environmental Science or an AP/IB course</i> 1 unit <i>Science Core, including AP/IB courses</i></p>
Social Studies	<p style="text-align: center;">3</p> <p><i>1 unit United States History</i> <i>1 unit World History</i> $\frac{1}{2}$ unit <i>Economics/Business/Free Enterprise</i> $\frac{1}{2}$ unit <i>American Government/Civics</i></p>
Modern Language/Latin	<p style="text-align: center;">2</p>

	<i>2 units of the same modern language, Latin, American Sign Language, or computer science</i>
Career, Technical and Agricultural Education, Modern Language/Latin or Fine Arts	1
Physical Education	1 <i>½ unit Personal Fitness</i>
Health	½ <i>½ unit Health</i>
Community Service	½
Required	20
Electives	4 <i>3 units related to the same state-defined thematic pathway recommended</i>
Total	24

Guidance Opportunities

School Counselors are available to meet with students regarding academic, personal/social or career development needs. Students should make appointments to see a school counselor either before school, after school or during their lunch periods. To see a counselor during a class period, students should request permission from their teacher and obtain a hall pass.

High School Grade-Point Averages

To recognize the additional effort required of students who enroll in Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and college-level courses in core content areas and world languages taken, 10 points will be added to the final numeric grade for each AP, IB or core dual-enrollment course that is passed with a grade of 70 or above.

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

High School Graduation Plans

Each high school student shall have an individual graduation plan, and school counselors shall monitor student progress toward graduation. This will be maintained on line as well in the Multi-Year Academic Planner. Students at risk of not graduating on time should receive increasing levels of support and intervention based on need.

Honor Roll

Students who earn a semester weighted GPA of 85-89 and have no grades lower than 75 will be placed on the Honor Roll. Students who earn a semester weighted GPA of 90-93 and have no grades lower than 80 will be placed on the High Honor Roll. Students who earn a semester weighted GPA of 94 and above and have no grades lower than 85 will be placed on the Principal's

Honor Roll. All students with a 90 or better will get a special A Award that allows them special access to a non-playoff sporting event and special performances held at North Atlanta at no charge. We also will have an academic letter award for students who earn Principal's Honor Roll for both 1st and 2nd semester.

International Baccalaureate

North Atlanta is an International Baccalaureate World School. We implement a fully authorized Middle Years Program (MYP), which all 9th and 10th graders are participants. We also have the Southeast's oldest IB Diploma Program and were recently authorized to be an IB Career-Related School in 2017. For more information about the IB programs offered, please see their supplementary guides.

On Line Options (AVA programs)

Online course work, for credit recovery and for initial credit, is offered at North Atlanta High School through the Atlanta Virtual Academy (AVA). Credit recovery is available to all grade levels with priority given to seniors. Most core classes, and some AP and electives classes, are available online through our online program, which is free of charge. Students must confer, seek approval, and apply for such courses with their assigned counselor and lastly finalize enrollment with graduation coach Ms. Jones. See your school counselor for more information. To see AVA course offerings, visit www.atlantapublicschools.us/ava.

Pathway Completion

Each student is encouraged to complete either an Advanced Academic, Fine Arts, CTAE or World Languages pathway.

Advanced Academic Pathways: An Advanced Academic Pathway may be followed in any of the following content areas: English, mathematics, science or social studies. Students complete an Advanced Academic Pathway when they have completed the required courses for graduation and one of the courses listed in the student's course history is either AP, IB or dual enrollment. Additionally, students must earn credits in two sequential courses in one world language.

Fine Arts Pathway: Students complete a Fine Arts Pathway when they have completed three courses in either Visual Arts, Band, Chorus, Guitar, Orchestra, Theater, Dance, or Journalism.

World Language Pathway: Students complete a World Language Pathway when they have completed three courses in the same World Language.

CTAE Pathway: Students complete a CTAE Pathway when they complete a series of three or four specific courses in a CTAE-approved pathway. Opportunities for Work Based Learning in these pathways are available to seniors who have completed at least 2 units in the pathway. North Atlanta High School offers complete pathways in the following areas:

Audio, Video, Technology & Film Career, Business & Technology, Graphic Communication, Graphic Design, JROTC Army Career, Programming, and Web & Digital Design.

Physical Education Exemptions

One full unit of advanced band course may substitute for the one half required elective unit of physical education. All students must complete one half unit of personal fitness. Three units of credit in Junior Reserve Officer Training Corps (JROTC) shall satisfy the one-half required unit of health and the one-half required unit of personal fitness if the courses include comprehensive health and physical education requirements specified in state rule 160-4-2-.12 Comprehensive Health and Physical Education Program Plan. All JROTC students must complete the one-half required unit of elective physical education.

Students completing two or more varsity athletic programs sanctioned by the Georgia High School Athletic Association (GHSA) may exempt the one half required unit of elective physical education without earning unit credit. Completion of the athletic programs shall be verified by the APS Director of Athletics and submitted to the principal.

Promotion and Retention

Atlanta Public Schools (APS) establishes the following criteria for promotion, placement and retention. The placement or promotion of a student into a grade, class, or program shall be based upon an assessment of the academic achievement of the student and a determination of the education setting in which the student is most likely to receive instruction and other services needed in order to succeed and progress to the next higher level of academic standards. Promotion may occur only between semesters.

Criteria for whole-grade acceleration may be found in regulation IHE-R(2) Promotion and Retention – Grade Acceleration.

Students entering ninth grade in 2008-09 and beyond shall be promoted based on the following earned units:

Promotion to 10th grade: 6 units

Promotion to 11th grade: 12 units

Promotion to 12th grade: 18 units

Special Education Services

Students eligible for special education services will have an Individual Education Plan (IEP). All special education services and classes are determined by the student's IEP. For more information about special education services please contact our Special Education Lead Teacher, Dr. Gail Womack-Jordan.

State & College-Related Assessments

Milestone or End-of-Course Test (EOC)

Milestone or End of Course Tests are state-mandated and administered for the following eight courses: GSE Algebra, GSE Geometry, 9th Grade Literature and Composition, American Literature and Composition, Physical Science, Biology, United States History, and Economics. Any student taking these courses for credit will be required to take the Milestone or End of Course Test. All courses, with the exception of Economics, are year-long and the Milestone will be administered near the end of the second semester. Economics is a one-semester course and the test for this

class will be given near the end of the semester in which the course is taken. For all current high school students, this exam will count as 20% toward the 2nd semester course grade. Students who do NOT take the Milestone or EOC will receive a NGE (No Grade Exam) and no credit will be given until the student takes the Milestone or EOC.

PSAT

The Preliminary SAT (PSAT) is a preparatory test for the SAT. It is designed to help students identify strengths and weaknesses in preparing for their last two years of high school, as well as for the SAT. The PSAT is administered to all 10th and 11th grade students in October, and may be administered to 9th grade students. Additionally, students wishing to qualify for National Merit and National Achievement scholarships must take the PSAT during junior year. The Governor's Honors Program also requires the PSAT. For more information, visit www.collegeboard.com.

ACT

The American College Test (ACT) is generally taken by 11th and 12th grade students who wish to apply to college. It is designed to measure a high school student's general educational development and ability to succeed in college. The test covers five subject areas: English, Math, Reading, Science and an optional writing test. Each subject area is scored with a composite score for the entire test ranging from 1 – 36. This test has become the most widely accepted college admission assessment. For more information and a list of testing dates and locations, visit www.actstudent.org. North Atlanta High School CEEB CODE is 110205

SAT

The SAT is generally taken by 11th and 12th grade students applying to college. The SAT score is accepted for admission to the majority of colleges. The test is designed to measure evidence based reading, writing and math and is used to predict a student's college performance. Each section of the SAT is scored on a scale of 200—800, and since the new version adopted in March 2016 the total composite possible is 1600. For more information and a list of testing dates and locations, visit www.collegeboard.com. North Atlanta High School CEEB CODE is 110250.

Transcripts

Seniors request official transcripts using the online system, Parchment. Students receive special codes from their counselor during senior year to request their transcripts. All other grade levels see their counselor for an official transcript. For an unofficial transcript, contact their counselor through e-mail, a remind message or in person.

Academic Acceleration Programs

Dual Enrollment

Students may take college courses while still attending North Atlanta. To participate in Dual Enrollment, a student must first contact the admissions office at a college or university and be admitted into their program. Once accepted for Dual Enrollment by the college or university, the student must bring documentation to the counselor at North Atlanta verifying admission.

Logistical issues must be addressed as well. For additional information, please visit www.gafutures.org and/or speak with your assigned school counselor.

Advanced Placement (AP)

North Atlanta High School offers Advanced Placement courses in many subjects. Students must meet eligibility criteria to be scheduling in an Advanced Placement course, which is based on a combination of set criteria specific to each course. Please see the AP Supplementary Guide for more detailed information, including the **REQUIRED** Contract and Registration Form.

International Baccalaureate Diploma Programme (IB DP) for 11th and 12th grades

Students in this program take 5-7 IB DP classes each year of the program and complete other core requirements. Please see the IB DP Supplementary Guide for more information.

International Baccalaureate Career-Related Programme (IB CP) for 11th and 12th grades

Students in this program take a minimum of 2 IB DP courses, take the IB Personal and Professional Skills class, complete a career pathway, and complete a language requirement and other core requirements. Please see the IB CP Supplementary Guide for more information.

Course Selection Process

We try to make the registration process as smooth as possible at North Atlanta. One way we do this is by building the MASTER SCHEDULE for both teachers and students only after we have received all student requests for courses during registration. The master schedule, therefore, is determined by student registration and provides the maximum accommodation for the courses desired by North Atlanta students, with a minimum of schedule conflicts.

Since the master schedule is based entirely upon initial student registration, it is essential that students remain in the courses for which they have registered, unless it is determined that the academic placement is inappropriate. Students register for the ENTIRE UPCOMING SCHOOL YEAR at one time during the January - March registration period. **Yearlong courses may not be dropped at the end of first semester.**

For all CORE classes (English, Math, Social Studies, Science and World Language), placement will depend on criteria for placement in that class. If the student and/or parent disagrees with the student's placement, or has concerns about the academic challenge, you may complete a WAIVER to request a different placement. If a waiver is not approved by the counselor or administration, the original placement will be scheduled.

PLEASE NOTE:

Waivers are binding for one complete semester. Once the waiver has been submitted and approved, the class cannot be changed during that semester. All waivers must be submitted to the assigned counselor.

1. For elective course selection, students will work with their counselor to enter those requests.

2. We do not honor teacher preference requests.
3. Once the second course request report is sent home, there will be no changes made to a student's requests except for the following reasons:
 - The student has previously passed the course.
 - The student failed a course and needs to retake it.
 - The student has been inappropriately placed (must be signed by a teacher).
 - Administrative directive.

2018-19 Timeline

January 18 th	Parent Meeting, Current 9 th , 10 th and 11 th grades, 6 pm, NAHS Theater
January 28 th	Warrior Welcome for Rising 9 th Families
January 25 th	Meet with Sutton Students about Class Placement and Choices
January 30 th	Sutton 8th graders make Elective and Language Choices
March 9 th	1st Course Request Passed out – NAHS & Sutton
March 12 th	Rising 9 th grade Parent Scheduling Information Night
March 16 th	1st Course Request Deadline to Email Change Requests
March 22 nd	Current 9-11 th grade Parent Scheduling Assistance Night
March 23 rd	2 nd Course Request Passed out – NAHS & Sutton
March 30 th	2 nd Course Request Deadline to Email Change Requests
June 8 th	Schedule or 3 rd course report mailed to home address

If you have questions about the scheduling process, please contact the NAHS Master Scheduler Meredith Kaltman at makaltman@atlanta.k12.ga.us

English/Literature Course of Study

Level	Freshman	Sophomore	Junior	Senior
Honors/AP/IB DP	9th Lit/Comp Honors Or 9th Lit/Comp Honors/ Gifted 80 or below = possibility of moving to on-level 10th Lit	AP Language/ Comp*	IB Lit Year 1	IB Lit Year 2
		10th Lit/Comp. Honors	AP Language/Comp	AP Literature/Comp
			American Lit/Comp Honors	British Lit Honors
Honors	9th Lit/Comp Honors 80 or below = possibility of moving to on-level 10th Lit	10th Lit/Comp. Honors	IB Lit Year 1	IB Lit Year 2
			AP Language/Comp	AP Literature/Comp
			American Lit/Comp Honors	British Lit Honors
College Prep	9th Lit/Comp	10th Lit/Comp.	American Lit/Comp	British Lit
			IB Lit Year 1	IB Lit Year 2
Support	Communication Skills	NA	NA	NA
4 Units of English Required Must include:		NOTES:		
1 unit 9th Grade Lit/Comp 1 unit American Lit/Comp 2 units English/Language Arts Core, including AP/IB courses		Students in Honors 9th Grade Lit./Comp. have the possibility of taking AP Language in 10th grade to prepare them for IB Lit in 11th and 12th grade. Students cannot take AP Language both sophomore and junior years. *Intended for students planning to enter the IB DP in 11 th Grade		

Mathematics Course of Study

	Freshman	Sophomore	Junior	Senior (AP Statistics available to all)
Honors/AP/IB DP	Geom Honors	Algebra 2 Honors	Pre-Calculus Honors	Calculus or IB Math Studies
	Geom H/Algebra 2H (Fast Track)	Pre-Calculus	Calculus	AP Calculus BC
			AP Calculus AB	
			IB Math Year 1	IB Math Year 2
	Geom H/Algebra 2H (Fast Track)	Pre-Calc/Calculus (Fast Track)	AP Calculus BC	IB Math Year 2
			IB Math Year 1	MOWR Math IB Math Year 2
Honors	Algebra H/Geometry H (Fast Track)	Algebra 2	IB Math Year 1	IB Math Year 2
			Pre-Calculus Honors	Calculus
				AP Calculus AB IB Math Studies
College Prep	Algebra	Geometry	Algebra 2	College Readiness
				Pre-Calculus
				IB Math Studies
Support	Algebra/Algebra Support	Geometry/Geometry Support	Algebra 2	College Readiness
4 Units of Mathematics Required Must include: 1 unit GSE Algebra, or equivalent 1 unit GSE Geometry, or equivalent 1 unit GSE Advanced Algebra, or equivalent 1 additional unit Math Core, including AP/IB courses			NOTES: Students are placed in Fast Track classes based strictly on achievement data. Placement in Fast Track does not guarantee placement in Fast Track in subsequent years.	

Science Course of Study

Level	Freshman	Sophomore	Junior	Senior
Honors/AP/IB DP	Biology Honors	Physics Honors	IB Biology Year 1	IB Biology Year 2
			IB Chemistry Year 1	IB Chemistry Year 2
		Chemistry Honors	Physics Honors	AP Environmental Science
			AP Physics 1	AP Physics 1
Honors	Biology Honors	Chemistry Honors	IB Biology Year 1	IB Biology Year 2
			IB Chemistry Year 1	IB Chemistry Year 2
			IB Physics Year 1	IB Physics Year 2
			Physics Honors	AP Environmental Science
			AP Physics 1	AP Physics 1
			AP Biology	AP Biology
			AP Biology	AP Biology
College Prep	Biology	Chemistry	Physics	Environmental Science
		Physical Science	Forensic Science	Forensic Science
			Anatomy	Anatomy
			IB Biology Year 1	IB Biology Year 1
			IB Chemistry Year 1	IB Chemistry Year 1
			IB Physics Year 1	IB Physics Year 1

4 Units of Science Required Must include:

- 1 unit Biology 1
- 1 unit Physical Science or Physics 1
- 1 unit Chemistry 1, Earth Systems, Env. Science or an AP/IB course
- 1 unit Science Core, including AP/IB courses

Social Studies Course of Study

Level	Freshman	Sophomore	Junior	Senior	
Honors/AP/IB DP	American Govt. / US & World Affairs	AP World History	IB History of the Americas Year 1	IB History of the Americas Year 2 & IB Economics	
		World History Honors	AP US History	Economics Honors/AP Macroeconomics	
			US History Honors	Economics Honors/AP Macroeconomics	
Honors		World History Honors	IB History of the Americas Year 1	IB History of the Americas Year 2 & IB Economics	
		World History	AP US History	Economics Honors/AP Macroeconomics	
			US History Honors	Economics	
College Prep	American Govt. / US & World Affairs	World History	IB History of the Americas Year 1	IB History of the Americas Year 2 & IB Economics	
			US History Honors	Economics Honors	
			US History	Economics	
3 Units of Social Studies Required Must include:					
American Government (1/2 credit) World History (1 credit) US History (1 credit) Economics (1/2 credit)					

English/Language Arts Course Offerings

23.061000 9th Grade Literature and Composition

This MYP course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will 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 writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. ***A state mandated End of Course Test (EOCT) is required and counts toward 20% of the student's 2nd semester grade. Prerequisite: None***

For Honors Placement: 85+ in Advanced or Gifted 8 Grade Language Arts or 90+ in on-level 8 Grade Language Arts; Proficient or Distinguished performance on EOG Milestone in Reading and Language Arts sections.

23.063000 World Literature and Composition (10th Grade)

This MYP theme-based course focuses on a study of world literature and documents from American History. The students explore the effect of themes in regard to interpretation as well as develop 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 writings, and the writing process. This course includes a balance of composition, applied grammar, and both literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. ***Prerequisite: 9th Grade Literature and Composition***

For Honors Placement: 85+ in 9th Grade Literature and Composition (Honors) or 90+ in 9th Grade Literature and Composition with Language Arts teacher recommendation.

23.053000 Advanced Placement (AP) Language and Composition (10th MYP or 11th grade)

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 is 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 for 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 writers' purposes, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. ***A state mandated End of Course Test is required and counts 20% of the student's 2nd semester course grade. Prerequisite: 10th Grade Literature and Composition For Honors Placement: 85+ in 10th Grade Literature and Composition (Honors) or 90+ in 10th Grade Literature and Composition with Language Arts teacher recommendation.***

23.068003 IB English A Literature, Year 1 High Level (11th grade)

IB Literature HL is a rigorous, two-year course for juniors and seniors that is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meaning in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The study of literature enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, IB Literature HL encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works from various cultures and time periods are studied in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. (IB Subject Guide for English A Literature). ***The students in this course who have not previously taken AP Language will take A state mandated End of Course Test that will count 20% of the 2nd semester grade. Prerequisite: Recommended: 85+ average in 10th Grade Literature and Composition Honors or 90+ average in 10th Grade Literature and Composition. Acceptance into the IB Diploma Programme and parental consent.***

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

For Honors Placement: *85+ in American Literature and Composition (Honors) or 90+ in American Grade Literature and Composition with Language Arts teacher recommendation.*

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*

23.069003 IB English A Literature, Year 2 High Level (12th grade)

IB Literature HL is a rigorous, two-year course for juniors and seniors which is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meaning in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The study of literature enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, IB Literature HL encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works from various cultures and time periods are studied in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. (IB Subject Guide for English A Literature). **Prerequisite:** *Students must have completed the IB English A Literature, Year 1 HL course during their junior year.*

LITERATURE ELECTIVES

23.03200 Journalism I

This MYP 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 MYP 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 as a whole. **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 main focus in analysis of print and broadcast publications. An in-depth coverage of level-two topics will serve as the main premise. Students will evaluate and apply skills appropriately and efficiently to various publication opportunities and activities. **Prerequisite:** *Journalism II and teacher recommendation*

23.03500 Journalism IV

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

Newspaper and Yearbook participation requires application and teacher recommendation.

23.181000 Communication Skills

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 and will be computer based.

Prerequisite: *Star Reading score in the lowest 35th percentile.*

Mathematics Course Offerings

27.09710 GSE Algebra I

MYP 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 2nd semester course grade. Prerequisite: Placement is based on a defined level of performance on the STAR Math test, 8th grade Math course test average, a NAHS Placement Test and the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.***

27.19810 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 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 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 Algebra every day. Placement is based on a defined level of performance on the STAR Math test, 8th grade Math course test average, NAHS Placement Test and the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.***

27.09710 GSE Algebra I (semester 1) and 27.09720 GSE Geometry (semester 2)

Students enrolled in these MYP 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 students will complete GSE Geometry and will be enrolled in math every day. ***A state mandated Georgia Milestones End-of-Course Assessment is required for both courses and counts 20% of the student's part B semester course grade. Prerequisite: Placement is based on a defined level of performance on the STAR Math test, 90+ for 8th grade Math course test average, a NAHS Placement Test and Distinguished performance on the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.***

27.09720 GSE Geometry

MYP 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 2nd semester course grade.** *Prerequisite: Placement is based on successful completion of GSE Algebra I.*

For Honors Placement: 90+ for Algebra 1 course test average, AND Proficient or Distinguished performance on EOG Milestone in Algebra 1.

27.19820 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 is able to take Geometry every day. Placement is based on Algebra 1 course test average and the Georgia Milestones Algebra 1 End-of-Course Assessment.*

27.09720 GSE Geometry Honors (Semester 1) and 27.09730 GSE Algebra II Honors (Semester 2)

Students enrolled in these MYP courses will complete 2 years (2 credits) of high school mathematics in one school year. First semester students will complete all of GSE Geometry Honors and will be enrolled in math every day. Second Semester they will take all of GSE Algebra II Honors. **A state mandated Georgia Milestones End-of-Course Assessment is required and counts 20% of the student's 2nd semester grade at the end of GSE Geometry (Semester 1.)** **Prerequisite:** *Placement is based on 90+ for Algebra 1 course test average, a NAHS Placement Test and Distinguished performance on Georgia Milestones Algebra 1 End-of-Course Assessment.*

27.09730 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. The scope of this course focuses on a thorough investigation of polynomial, rational, radical, exponential, and logarithmic functions. **Prerequisite:** *Placement is based on successful completion of GSE Geometry.*

For Honors Placement: 90+ for Geometry course test average, AND Proficient or Distinguished performance on EOC Milestone in Geometry.

27.09740 GSE Pre-Calculus H

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 Algebra II, Algebra II course test average, and teacher recommendation.*

27.097704 GSE Pre-Calculus H (semester 1) and 27.07800 Calculus H (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 Pre-Calculus and will be enrolled in math every day. Second Semester students will complete all of GSE Calculus and will also be enrolled in math every day. Students who take this set of courses are expected to take AP Calculus BC in the following year. **Prerequisite:** *95+ for Honors Algebra 2 course test average and teacher recommendation.*

27.08500 Advanced Mathematical Decision Making

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

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 also are 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 H; 60+ Mathematics score on the PSAT, and teacher recommendation.*

Advanced Placement (AP) Calculus BC

AP Calculus BC can be offered by schools that are able to complete all the prerequisites before the course. AP Calculus BC is a full-year course in the calculus of functions of a single variable. It includes all topics covered in Calculus AB plus additional topics. Both courses represent college-level mathematics for which most colleges grant advanced placement and credit based on performance on the Advanced Placement Exam. The content of Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for Calculus AB. **Prerequisite:** *90+ in Calculus H or AP Calculus AB; 70+ 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, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Prerequisite:** 85+ in Pre-Calculus H and/or 85+ in Algebra II and teacher recommendation.

27.052202 IB Mathematical Studies, SL

Math Studies is a 1 year (2 semesters) course and is for 12th grade IB Diploma Program students only. This course encourages the growth of math exploration and expertise in students with varied background and abilities. Compulsory topics include Numbers and Algebra, Sets and Logic, Geometry and Trigonometry, Statistics and Probability, Functions, Financial Mathematics, and Introductory Differential Calculus. The internal assessment involves the collection and/or generation of data, and the analysis and evaluation of that data. Projects may take the form of mathematical modeling, investigations, applications, and statistical surveys.

Prerequisites: Successful completion of at least Algebra II and acceptance into the IB Diploma Program.

27.061202 and 27.061302 IB Mathematics, SL (Year 1 and Year 2)

IB Mathematics is a 2-year course of study. The year 1 course is for 11th grade IB Diploma Program students and the year 2 course follows their 12th grade year. This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. The course focuses on introducing important mathematical concepts through the development of mathematical techniques is focused on Calculus and Statistics. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. **Prerequisites:** Completion of at least Algebra II, teacher recommendation, and acceptance into the IB Diploma Program.

27.061302 IB Mathematics, SL (Senior Year Only)

This course is for 12th grade IB Diploma Program students who completed AP Calculus (AB or BC) their junior year. The course will include all IB curriculum concepts except Calculus and will be taught at a fast pace. **Prerequisites:** Completion of AP Calculus as a Junior IB student.

Science Course Offerings

26.01200 Biology (9th)

This freshman-level MYP course is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes 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 2nd semester grade.** **Prerequisite:** None

For Honors Placement: 85+ in Advanced or Gifted 8th grade Science or 90+ in on-level 8th grade science; Proficient or Distinguished performance on EOG Milestone in science.

40.05100 Chemistry (10th)

This sophomore-level MYP 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 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. A state mandated Student Learning Objective (SLO) is required and counts toward 20% of the student's overall course grade.

Prerequisite: Math and Biology with an average grade of 76 or better in each course. **For Honors Placement:** Math and Biology grades of 85+ in Honors Math and Biology or 90+ in regular Math and Biology and teacher recommendation.

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, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized. **Prerequisite:** Biology and Chemistry with an average grade of 74 or below.

Earth Systems (10th)

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

Prerequisite: Math and Biology average of 75 and below.

40.08100 Physics (11th)

This junior-level 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 Algebra II or equivalent.* **For Honors Placement:** *Currently taking Algebra II or equivalent, 85+ in Honors math and Honors Chemistry or 90 + in regular math and chemistry and teacher recommendation.*

26.01400 Advanced Placement (AP) Biology (11th and 12th)

Conforms to the College Board topics for the Advanced Placement Biology Examination. Covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, Monera, Protista, fungi, plants, animals, and ecology. This upper-level course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007). Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. **Prerequisite:** *Honors Biology and Honors Chemistry with an average grade of 85+, or regular Biology and Chemistry with an average of 90+, 1200 Lexile Score, and Teacher Recommendation*

40.08300 Advanced Placement Physics 1 (10th-12th)

Conforms to the College Board topics for the Advanced Placement Physics Examination. The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics B course should also include a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. **Prerequisite:** *Honors Biology, Honors Chemistry, and Honors Algebra II with an average grade of 85+, or regular Biology, Chemistry, and Algebra II with an average of 90+, and Teacher Recommendation.*

40.09300 Forensic Science (11th-12th)

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence. **Prerequisite:** *Must have earned 2 Carnegie Units of science*

26.07300 Human Anatomy and Physiology (12th)

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, health-care 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. This course is heavy in new scientific vocabulary. Application of this vocabulary will be utilized heavily in this course. Students will also be expected to establish relationships between each of the systems covered in the course.

Prerequisite: *Must have earned 2 Carnegie Units of science*

26.01800 International Baccalaureate Biology SL (11th and 12th)

This course is a two-year course. Throughout the two years the following topics will be covered: cells, the chemistry of life, genetics, ecology and evolution, and human health and physiology. Optional course topics for students at both HL and SL are evolution, neurobiology and behavior, applied plant and animal science, and ecology and conservation. Students at SL also have the option of diet and human nutrition, physiology of exercise and cells and energy. Students at SL are required to study any two options with duration each of 15 hours. Students at HL are required to study any two options with duration each of 22.5 hours. (IBO: A Guide to the IB Diploma Programme for Universities & Colleges). **Prerequisite:** *Biology and acceptance into the IB Diploma Programme.*

26.01900 International Baccalaureate (IB) Biology HL (11th and 12th)

This course is a two-year course. Throughout the two years the following topics will be covered: cells, the chemistry of life, genetics, ecology and evolution, and human health and physiology. Students at HL must complete additional studies in the following areas: nucleic acids and proteins, cell respiration and photosynthesis, genetics, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics are evolution, neurobiology and behavior, human physiology, applied plant and animal science, and ecology and conservation. Students at HL are required to study any two options with duration each of 22.5 hours. **Prerequisite:** *Biology and acceptance into the IB Diploma Programme.*

40.05500 International Baccalaureate (IB) Chemistry SL (11th and 12th)

This course is a two-year course. Throughout the two years the following topics will be covered: quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing plus two additional topics. Students will complete 110 hours of theory and 40 hours of laboratory work. Provides a rigorous survey of university level topics in chemistry presented in a global/international context; students will review current and historical research from all nations with students from a variety of cultural origins. **Prerequisite:** *Chemistry and acceptance into the IB Diploma Programme.*

40.05600 International Baccalaureate (IB) Chemistry HL (11th and 12th)

This course is a two-year course. Throughout the two years the following topics will be covered: quantitative chemistry, atomic structure, periodicity, bonding, energetic (thermochemistry), kinetics, equilibrium, acids and bases, oxidation and reduction (electrochemistry), organic chemistry, and

measurement and data processing, plus two additional topics. The students will complete 180 hours of theory (knowledge and instruction) and 60 hours of practical (laboratory investigation). Extends the rigorous survey of university level topics in chemistry that include laws in physics and mathematical formalism that can be applied at the molecular level to biology and at the practical level to medicine.

Prerequisite: *Chemistry and acceptance into the IB Diploma Programme.*

40.08500 International Baccalaureate (IB) Physics SL (11th and 12th)

This course is a two-year course. This course is designed to introduce students to the laws of physics, the experimental skill required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. The course is offered at both higher level (HL) and standard level (SL). Students at HL and SL study six topics: physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Optional course topics for students at both HL and SL, from which the HL student may choose two, while the SL student may choose two from this list as well as the further options list. The optional course topics are: biomedical physics, the history and development of physics, astrophysics, relativity, and optics. The further options for students at SL include: mechanics extension, quantum physics and nuclear physics, and energy extension. Students at SL are required to study any two options with duration each of 15 hours. Students at HL are required to study any two options with duration each of 22.5 hours. (IBO: A Guide to the IB Diploma Programme for Universities & Colleges). **Prerequisite:** *Completion of or currently taking Algebra II or higher math class and acceptance into the IB Diploma Programme.*

Social Studies Course Offerings

45.05700 American Government/Civics (9th)

This one semester MYP 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. (There is no honors level) **Prerequisite: None** All first time 9th graders must take this one-semester course paired with US and World Affairs.

45.09100 US and World Affairs (9th)

This course incorporates an interdisciplinary approach to the study of global issues. The course will use inquiry and project based learning approach to explore global and regional relationships, conflicts, crisis and development. Topics may include poverty and hunger, conflict and peace, education, health and disease, global trade and development, and environmental sustainability. This course will explicitly teach study skills, time management skills, communication skills, research and writing skills, etc. in order to facilitate the transition to high school. All first time 9th graders must take this one-semester course paired with American Government.

45.08300 World History (10th)

This yearlong MYP 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.

For Honors Placement: 90+ in honors or 95+ in on-level 9th Grade Language Arts, 90+ in 9th Grade Social Studies, and teacher recommendation.

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

This year long MYP 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: 90+ (weighted) in AP Human Geography or grade of 95+ in previous grade social studies and literature course, 1200 Lexile and teacher recommendation.

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 and concluding with significant developments in the early 21st century, this course. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on in the United States in an interconnected world. **A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade.** **For Honors Placement:** 90+ in honors or 95+ in on-level 10th Grade Language Arts, 90+ in World History, and teacher recommendation.

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:** 90+ (weighted) in AP World History or grade of 95+ in previous grade social studies and literature course, 1200 Lexile and teacher recommendation. AP Human Geography or AP World History are highly recommended.

45.08700 International Baccalaureate (IB) History of the Americas HL (Grades 11-12) Years 1 & 2

Year 1 of the course substitutes for U.S. History and **A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall 2nd semester grade.** This course emphasizes the comprehensive study of the colonization, development, independence and formative periods in United States history during the period of 1500 to 1995 with the emphasis on 1800 to 1995. This course examines the social, political and cultural trends from a regional perspective. Students are expected to take the International Baccalaureate examination upon completion of this course. Summer assignments are required. This course module must be taught in the 11th and 12th grades. **Prerequisite:** AP World History is highly recommended. Acceptance into the IB Diploma Programme is required.

45.06700 Personal Financial Literacy (12th)

Through this course, students will learn to identify, analyze and evaluate sources of income. When analyzing variables that affect a person's income, students should understand that a wide range of things affect how much income a person makes. Some they can control (education level, certifications) and some they cannot (taxes). This course includes analyzing how career choice, education, skills, and economic conditions are related to income and levels of unemployment. The course includes budgeting and actively reviewing finances to be used to allocate scarce income, evaluating different methods for paying for goods and services, including the use of credit and a review of financial institutions. This course also explores the role of investment and insurance. As part of this course, students will evaluate alternatives for life after high school including college, technical school, internships, working, military, doing nothing (taking a "gap year"), traveling, or other options. **Prerequisite:** None

45.06100 Economics (12th)

This one semester ½ credit course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. **A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade. For Honors Placement:** 90+ in honors or 95+ in on-level World or US History, and teacher recommendation.

45.06200 Advanced Placement (AP) Macroeconomics (12th)

This course conforms to the College Board topics for the Advanced Placement Macroeconomics Exam. Topics covered in this course include: basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. 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 for Economics. Must take Honors Economics first semester to ensure completion of the state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade before AP Macroeconomics. If the student didn't take Honors Economics, they will take the test. **Prerequisite:** Grade of 90+ in previous grade social studies and literature course and 1200 Lexile. AP World History or AP US History are highly recommended.

45.06500 International Baccalaureate (IB) Economics SL (Grade 12)

This course focuses on an in-depth introduction to both microeconomic and macroeconomic functions, including the analysis of international trade, economic growth and development. Students are expected to take the International Baccalaureate 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 for Economics. **A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade.** **Prerequisite:** Acceptance into the IB Diploma Programme.

45.05200 Advanced Placement (AP) Government and Politics/ US (11th & 12th)

This course conforms to the College Board topics for the Advanced Placement United States Government and Politics Exam. Topics covered in this course include: federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module is recommended as a designated substitute for American Government. **Prerequisite:** Grade of 90+ in advanced or 95+ in on-level previous grade Language Arts and 90+ in previous Grade Social Studies; AP World History or AP US History are highly recommended.

Social Studies Elective Course Offerings

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 Sociology (11th and 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**

45.07700 Advanced Placement (AP) Human Geography (9th)

This year long MYP course conforms to the College Board topics for the Advanced Placement Human Geography Exam. Topics covered in this course include: the patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. **Prerequisite:** Freshman-85th percentile or higher on a nationally-normed test in Social Studies OR Distinguished performance on EOG Milestone in Language Arts sections & 85+ in

advanced or 90+ in on-level 8th Grade Language Arts and 90+ in 8th Grade Social Studies; 1200 Lexile and Teacher Recommendation.

Modern/World Languages Course Offerings

Level I Arabic, Chinese, French & Spanish (9th to 12th)

The Level I MYP 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 appropriate interests. An important 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 Arabic, Chinese, French & Spanish (9th to 12th)

The Level II MYP 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. For Honors Placement: Modern Languages (ML) Level I and teacher recommendation*

Level III Arabic, Chinese, French & Spanish (9th to 12th)

The Level III MYP 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. For Honors Placement: Modern Languages (ML) Level II and teacher recommendation*

Level IV Arabic, Chinese, French & Spanish (9th to 12th) The Level IV 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 III course or are at a Novice-High to Intermediate-Low level of proficiency. During this course, most students should move into the Intermediate level of proficiency. They gain confidence in

recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). By the end of Level IV, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate- Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999). **Prerequisite:** *Modern Languages (ML) Level III. For Honors Placement: Modern Languages (ML) Level III and teacher recommendation.*

Spanish for Native Speakers 1 (9th to 12th)

This sequenced course focuses on the development of intermediate communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity for heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events. Accommodations are made for students from a wide range of backgrounds, from those who comprehend Spanish but are not able to speak fluently, read or write to those who are more proficient and/or literate in Spanish. The entrance requirement is the Intermediate-Mid level of proficiency in listening comprehension only and novice level reading comprehension. By the end of the course, students should exhibit Intermediate-Mid till High level proficiency in listening, speaking, reading and writing, and some students may attain Intermediate-High proficiency or above (ACTFL Proficiency Guidelines, 2012). **Prerequisite:** *Native Spanish Speaker*

Spanish for Native Speakers 2 (9th -12th)

This sequenced course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity for heritage speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures and language, including language variation, customs, geography, history, and current events. Accommodations are made for students from a wide range of backgrounds who are proficient and/or literate in reading, writing, speaking and listening in Spanish. The entrance requirement is the Intermediate-High level of proficiency in listening comprehension only and Intermediate-Mid level of proficiency in reading, writing, and speaking. By the end of the course, students should exhibit Advanced-Low level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 2012). **Prerequisite:** *Spanish for Native Speakers 1 and/or Diagnostic Heritage Level Assessment*

60.07700 Advanced Placement (AP) Spanish Language

Conforms to the College Board topics for the Advanced Placement Spanish Language Examination. An AP Spanish Language course is comparable to an advanced level (5th- and 6th-semester or the equivalent) college Spanish language course. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. In this course, special emphasis is placed on the use of authentic source materials and the integration of language skills. Therefore, students will receive extensive training in combining listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. **Prerequisite:** *85+ in Spanish Level IV or Spanish for Native Speakers 2 and teacher recommendation.*

60.01700 Advanced Placement (AP) French Language

Conforms to College Board topics for the Advanced Placement French Language Examination. The AP French Language and Culture course is designed to promote proficiency in French and to enable students to explore culture in contemporary and historical contexts. The course focuses on communication so that students will demonstrate skills and abilities in the interpersonal, interpretive and presentational modes of communication; and encourages cultural awareness to develop an understanding and appreciation of various aspects of the cultures of the French -speaking world. The course helps students develop language skills that can be applied beyond the French course in further French study and everyday life. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. **Prerequisite:** 85+ in French Level IV and teacher recommendation

International Baccalaureate (IB) Spanish HL, SL, French HL, SL, Arabic SL ab initio & Chinese (Mandarin) SL ab initio (Grades 11-12) Years 1 & 2

The IB Diploma Program Language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. The course allows students to access the target language by studying it as a beginner or as someone with prior experience of the language. Language B is designed for students who possess a degree of knowledge and experience in the target language. Those learning a language B at higher level should be able to follow university courses in other disciplines in the language B that is studied. **Prerequisite:** 85+ in Level III OR 90+ in level II for Spanish and French, 85+ in Level II for Arabic and Chinese, and acceptance into the IB Diploma Programme.

Career, Technical and Agricultural Education (CTAE) Course Offerings

Audio/Visual Technology & Film (AVTF) Pathway

10.51810 Audio/Visual Technology & Film I

This MYP 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 pre-requisite 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 Set-Up 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. **Prerequisite:** Completion of AVTF I

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.

Prerequisite: Completion of AVTF II

Business & Technology Pathway

07.44130 Introduction to Business & Technology

This MYP course is the foundation for the Business and Technology pathway. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential: Microsoft Office Specialist for Word Core Certification.

07.44100 Business & Technology

How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.

Prerequisite: Completion of Introduction to Business & Technology.

07.45100 Business Communications

What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students' master presentation software in this course. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Business and Technology. After mastery of the standards in this course, students should

be prepared to take the end of pathway assessment in this career area. **Prerequisite:** *Completion of Business & Technology*

Graphic Design Pathway

48.56100 Graphic Design

This MYP course is designed as the foundational course for the Graphic Communication pathway. 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 Graphic and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. **Prerequisite:** *None*

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. **Prerequisite:** *Completion of Graphic Design.*

48.57000 Advanced Graphic Design

As the third course in the Graphic Communication Pathway, students will gain more advanced levels of experience to complete the output processes of various projects in an increasingly independent manner. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students will continue to accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary educational environment where self-motivation and a high level of skill are expected. This is the final course in the Graphic Communication Pathway. **Prerequisite:** *Completion of Advanced Graphic Design*

Programming Pathway

11.41500 Introduction to Digital Technology

Introduction to Digital Technology is the foundational MYP course for the Programming pathway. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Introduction to Digital Technology is a course that is appropriate for all high school students. **Prerequisite:** *None*

11.47100 Computer Science Principles

How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus of this course will fall into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. **Prerequisite:** *Completion of Introduction to Digital Technology.*

11.47200 Programming, Games, Apps, and Society

Are you ready to design and develop? The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area **Prerequisite:** *Completion of Computer Science Principles*

Advanced Placement Computer Science Principles

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. **Prerequisite:** *Complete Algebra I with 90 or above and teacher recommendation, complete Computer Science Principles with a grade of 85 or above.*

Web & Digital Design Pathway

11.41500 Introduction to Digital Technology

Introduction to Digital Technology is the foundational MYP course for the Programming pathway. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Introduction to Digital Technology is a course that is appropriate for all high school students. **Prerequisite:** *None*

11.45100 Digital Design

Using web design as the platform for product design and presentation, students in this MYP course will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management, digital citizenship, and web processes. Students will create and design web sites that incorporate digital media elements to enhance content of web site. **Prerequisite:** *Completion of Introduction to Digital Technology.*

11.45200 Web & Digital Design

Can you think of any company that does not have a web presence? Taking this course will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area. **Prerequisite:** *Completion of Digital Design.*

JROTC Offerings (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 to 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 skills 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 is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes. The JROTC curriculum is enhanced through physical fitness activities, 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 individual and group 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 on 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*

Advanced CTAE Electives

06.4200 IB Business Management SL & HL

IB Business Management is a rigorous discipline that examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Students in Business and Management will improve their critical thinking, technical, analytical, and decision-making skills. They will have a better understanding of the world around them, both locally and globally, with a new international perspective on businesses and their diversity. Core principles and practices of business will be studied as students learn the principles of ethics and social responsibility. **Prerequisite:** *Acceptance into the IB Diploma Programme and teacher approval.*

10.5201 IB Film SL & HL

IB Film is two-year course that fulfills the arts component of the International Baccalaureate diploma program. The IB Film Guide explains the nature of the subject as follows: Film is both a powerful communication medium and an art form. The Diploma Program film course aims to develop students'

skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. **Prerequisite:** *Acceptance into the IB Diploma Programme and teacher approval.*

Work-Based Learning

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student can be in 11th or 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) or be a qualifying AP completer or be in the IB CP in order 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 directly 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, Internships and Youth Apprenticeships.

Fine and Performing Arts Course Offerings

Band

53.0361 Beginning Band I

This MYP 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.*

53.0661 Advanced Jazz I, II, III, & IV

Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. **Prerequisite:** *Intermediate Band AND/OR Audition and teacher approval.*

Chorus

54.0231 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*

54.0232 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.*

54.0241 Beginning Chorus I

This MYP course provides opportunities for young women to develop performance skills and knowledge in all- female chorus singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. **Prerequisite:** *8th Grade Guitar, Chorus, Band, Orchestra, Piano, or Jazz Band AND/OR Audition and teacher approval.*

54.0242 Beginning Chorus II, III & IV

Enhances level-one skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and

theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. **Prerequisite:** *Beginning Women's Chorus I AND/OR Audition and teacher approval.*

Dance

51.053 - Dance I

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

51.021 - Ballet I

Introduces basic ballet technique; covers placement, turn out, bodylines, epaulement, adagio and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Other areas of concentration will include dance history, anatomy, movement science, vocabulary, study of various techniques and cultural dances, improvisation and composition. Prerequisite: Dance 1. Student may be placed at a higher-level course based on teacher approval and/or audition.

51.022 - Ballet II

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. Other areas of concentration will include dance history, anatomy, movement science, vocabulary, study of various techniques and cultural dances, improvisation and composition. **Prerequisite:** *Ballet I. Student may be placed in this course based on teacher recommendation and/or audition.*

51.023 - Ballet III

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of ballet vocabulary and a broader experience of performance opportunities. Other areas of concentration will include dance history, anatomy, movement science, vocabulary, study of various techniques and cultural dances, improvisation and composition. **Prerequisite:** *Ballet II. Student may be placed in this course based on teacher recommendation and/or audition.*

51.052 - Dance Composition

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. Emphasizes individual creativity and use of choreographic tools. **Prerequisite:** *Student may be ONLY placed in this course based on teacher recommendation and/or audition.*

51.058 International Baccalaureate Dance Standard Level (SL) & Higher Level (HL)

This 2-year course focuses on the composition, performance and analysis of dance. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The aims and assessment objectives are the same at both SL and HL, with additional assessment objectives at HL. The assessment criteria for SL and HL are related, with additional requirements at HL. Key features of the curriculum and assessment models: students are

assessed both externally and internally; external assessment consists of a) the submission of dance works composed by the student, and b) a formal written report which analyses the similarities and differences between two dance styles drawn from different dance cultures and/or traditions; internal assessment consists of the submission of the student's performance of various styles of dances, presented at an open showing. **Prerequisite:** *One year of dance; Student must be enrolled in the IB Diploma Program.*

Guitar

53.0841 Beginning Guitar Techniques I

This MYP course introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. **Prerequisite:** *None*

53.0842 Beginning Guitar Techniques II

Enhances level-one skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. **Prerequisite:** *8th Grade Guitar, Chorus, Band, Orchestra, or Jazz Band AND/OR Audition and teacher approval, Beginning Guitar Techniques I.*

53.0851 Intermediate Guitar Techniques I & II

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. **Prerequisite:** *Beginning Guitar Techniques AND/OR Audition and teacher approval.*

53.0861 Advanced Guitar Techniques I & II

Offers opportunities for advanced-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. **Prerequisite:** *Intermediate Guitar Techniques AND/OR Audition and teacher approval.*

Music Technology

53.0221 Introduction to Music Technology

Students will learn the concepts of music technology, and its use in current music production methods. **Prerequisite:** *To be paired with Music Appreciation I. 1 semester elective course and may only be taken once.*

Music Theory

53.01400 Music Appreciation I

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:** *To be paired with Intro to Music Tech I. 1 semester elective course and may only be taken once.*

53.02300 Advanced Placement Music Theory

The AP music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized. **Prerequisites:** *Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument. Students must know how to read music in at least one clef (Treble, Alto, Tenor, or Bass Clef).*

53.029002 International Baccalaureate Music SL (Grades 11-12) Years 1 & 2

The standard level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. Students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate. **Prerequisite:** *Music Theory and Composition II, teacher approval and acceptance into the IB Diploma Programme.*

Orchestra

53.0561 Beginning Orchestra I

This MYP 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 & III

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.*

53.0591 Mastery 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:** *Advanced Orchestra AND/OR Audition and teacher approval.*

Theatre

52.02100 Theater Arts/Fundamentals I

This MYP 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, make-up and costumes. **Prerequisite:** *Theater Arts/Fundamentals I and/or teacher approval.*

52.04200 Dramatic Arts/Technical Theater II

Enhances level-one skills and introduces aspects of drafting, creation of lighting, sound, properties, costumes and make-up design. Offers opportunities to apply skills in these areas. **Prerequisite:** *Dramatic Arts/Technical Theater I.*

52.06200 Theater Arts/Acting I

Introduces advanced acting process. Stresses developing imagination, observation, concentration powers and self-discipline. Includes developing physical and vocal control while transmitting emotions, convictions and ideas; enhances self-confidence and self-awareness. Focuses on scene study. **Prerequisite:** *Dramatic Arts/Advanced Drama II.*

52.06100 Theater Arts/Acting II

Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual & improvisational studies. **Prerequisite:** *Theater Arts/Acting I.*

Visual Arts

50.0211 Visual Arts/Comprehensive I

Prerequisite for ALL Visual Arts courses.

This MYP 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.*

50.03150 Visual Arts/Drawing & Painting III

Enhances level-two skills in technique and provides further exploration of drawing and painting media. Reinforces drawing and painting skills and critical analysis skills for responding to master drawings and paintings of different historical and contemporary styles and periods. Examines solutions to increasingly complex mixed media works of art and the development of personal style and a body of work. **Prerequisite:** *Visual Arts Comprehensive I and Drawing and Painting II.*

50.0431 Visual Arts/Applied Design I

Emphasizes design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Stresses proper use of equipment and vocabulary and technical terms. Investigates the computer and its influence on and role in creating contemporary designs. Includes a cultural and historical study of master design works of different periods and styles. **Prerequisite:** *Visual Arts/Comprehensive I.*

50.0432 Visual Arts/Applied Design II

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

50.0411 Visual Arts/Ceramics/Pottery I

Introduces the characteristics of clay and design in clay using various techniques of construction and decoration. Emphasizes hand building and introduces other forming techniques, surface decoration and glaze applications. Covers styles of ceramic works from Western and non- Western cultures. **Prerequisite:** *Visual Arts Comprehensive I.*

50.0412 Visual Arts/Ceramics/Pottery II

Enhances level-one skills and provides opportunities to apply design techniques in clay through hand building and/or throwing on the potter's wheel. Introduces formulation of basic glazes and kiln firing; stresses evaluation of clay forms through art criticism. **Prerequisite:** *Visual Arts/Ceramics/Pottery I.*

50.0413 Visual Arts/Ceramics/Pottery III

Enhances level-two skills and provides opportunities to apply design techniques in clay through hand building and/or other wheel throwing techniques. Presents ceramic/pottery forms as art and craft in historical context. Explores ideas and questions about purposes and functions of ceramic forms, past and present. **Prerequisite:** *Visual Arts/Ceramics/Pottery II.*

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.*

50.0612 Visual Arts/Sculpture II

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

50.05110 Visual Arts/Printmaking I

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

50.0811 Advanced Placement Studio: Drawing Portfolio

Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. **Prerequisite:** *Visual Arts Comprehensive I, Drawing & Painting I and II and teacher approval.*

50.0813 Advanced Placement Studio: 2D Design Portfolio

Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. **Prerequisite:** *Visual Arts Comprehensive I, Applied Design I and II and teacher approval.*

50.0814 Advanced Placement Studio: 3D Design Portfolio

Conforms to College Board topics for the Advanced Placement Studio 3D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. **Prerequisite:** *Visual Arts Comprehensive I, Sculpture I and II and teacher approval.*

International Baccalaureate Visual Arts SL (Grades 11-12) Years 1 & 2

Standard level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. **Prerequisite:** *Visual Arts Comprehensive I, Sculpture I, teacher approval and acceptance into the IB Diploma Programme.*

International Baccalaureate Visual Arts HL (Grades 11-12) Years 1 & 2

Higher level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art **Prerequisite:** *Visual Arts Comprehensive I, Sculpture I and II, teacher approval and acceptance into the IB Diploma Programme.*

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*

36.0640099 Advanced Weight Training (10-12)

Description: Advanced Weight Training is designed to build on the training principles & concepts taught in Weight Training to promote over-all body fitness. **Prerequisite:** *Weight Training*

36.06100 Advanced Personal Fitness (10-12)

Principles of Yoga are taught. Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies. **Prerequisites:** *Personal Fitness*

36.06200 Advanced Physical Conditioning (10-12)

Description: Provides opportunities for students to participate in a variety of activities to enhance flexibility, muscular strength and endurance, cardiovascular endurance and body composition. **Prerequisites:** *Personal Fitness and Physical Conditioning*

36.03700 Intermediate Recreational Games (11-12)

Description: Intermediate Recreational Games enhances skills and strategies introduced in Recreational Games with an emphasis on self-officiating and sportsmanship. **Prerequisites:** *Recreational Games*