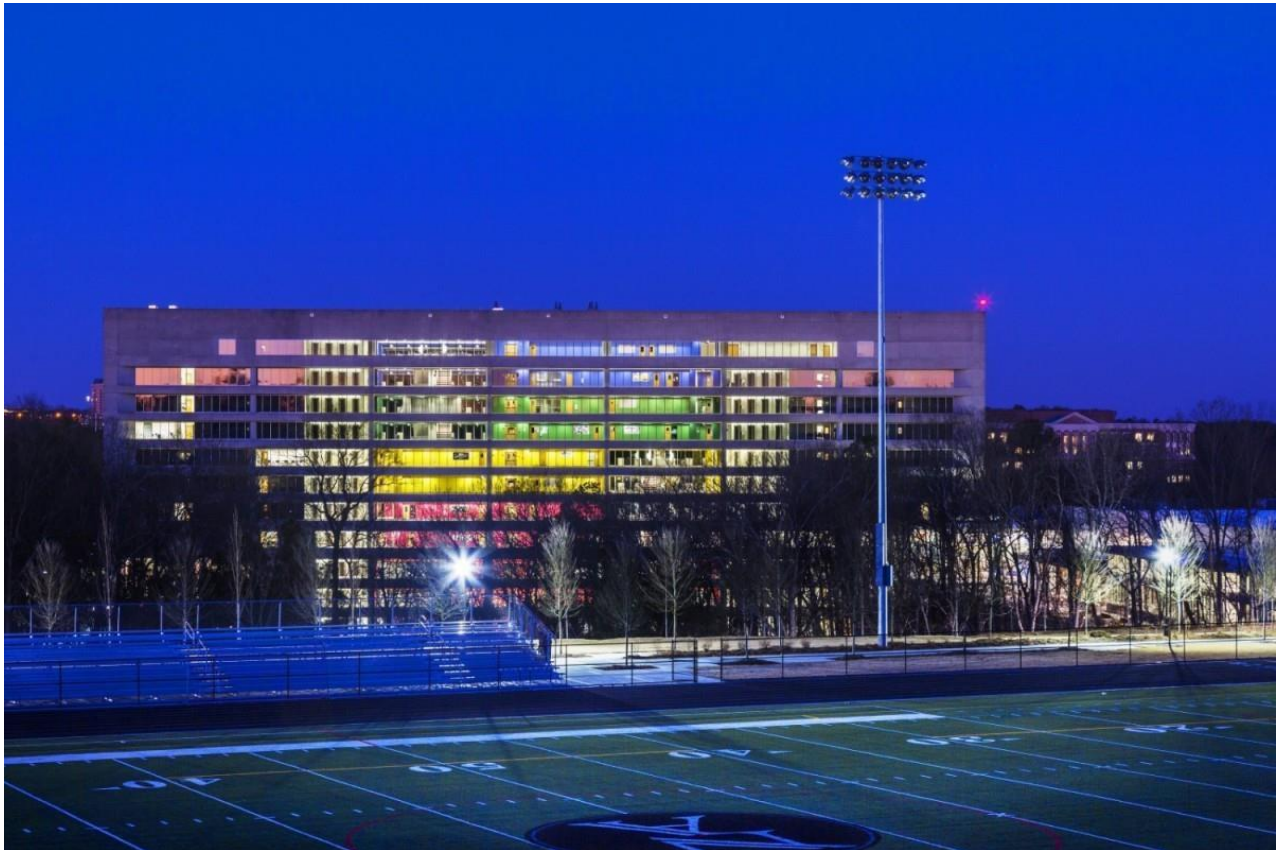




# North Atlanta High School



An International Baccalaureate World School



## 2023-2024 Academic Planning Guide

404-802-4700

<https://www.atlantapublicschools.us/northatlanta>

Courses listed in this guide may not be offered next year if too few students request the course or if staffing is not available.

**North Atlanta High School**

**Administration**

Principal .....Curtis Douglass  
Assistant Principal (9<sup>th</sup> Grade).....Lincoln Woods  
Assistant Principal (10<sup>th</sup> Grade) ..... Dr. Yamilsa Roebuck  
Assistant Principal (11<sup>th</sup> Grade) .....Yvette Yisrael  
Assistant Principal (12<sup>th</sup> Grade) .....Jill Stewart  
Assistant Principal .....Dr. Angela Mitchell  
Assistant Principal .....Byron Barnes

**School Counseling Department**

Lead Counselor..... Marc Genwright  
Counselor Class of 2024..... Kaye Boykin  
Counselor Class of 2025..... Darryl Robinson  
Counselor Class of 2026..... To Be Determined  
Counselor Class of 2027..... Shellie Marino and Dee 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 4 courses. Please note that the tests taken and the percentage of the overall class grade for these state-mandated tests is subject to change at any time by the state.

## Advisory/Social Emotional Learning

We include in our period schedule an 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 (entering 9th grade) are eligible academically. Second semester first-year students must have passed courses carrying at least 2.5 units the previous semester in order to participate.
- Second-year students must have accumulated five (5) total units in the first year, AND passed courses carrying at least 2.5 units in the previous semester.
- Third-year students must have accumulated eleven (11) units in the first and second years, AND passed courses carrying at least 2.5 units in the previous semester.
- Fourth-year students must have accumulated seventeen (17) units in the first three years, AND passed courses carrying at least 2.5 units in the previous semester.
- Students may accumulate the required units for participation during the school year and eligibility will be reinstated at the beginning of the next semester.

To be eligible, the student must accumulate units that count towards graduation as follows:

TOTAL UNITS ACCUMULATED:

END OF FIRST YEAR: 5 Units

END OF SECOND YEAR: 11 Units

END OF THIRD YEAR: 17 Units

## Community Service

Community service is a graduation requirement of Atlanta Public Schools. All students must perform a minimum of hours of community service as a requirement for graduation: Cohort 2024 (40 Total Hours) Cohorts 2025 and Beyond (75 Total Hours)

APS Service Hour Guidelines (effective December 1, 2022):

- Involves an action or essence of doing, or performing an act for the benefit of others
- Is not self-serving and directly benefits one or more individuals
- Unless planned as part of a larger convening or activity, does not occur during instructional time
- Is not related to routine tasks or requirements that students are invited or expected to complete
- Does not result in compensation (monetary or otherwise) after the service task is completed
- Is meaningful and/or contributes to the betterment of the school community and/or larger surrounding community

Students may begin serving their hours after eighth grade promotion. All community service hours must be logged and verified through the My Volunter app platform (Students access My Volunter via their APS My Backpack. All hours should be completed by 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 or the IB Career Related Program (Service Learning Hours), please see the IB 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 and have earned a minimum of 4 full rigor credits. 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 3.7 GPA, an ACT composite of 26+ or an SAT score of 1200+, and have earned a minimum of 4 full rigor credits.

Students 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](http://www.gafutures.org)

## Gifted and Talented Services

Students eligible for gifted services may be scheduled for selected gifted courses by grade, provided the students meet the prerequisites. 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> \* Gifted course offerings vary by school. NAHS does not offer Directed Study and Gifted Resource Seminar or Mentorship and Internship.

## Grades/Grading Scale

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

### UNWEIGHTED

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

### WEIGHTED:

All Advanced Placement (AP), International Baccalaureate (IB) and Core Dual Enrollment level courses are given. 10 honors point to all final passing semester grades to recognize the additional rigor of these courses.

- Individual grades on the transcript include the additional 10 honors points

A = 90-110	Distinguished mastery of state standards
B = 90-99	Proficient mastery of state standards
C = 80-89	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 2018-2019 and beyond <i>Required courses in italics</i>
<b>English/Language Arts</b>	<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>
<b>Mathematics</b>	<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>
<b>Science</b>	<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></p>
<b>Social Studies</b>	<p style="text-align: center;">3</p> <p><i>1 unit United States History</i>  <i>1 unit World History</i>  <math>\frac{1}{2}</math> unit <i>Economics</i>  <math>\frac{1}{2}</math> unit <i>American Government/Civics</i>  <math>\frac{1}{2}</math> unit of <i>Personal Financial Literacy (starting with the class of 2025)</i></p>
<b>Modern Language/Latin</b>	<p style="text-align: center;">2</p> <p><i>2 units of the same modern language, Latin, American Sign Language, or computer science**</i></p>
<b>Career, Technical and Agricultural Education, Modern Language/Latin or Fine Arts</b>	<p style="text-align: center;">1</p>



<b>Physical Education</b>	1 <i>½ unit Personal Fitness</i>
<b>Health</b>	½ <i>½ unit Health</i>
<b>Community Service</b>	½
<b>Required</b>	20
<b>Electives</b>	4
<b>Total</b>	24.5

\*Students with disabilities who take and pass Mathematics 1, GSE Algebra, or its equivalent in conjunction with a mathematics support class and Mathematics 2, GSE Geometry, or its equivalent in conjunction with a mathematics support class upon determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3, GSE Advanced Algebra, or its equivalent for a total of 3 mathematics credits. Completion of 3 units of mathematics may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other postsecondary institution without additional coursework.

\*\*Computer science does not satisfy the IB MYP, IB DP and IB CP language acquisition requirements. All 9<sup>th</sup> and 10<sup>th</sup> grade students must take Arabic, Chinese, French or Spanish.

### School Counseling Support Opportunities

School Counselors are to provide academic, social/emotional and career development support through classroom instruction, small group and individual sessions. 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 classperiod, students should request permission from their teacher and obtain a hall pass.

### High School Grade-Point Averages

APS uses numeric grade averages (NGAs) on a 100 pt scale to calculate and report student GPAs. NGAs are calculated on a 100-point scale using the final numerical grades from all attempted high school credit bearing courses. High school level courses taken in middle-school are included on the transcript, but are not be factored into the NGA. Unweighted NGAs do not include the 10 honors points which are subtracted before the calculation. The weighted NGA is the average used to calculate class rank, including valedictorian and salutatorian.

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.

### 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 in the Multi-Year Academic Planner feature in Infinite Campus. 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 94 and above for both 1<sup>st</sup> and 2<sup>nd</sup> semester the

previous year will be placed on the Principal's Honor Roll.

## International Baccalaureate

North Atlanta is an International Baccalaureate World School. We implement a fully authorized Middle Years Program (MYP), in which all 9<sup>th</sup> and 10<sup>th</sup> graders are participants. We also have the Southeast's oldest IB Diploma Program and the IB Career-Related School, added in 2017. For more information about the IB programs offered, please see visit the IB Program Website at [www.ibnahs.weebly.com](http://www.ibnahs.weebly.com).

## On Line Options (AVA program)

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 may take online classes during the day as part of their NA schedule, beyond the day in addition to their NA schedule or take all courses online as a full-time AVA student. Students must confer, seek approval, and apply for such courses with their assigned counselor and lastly finalize enrollment with a counselor and graduation coach Ms. Jones. See your school counselor for more information. To see AVA course offerings, visit [www.atlantapublicschools.us/ava](http://www.atlantapublicschools.us/ava).

## Phoenix Academy

Phoenix Academy is an APS school for students who need an alternative to our traditional 8-period schedule of on-campus classes. The academy offers a school-wide blended learning approach, combining online courses with teacher-led classroom instruction. Through an Individual Success Plan, students may work independently, online, in small group settings or with whole group instruction. Classes are scheduled quarterly/semester which allows students to earn needed credits for graduation.

## 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, 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 and one half unit of health. 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 one year of advanced band (marching band), two seasons of the same varsity athletic program, Or two seasons or more of a varsity athletic program sanctioned by the Georgia High School Athletic Association (GHSAA) 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, Kayla Dinkins.

## 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 I, Biology, American Literature and Composition (including AP/IB course substitutions), and United States History. Any student taking these courses for credit will be

required to take the Milestone or End of Course Test. All courses are year-long and the Milestone will be administered near the end of the second semester. For all current highschool students, this exam will count as 20% toward the 2<sup>nd</sup> 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 10<sup>th</sup> and 11<sup>th</sup> grade students in October, and may be administered to 9<sup>th</sup> 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. 10<sup>th</sup> grade students desiring to enroll in an IB program in 11<sup>th</sup> grade must take the PSAT when given at school and meet a certain score requirement. Any testing accommodations for PSAT must be requested by the parent with College Board before the exam. For more information, visit [www.collegeboard.com](http://www.collegeboard.com).

### ACT

The American College Test (ACT) is generally taken by 11<sup>th</sup> and 12<sup>th</sup> 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](http://www.actstudent.org). North Atlanta High School CEEB CODE is 110205. Students requiring accommodations must contact ACT directly.

### SAT

The SAT is generally taken by 11<sup>th</sup> and 12<sup>th</sup> 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](http://www.collegeboard.com). North Atlanta High School CEEB CODE is 110205. Student requiring accommodations must contact College Board directly.

## Transcripts

Official transcripts for seniors and unofficial transcripts for students in grades 9-11 are requested online through Parchment. All grade levels receive special codes from their counselor to create a parchment account that is used to request transcripts.

## Atlanta College and Career Academy (ACCA)

ACCA is an off-campus program for students who meet certain requirements to prepare students to graduate with credentials aligned to high-demand technical careers in Atlanta. ACCA offers two opportunities: (1) Dual Enrollment classes at Atlanta Technical College and (2) 14 career pathways at 1090 Windsor Street for 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders. Students in a career pathway

take classes at ACCA in the morning and return to campus to take core classes. Transportation to and from NAHS is provided by the district.

ACCA offers 14 career technology programs:

1. Aviation Maintenance
2. Carpentry
3. Criminal Investigation
4. Culinary Arts
5. Cybersecurity
6. Dental Science
7. Early Childhood Care and Education
8. Emergency Medical Responder
9. General Automotive Technology
10. Graphic Design
11. Hospitality, Recreation and Tourism
12. HVAC and Refrigeration
13. Patient Care
14. Programming

<https://www.atlantapublicschools.us/Page/3468>

## Academic Acceleration Programs

### Dual Enrollment

Dual Enrollment (DE) is a program allowing eligible 11th and 12th grade students to enroll in a local college, take college classes and earn college credit while working on their HS diploma. To participate in DE, a student must complete a series of required steps by NAHS designated deadlines which include: NAHS Letter of Intent Contract, College Application submissions, college entrance exams as required by institutions, among other steps. Student must be accepted by the college and follow all NAHS DE procedures and deadlines to be approved and accepted for the program. Additional limiting and risk factors must also be considered and addressed by the student and parents to determine if this program is appropriate and in alignment with the individual student's post-secondary plans and goals. For additional information, please visit [www.gafutures.org](http://www.gafutures.org) and/or speak with your assigned school counselor.

### Advanced Placement (AP)

North Atlanta High School offers Advanced Placement courses in several subjects. Students must meet eligibility criteria to be scheduled in an Advanced Placement course, which is based on a combination of set criteria specific to each course.

### International Baccalaureate Diploma Programme (IB DP) for 11<sup>th</sup> and 12<sup>th</sup> 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 Academic Planner for more information at [ibnahs.weebly.com](http://ibnahs.weebly.com).

### International Baccalaureate Career-Related Programme (IB CP) for 11<sup>th</sup> and 12<sup>th</sup> 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 Academic Planner for more information at [ibnahs.weebly.com](http://ibnahs.weebly.com).

### International Baccalaureate Diploma Courses Only for 11<sup>th</sup> and 12<sup>th</sup> grades

Students in 11<sup>th</sup> and 12<sup>th</sup> grades may take individual IB DP classes without enrolling in either the DP or CP. Students will sit for the IB exam and may earn college credit for that course in a manner similar to AP classes. Students must meet eligibility criteria to be scheduled in an IB course, which is based on a combination of set criteria specific to each course.

### 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. Seniors receive priority for courses needed for graduation.

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

1. We do not honor teacher preference requests.
2. Once the second course request report is made available, 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.

If you have questions about the scheduling process, please contact the NAHS Master Schedulers Jill Stewart, [jbstewart@atlanta.k12.ga.us](mailto:jbstewart@atlanta.k12.ga.us), or Marc Genwright, [mgenwright@Atlanta.k12.ga.us](mailto:mgenwright@Atlanta.k12.ga.us).

## English/Literature Course of Study

Level	Freshman	Sophomore	Junior	Senior
Honors/AP/IB	9th Lit/Comp Honors Or 9th Lit/Comp Honors/ Gifted	AP Language/ Comp*	IB Lit Year 1	IB Lit Year 2
		10th Lit/Comp. Honors	AP Language/Comp	Dual Enrollment English
			American Lit/Comp Honors	British Literature
Honors	9th Lit/Comp Honors	10th Lit/Comp. Honors	IB Lit Year 1	IB Lit Year 2
			AP Language/Comp	Dual Enrollment English
			American Lit/Comp Honors	British Lit Honors
College Prep	9th Lit/Comp	10th Lit/Comp.	American Lit/Comp	British Lit
Support	Reading/Writing 1	Reading/Writing 2	NA	NA
<b>4 Units of English Required Must include:</b>		<b>NOTES:</b>		
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. <b>Students cannot take AP Language both sophomore and junior years. If a student takes AP Language in sophomore year and does not take IB English, the student will take Dual Enrollment English in senior year.</b> *Intended for students planning to enter the IB DP in 11 <sup>th</sup> Grade		

## Mathematics Course of Study

	Freshman	Sophomore	Junior	Senior
<b>Honors/AP/IB</b>	Geom Honors	Algebra 2 Honors	IB Math A&A Year 1	IB Math A&A Year 2
			Pre-Calculus Honors	Calculus or AP Calculus AB or IB Math A&I
	Geom H/Algebra 2H (Fast Track)	Pre-Calculus H	Calculus	AP Calculus BC or IB Math A&A in one yr
			AP Calculus AB	
	Geom H/Algebra 2H (Fast Track)	Pre-Calc H/AP Calculus AB (Fast Track)	IB Math A&A Year 1	IB Math A&A Year 2
			AP Calculus BC	IB Math A&A in one yr
		IB Math A&A, Year 1	IB Math A&A Year 2	
	Algebra I/Geometry H (Fast Track)	Algebra 2H/ Pre-Calculus (Fast Track)	IB Math A&A Year 1	IB Math A&A Year 2 Or IB Math A&I
			Calculus H	AP Calculus AB
			AP Calculus AB	AP Calculus BC
<b>College Prep</b>	Algebra	Geometry	Algebra 2	Advanced Math Decision Making
				Pre-Calculus
				IB Math A&I
<b>Support</b>	Algebra/Algebra Support	Geometry/Geometry Support	Algebra 2	Advanced Math Decision Making
<b>4 Units of Mathematics Required Must include:</b> 1 unit GSE Algebra, or equivalent 1 unit GSE Geometry, or equivalent 1 unit GSE Algebra 2, or equivalent 1 additional unit Math Core, including AP/IB courses			<b>NOTES:</b>	
			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 or Pre-AP Bio (Pending)	Physics Honors	IB Biology Year 1 IB Physics Year 1 IB Sports, Exercise & Health Science Year 1	IB Biology Year 2 IB Physics Year 2 IB Sports, Exercise & Health Science Year 2
		Chemistry Honors or Pre-AP Chemistry (Pending)	Physics Honors	AP Environmental Science (online BTD via AVA) AP Chemistry
			AP Physics 1	AP Physics 1 AP Biology (online BTD via AVA)
Honors	Biology Honors or Pre-AP Bio (Pending)	Chemistry Honors or Pre-AP Chemistry (Pending)	IB Biology Year 1 IB Physics Year 1 IB Sports, Exercise & Health Science Year 1	IB Biology Year 2 IB Physics Year 2 IB Sports, Exercise & Health Science Year 2
			Physics Honors	AP Environmental Science (online BTD via AVA) AP Chemistry
			AP Physics 1	AP Physics 1 AP Biology
College Prep	Biology or Pre-AP Bio (Pending)	Chemistry or Pre-AP Chemistry (Pending)	Physics	Environmental Science
				Forensic Science
				Astronomy
				Anatomy (online BTD via AVA)
<b>4 Units of Science Required Must include:</b>				
1 unit Biology 1 1 unit Physics 1 1 unit Chemistry 1 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	American Govt. / US & World Affairs	AP World History	IB History of the Americas Year 1	IB History of the Americas Year 2 Economics Honors
		World History Honors	US History Honors	Economics Honors
Honors		World History Honors	IB History of the Americas Year 1	IB History of the Americas Year 2 Economics Honors
			US History Honors	Economics Honors
College Prep		World History	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)

\*Starting in School year 2024-2025, all juniors and seniors must complete Financial Literacy (1/2 credit) as a graduation requirement.

\*\*Students may move into and out of honors, AP or IB the following year based on course prerequisites.

## 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 2<sup>nd</sup> semester grade. Prerequisite: None**

**For Honors Placement:** 85+ in Advanced or Gifted 8th 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.

### **23.062000 10<sup>th</sup> Grade Literature and Composition (10<sup>th</sup> Grade)**

This MYP theme-based course focuses on a study of literary genres and informational texts; the students develop understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is writing argument in tenth grade literature, the student will also demonstrate competency in informative/expository and narrative writing genres. The student 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. The students demonstrate an understanding of speaking and listening for a variety of purposes. **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 (EOCT) is required and counts toward 20% of the student's 2<sup>nd</sup> semester grade. Prerequisite: 1150 LexileScore 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.*

### **23.083000/23.084000 Reading/Writing I and II**

9<sup>th</sup> grade students who score Beginning/Level I on the 9<sup>th</sup> grade ELA EOG and 10<sup>th</sup> grade students who score below the 25<sup>th</sup> percentile on reading achievement in the MAP assessment will take a Reading/Writing support class in addition to their grade level ELA class. This support class will use the Read 180 curriculum or a similar curriculum.

### **23.051000 American Literature and Composition (11<sup>th</sup> 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 (11<sup>th</sup> 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). ***A state mandated End of Course Test (EOCT) is required and counts toward 20% of***

*the student's 2<sup>nd</sup> semester grade. Prerequisite: Recommended: 87+ average in 9<sup>th</sup> and 10<sup>th</sup> Grade Literature courses.*

### **23.05200 British Literature and Composition (12th Grade)**

This course focuses on an analytical study of literature, including classic British texts and modern, multicultural literature. 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. Since this is a college-preparatory course, students will complete a research paper. **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 (12<sup>th</sup> 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.***

### **23.083000 Reading/Writing I**

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

**Prerequisite:** ELA 8<sup>th</sup> Grade *EOG score of Beginning.*

### **23.04200 Oral/Written Communication (Speech) (10<sup>th</sup> -12<sup>th</sup> grades)\***

This course focuses on developing public speaking skills. The students will identify effective methods to arrange ideas and information in written form and then convert the written form into an effective oral delivery. This course focuses on critically thinking, organizing ideas, researching counter viewpoints, and communicating appropriately for different audiences and

purposes. The students analyze professional speeches to enhance their knowledge of solid speech writing. \*Scheduling priority is given to 10<sup>th</sup> grade students.

**Prerequisite:** *None.*

### **35.0660001 SAT Prep Class**

This course focuses on improving the skills students need to score their personal best on the Verbal Portion of the Scholastic Aptitude Test (SAT). The student receives reinforcement in the following strands: vocabulary development, critical reading (passage-based questions), and logical relationships (analogies, sentence completions, how words relate). In addition, students will learn how the test and questions are structured, along with test-taking strategies. The course also serves to enhance the reading skills necessary to promote continual development in Language Arts.

## **Mathematics Course Offerings**

### **27.09900 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 Georgia Milestones 8<sup>th</sup> grade Mathematics End-of-Grade Assessment.*

### **27.09970 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 Georgia Milestones 8<sup>th</sup> grade Mathematics End-of-Grade Assessment.*

### **27.09900 GSE Algebra I (semester 1) and 27.09910 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 Distinguished performance on the Georgia Milestones 8<sup>th</sup> grade Mathematics End-of-Grade Assessment (or a defined level of performance on the NAHS Placement Test) and at least an 90 course average in 8<sup>th</sup> grade Math.

### **27.09910 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:** 85+ for Algebra 1 course average, AND Proficient or Distinguished performance on EOG Milestone in Algebra 1.

### **27.09980 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 average and the Georgia Milestones Algebra 1 End-of-Course Assessment.

### **27.09910 GSE Geometry Honors (Semester 1) and 27.09920 GSE Algebra II Honors (Semester 2)**

Students enrolled in these courses will complete 2 years (2 credits) of high school mathematics in one school year. First semester students will complete all of GSE 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 2<sup>nd</sup> semester grade at the end of GSE Geometry (Semester 1.) Prerequisite:** Placement is based on a Distinguished performance on the Georgia Milestones Algebra 1 End-of-Course



*Assessment (or a defined level of performance on the NAHS Placement Test) and at least a 90 course average in Algebra 1.*

### **27.09920 GSE Algebra II**

GSE Algebra II is the culminating course in a sequence of three high school courses designed to ensure career and college readiness. It is designed to prepare students for fourth course options relevant to their career pursuits. 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:*** *85+ for Geometry course average, AND Proficient or Distinguished performance on Geometry MAP Assessment.*

### **27.09920 GSE Algebra II Honors (Semester 1) and Advanced Placement Pre-Calculus (Semester 2)**

Students enrolled in these courses will complete 2 years (2 credits) of high school mathematics in one school year. First semester students will complete all of GSE Algebra II Honors and will be enrolled in math every day. Second Semester they will take all of AP Pre-Calculus.

***Prerequisite:*** *Placement is based on a Distinguished performance on the AP Assessment (or a defined level of performance on the NAHS Placement Test) and at least a 90 course average 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.*

### **Advanced Placement (AP) Pre-Calculus**

This course follows the College Board syllabus for the Advanced Placement Pre-Calculus Examination. AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Topics include polynomial and rational functions, exponential and logarithmic functions, trigonometric and polar functions, and functions involving parameters, vectors, and matrices. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. ***Prerequisite:*** *Students must be enrolled in either fast track Geometry/Algebra 2 or fast track Algebra I/Geometry to take this course during 2023 – 2024. The course will be open to other qualifying students fall 2024.*

### **Advanced Placement Pre-Calculus (Semester 1) and 27.07200 AP Calculus AB (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 AP Pre-Calculus and will be enrolled in math every day. Second Semester students will complete all of AP Calculus AB 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: successful completion of Geometry/Algebra 2 fast track courses with a cumulative average from both courses of a 90/A.*

### **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.*

### **27.07300 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.*

### **Dual Enrollment Distance Math via Georgia Tech (Beyond the school day)**

The Distance Math Program allows advanced mathematics students at Georgia high schools to complete Georgia Tech Linear Algebra (MATH 1554) in the fall and Multivariable Calculus (MATH 2551) in the spring. The course lectures and recitations are broadcast each day, allowing students to participate in live class while remaining at their local high school. Upon successful completion of these courses, students receive Georgia Tech credit. *Prerequisites: Application and acceptance*

into Dual Enrollment at Georgia Tech. The admission process is selective. Applicants must have a minimum 3.5 GPA, minimum 3.5 Math GPA, minimum 600 Math score on SAT or minimum 27 Math score on ACT and a score of 4 or 5 on AP Calculus BC exam.

### **11.01900 Advanced Placement (AP) Computer Science Principles (10<sup>th</sup> grade priority)**

AP Computer Science Principles is a course which focuses on multidisciplinary, real-life applications and is designed to attract and engage students who are traditionally underrepresented in the field and to make computer science accessible to all. **Prerequisite:** 90+ in Algebra I or Geometry, interest in STEM as a career, and teacher recommendation.

### **11.01600 Advanced Placement (AP) Computer Science A (11<sup>th</sup> grade priority)**

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. **Prerequisite:** Successful completion of AP Computer Science Principles.

### **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.

### **27.05360 IB Mathematic: Applications and Interpretations, SL**

Math Applications and Interpretations is a 1 year (2 semesters) course and is only for IB seniors. This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. **Prerequisites:** Successful completion of at least Algebra II and 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade math courses.

### **27.05310 and 27.05320 IB Mathematics: Analysis and Approaches, SL (Year 1 and Year 2)**

IB Mathematics A&A is a 2-year course of study. The year 1 course is for 11<sup>th</sup> grade IB Diploma or IB Career Related Program students and the year 2 course follows in the 12<sup>th</sup> grade year. This course is appropriate for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. Students will become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications of these ideas, with and without the use of technology, mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial

mathematics content such as mathematics itself, engineering, physical sciences or economics.

**Prerequisites:** Completion of at least Algebra II and 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade math courses.

### **27.05320 IB Mathematics: Analysis and Approaches, SL (in 1 Year)**

This course is for 12<sup>th</sup> 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 2<sup>nd</sup> semester grade. Prerequisite:** None

### **26.0120041 Honors 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 using the inquiry-based laboratory investigation method. Students will be expected to complete a science fair project 1<sup>st</sup> semester and a research paper 2<sup>nd</sup> semester. Students will be required to complete assignments via web assign. Students will receive frequent open-response assessments. Students will engage in bio inspired design activities and projects applicable to all units. **A state mandated End of Course Test is required and counts 20% of the student's 2<sup>nd</sup> semester grade. For Prerequisite 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 English/Language Arts.

### **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. **Prerequisite:** Completion of Math and Biology

### **40.0510041 Honors 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 will investigate chemical concepts using the inquiry-based laboratory investigation method. Students will be expected to complete a science fair project 1<sup>st</sup> semester and a research paper 2<sup>nd</sup> semester. Students will be required to complete assignments via web assign. Students will receive frequent open-response assessments. Students will also be required to complete summer assignments to practice pre-requisite skills for the course (unit zero). **Prerequisite For Honors Placement:** *Math and Biology grades of 85+ in Honors Math and Biology or 90+ in regular Math and Biology; Lexile score of 1100 or higher.*

#### **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.*

#### **40.08100 Physics (10<sup>th</sup>-11<sup>th</sup>)\***

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:** *Successful completion of or currently taking Algebra II or equivalent.*

#### **40.0810041 Honors Physics (10<sup>th</sup>-11<sup>th</sup>)\***

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. Physics is a math-based science class. Students will be expected to perform advanced Algebra functions. Students will investigate Physics concepts using the inquiry-based laboratory investigation method. Students will be expected to complete a science fair project 1<sup>st</sup> semester and a research paper 2<sup>nd</sup> semester. Students will be required to complete assignments via web assign. Students will receive frequent open-response assessments. Students will also be required to complete post unit projects. **Prerequisite For Honors Placement:** *: Currently taking Algebra II or have completed, 85+ in Honors math and Honors Chemistry or 90 + in regular math and chemistry; Lexile score of 1100 or higher.*

#### **40.053000 Advanced Placement (AP) Chemistry (11<sup>th</sup> and 12<sup>th</sup>)**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course requires that 25 percent of instructional time engages students in lab investigations. This includes a

minimum of 16 hands-on labs (at least six of which are inquiry-based). It is recommended that students keep a lab notebook throughout. **Prerequisites:** *Students should have successfully completed chemistry and Algebra II with an 85 or above; Lexile score of 1200 or higher.*

#### **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:** *Completion of 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+; Lexile score of 1200 or higher.*

#### **40.09300 Forensic Science (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 3 Carnegie Units of science*

#### **40.02100 Astronomy (12th)**

This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe, and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, and black holes. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums. **Prerequisite:** *Must have earned 3 Carnegie Units of science*

#### **Pre-AP Biology (9<sup>th</sup>)-----Pending**

In Pre-AP Biology, students engage in real-world data analysis and problem solving that sparks critical thinking about our living world. As students engage in grade-level content, they utilize the kind of scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college. The Pre-AP science areas of focus are vertically aligned to the science practices embedded in high school and college courses, including Advanced Placement®. This gives students multiple opportunities to think and work like scientists as they develop and strengthen these disciplinary reasoning skills throughout their education in the sciences: Emphasis on analytical reading and writing: Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge and to carry out scientific argumentation. Strategic use of mathematics: Students use mathematics strategically in order to understand and express quantitative aspects of biology, to record and interpret experimental data, and to solve problems. Attention to modeling: Students go beyond labeling diagrams to creating, revising, and using models to explain key patterns, interactions, and

relationships in biological systems. Prerequisite: None

### **Pre-AP Chemistry (10<sup>th</sup>)-----Pending**

In Pre-AP Chemistry, students develop a deep conceptual understanding of matter and energy at the molecular level as they learn to explain their macroscopic observations using particulate-level reasoning. As students engage in grade-level content, they utilize scientific reasoning skills needed to analyze the natural world—and to succeed in future science and social science courses in high school and college. The Pre-AP science areas of focus are vertically aligned to the science practices embedded in high school and college courses, including AP. This gives students multiple opportunities to think and work like scientists as they develop and strengthen these disciplinary reasoning skills throughout their education in the sciences. Attention to modeling: Students develop and refine models to connect macroscopic observations to structure, motion, and interactions occurring at the atomic scale. Strategic use of mathematics: Students integrate mathematics with conceptual understanding to model chemical phenomena. Emphasis on analytical reading and writing: Students engage in analytical reading and writing to gain, retain, and apply scientific knowledge and to carry out scientific argumentation. Prerequisite: None

### **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 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade science courses.*

### **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 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade science courses.*

### **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 Algebra II or higher math class and and 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade science courses.*

#### **26.02000 International Baccalaureate (IB) Sports, Exercise and Health Science SL/HL (11th and 12th)**

This is a two year course. Sports, exercise and health science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. SEHS is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimension and ethics by considering sports, exercise and health relative to the individual and in a global context. Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. They are presented with a syllabus that encourages the development of certain skills, attributes and attitudes, as described in the “Assessment objectives” section of this guide. While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study additional higher level (AHL) material as well as HL topics within the options. The distinction between SL and HL is one of breadth and depth.

**Prerequisite:** *Completion of or currently taking Algebra II or higher math class and 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade science courses.*

## 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 (9<sup>th</sup>)**

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 stereotypes, 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.

#### **45.083004 Honors 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. Students will complete a project for the Social Studies Fair and/or a research paper. **Prerequisite:** *85+ in honors or 90+ in on-level 9th Grade Language Arts, 95+ in 9th Grade Social Studies, and teacher recommendation.*

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

This yearlong 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 examines major events and themes throughout United States history. 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.**

#### **45.081004 Honors 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 examines major events and themes throughout United States history. 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. Students will complete a project for the Social Studies Fair and/or a research paper. **A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade.** **Prerequisite:** *85+ in World History Honors or 90+ in on-level World History, and teacher recommendation.*

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

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 two-year course must be taught in the 11<sup>th</sup> and 12<sup>th</sup> grades.

***Students using Year 1 of this course as a substitute for US History no longer have to take the US History EOC. The grade earned in the course will determine the student's proficiency level for purposes of the EOC. Prerequisite: AP World History is highly recommended. An 87% average in 9<sup>th</sup> and 10<sup>th</sup> grade social study courses.***

#### **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. ***For Honors Placement: 85+ in honors or 90+ in on-level World or US History, and teacher recommendation.***

### **Social Studies Elective Course Offerings**

#### **45.03100 Sociology (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***

#### **45.05900 Peer Leadership I (12<sup>th</sup> only)**

In this course, students are encouraged to carefully analyze responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will develop their own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities. Students in this course are selected school leaders who work towards implementing school-wide student initiatives and who are committed to supporting the mission of the school. ***Prerequisites: Student must have an existing leadership position in a school organization, club or team OR have a plan to create a school-wide initiative; have an overall weighted GPA of 85 or higher; be on track to graduate; have a record of good attendance; complete an application and submit 2 letters of recommendation from teachers or coaches- 1 of which must be from the sponsor or coach of the organization or team the student leads.***

#### **45.08120 US History in Film (11<sup>th</sup> only)**

This course examines historically oriented motion pictures as both primary and secondary sources of information about the past. It starts from the premise that the content in films, as with written sources, can (and should) be critically analyzed for its perspectives, interpretive choices, biases, and reliability. The course examines the relative successes or failures that major films have had in portraying the past, and analyzes how present events, cultures and attitudes shape our view of the past. Students will learn about the geographic and historic factors that combined to create the historical topic of the film. They will use maps, and primary and secondary source documents, to create a framework for understanding the area and relevant time period. This course is paired with Intro to African American Studies and is required for students enrolling in college prep US History.

#### **45.06700 Personal Financial Literacy (11th) (Beginning with the class of 2025, this will become a graduation requirement)**

Through this one semester ½ credit 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. This course is paired with Economics or Honors Economics.

#### **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, 90+ in advanced or 95+ 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 (9<sup>th</sup> to 12<sup>th</sup>)**

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 (9<sup>th</sup> to 12<sup>th</sup>)**

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.*

### **Level III Arabic, Chinese, French & Spanish (9<sup>th</sup> to 12<sup>th</sup>)**

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.*

**Level IV Arabic, Chinese, French & Spanish (9<sup>th</sup> to 12<sup>th</sup>)** 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.*

### **60.079000 Spanish for Native Speakers 1 (9<sup>th</sup> to 12<sup>th</sup>)**

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*

### **60.079100 Spanish for Native Speakers 2 (9<sup>th</sup> -12<sup>th</sup>)**

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*

### **60.079200 Spanish for Native Speakers 3 (9th -12th)**

This sequenced course focuses on the continued development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as deepening an understanding of 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 Advanced-Low level proficiency in listening comprehension only and Intermediate-High level of proficiency in reading, writing, and speaking. By the end of the course, students should exhibit Advanced-Mid level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 2012). **Prerequisite:** *Spanish for Native Speakers 2 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+ summative average in Spanish for Native Speakers 2 or 3; 90+ summative average in Spanish for Native Speakers 1 or Spanish 5; Students in Spanish 3 or 4 may be considered for the course upon receiving a passing score on the National Spanish Examination or other such appropriate national language exam. Please see Dr. Murrell for information.*

### **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:** For all IB Language B courses - acceptance into the IB Diploma Programme or Career Related Programme. For Arabic, Chinese, French SL and Spanish SL – 87+ average in 2 years of high school credit in the target language. For French and Spanish HL –87+ average in 3+ years of high school credit in the target language.

## English for Speaker of Other Languages (ESOL) Offerings

The ESOL Department at North Atlanta High recognizes the unique challenges students from around the world might experience when entering into a new country. We, at North Atlanta, while trying to ensure a rigorous articulation plan, realize that the language needs for each student must be accommodated. ESOL students must take and pass all courses required for graduation. ESOL students may take these courses in a sheltered class with an ESOL teacher or in a class with an ESOL co-teacher.

Below you will find the scheduling sequence for Newcomers to our ESOL Program and some of the course descriptions that are unique to our program.

Newcomer ESOL Program Articulation

	9th	10th	11th	12th
ELA	9 <sup>th</sup> Literature	10 <sup>th</sup> Literature	Multicultural Literature	American Literature
Science	Anatomy	Physical Science	Biology	Chemistry
Math	Algebra I/Algebra Support or *Foundations of Algebra/ Algebra Support	Geometry/ Geometry Support	Algebra II	AMDM
SS	American Government/ US World Affairs	World History	Economics/ Government	US History
ESOL	Comm Skills I	Comm Skills II	Comm Skills SS	
ESOL	*Academic Language Science/Math			
Elective				
Elective				

55.02100	Communication Skills I	This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is PL 1-2. This course awards elective credit.
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55.02200	Communication Skills II	This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is PL 1-2. This course awards elective credit
55.02300	Reading and Listening in the Content Areas	This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies, and mathematics. The suggested proficiency level is PL 1-3. This course awards elective credit.
23.06700	Multicultural Literature and Composition	The course focuses on world literature and informational texts by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students write argumentative, expository, narrative, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking. THIS COURSE MUST REFLECT THE GEORGIA STANDARDS OF EXCELLENCE.
27.04810	GSE Foundations of Algebra	Foundations of Algebra is a first-year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. It will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses by emphasizing both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

55.02500	Writing in the Content Areas	This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening, and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is PL 2-4. This course awards elective credit.
55.02700	Academic Language of Science and Math	This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening, and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-3.

\*Courses that are only offered to our ESOL Students

## 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*

## Web & Digital Design Pathway

### **11.44600 Introduction to Software Technology**

Introduction to Software Technology is the foundational MYP course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks. The

knowledge and skills taught in this course build upon each other to form a comprehensive introduction to the digital world. Introduction to Software Technology is a course that is appropriate for all high school students. The prerequisite for this course is advisor approval.

### **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 21<sup>st</sup> 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:** *87+ average in the previous years Social Studies classes.*

#### **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 11<sup>th</sup> or 12<sup>th</sup> 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

### **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:** *Minimum 1 year of AVTF with a minimum of 87% average plus AVTF teacher recommendation.*

### **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 Chorus I AND/OR Audition and teacher approval, based on ensemble needs.*

### **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 Chorus I, Advanced Mixed Chorus I, AND/OR Audition and teacher approval, based on ensemble needs.*

### **54.0241 Beginning Chorus I**

This MYP course provides opportunities for young singers to develop performance skills and knowledge in 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 singers to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. **Prerequisite:** *Beginning Women's Chorus I AND/OR Audition, and teacher approval.*

## Dance

### **51.53 Dance Level I**

Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures, and observe and critique dance performances using specified criteria and appropriate dance terminology. Prerequisite: *This section is designated for incoming 9TH GRADERS with 3 plus years of dance experience (ballet, jazz, modern, African, etc.).*

### **51.54 Dance Level II**

Enhances previous course. Further develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.

*Prerequisite: Dance I, AND/OR Audition and teacher approval.*

### **51.55 Dance Level III**

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

*Prerequisite: Dance II, AND/OR Audition and teacher approval.*

### **51.56 Dance Level IV**

Enhances previous course. Refines knowledge of the elements of movement, dance history, and dance analysis, and hones skills in choreography and performance techniques, focusing on artistry and individuality.

*Prerequisite: Dance III, AND/OR Audition and teacher approval.*

### **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 approval and/or audition.*

### **51.06300 Advanced Repertory Dance I**

An intermediate-level dance technique class. Students explore and strengthen intermediate-level dance skills within the traditional format of a technique-based dance class including, but not limited to, ballet, modern, and jazz. Students learn choreography from historical dance works by dance pioneers (e.g. Marius Petipa, Lev Ivanov, George Balanchine, Lester Horton, Alvin Ailey, Martha Graham, Paul Taylor, Merce Cunningham, Twyla Tharp). *Prerequisite: Dance Composition; Student may be ONLY placed in this course based on teacher approval and/or audition.*

### **51.06310 Advanced Repertory Dance II**

An advanced-level dance technique class that enhances previous coursework. Students explore and strengthen advanced-level dance skills within the traditional format of a technique-based dance class including, but not limited to, ballet, modern, and jazz. Students learn choreography from historical dance works by dance pioneers (e.g. Marius Petipa, Lev Ivanov, George Balanchine, Lester Horton, Alvin Ailey,

Martha Graham, Paul Taylor, Merce Cunningham, Twyla Tharp).

*Prerequisite: Advanced Repertory Dance I.*

**51.06800 Performance Ensemble I**

Focuses on utilizing pre-professional ballet and contemporary techniques with an emphasis on presenting faculty and student generated works in varied settings (e.g. traditional stages, site-specific works, younger audiences, assisted living communities). The goal of the class is to increase dance awareness to the public by performing for the extended community at large. The group will function as a self-governing entity with preparation for a professional dance occupation as a member of a dance company.

*Prerequisite: Member of NA Dance Company.*

**51.06810 Performance Ensemble II**

Enhances previous course. Focuses on managerial and leadership skills with an emphasis on choreographing student generated works to be presented in varied settings (e.g. traditional stages, site-specific works, younger audiences, assisted living communities). Class familiarizes students with logistics and time management, becoming leaders/directors of the performance ensemble class, and prepares students for a professional dance occupation as director of a dance company.

*Prerequisite: Performance Ensemble I; Member of NA Dance Company.*

**51.058 International Baccalaureate Dance Standard Level (SL)**

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 NAHS dance AND teacher approval.*



### **51.058 International Baccalaureate Dance Higher Level (HL)**

Higher level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of dance. Additional requirements beyond SL work are required.

*Prerequisite: Two years of Dance AND teacher approval.*

### **51.064 Applied Anatomy and Kinesiology for Dance(12<sup>th</sup> only)**

This course is an introduction to the principles of anatomy and kinesiology in relation to dance as an art form and the development and well-being of the dancer as a performing artist. Emphasis is placed on the structure and function of the muscular and skeletal systems in dance, as well as movement and range of motion through the planes of the body. Movement analysis, injury prevention, conditioning principles, and basic nutrition is covered. Students are required to dress out and fully participate in this “moving” and performance-based course. *\*Prerequisite: This section is designated for senior athletes. Senior athletes must have demonstrated leadership on a school athletics team, club team, or dance company; been track to graduate; have a record of good attendance; complete an application and receive teacher and Athletic Director Approval.*

## **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 (11<sup>th</sup> and 12<sup>th</sup> only)**

Students will learn the concepts of music technology, and its use in current music production methods.

## Music Theory

### **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).*

### **53.02900 International Baccalaureate Music SL (Grades 12) Year 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:** AP Music Theory, Music Theory and Composition II, teacher approval.*

### **53.02900 International Baccalaureate Music HL (Grades 11-12) Years 1 & 2**

The higher level music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music 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:** AP Music Theory, Music Theory and Composition II, teacher and approval.*

## 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**

Students in acting will select either a musical theater designation or a competitive theater (One Act Play) designation when registering for these courses. Students may combine courses from either designation.

### **52.02100 Theater Arts/Fundamentals I (9<sup>th</sup> and entry level 10<sup>th</sup>)**

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/III**

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 and/or teacher approval.*

### **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:** *Theater Arts/Fundamentals I.*

### **52.06100 Theater Arts/Acting II/III**

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

### **52.09200 Dramatic Writing (Film, Television, and Theatre I)**

Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Note: This course meets fourth English Language Arts core requirement. (Teacher Recommendation Only)

### **52.05300 International Baccalaureate Theater SL/HL (11<sup>th</sup> and 12<sup>th</sup> only)**

This multifaceted theatre-making course gives students the opportunity to make theatre as creators, designers, directors and performers, working individually and collaboratively as part of an ensemble. Students will learn to apply research and theory to inform and to contextualize their work. Students will discover and engage with different forms of theatre across time, place and culture.

**Prerequisite:** *Theater Arts/Fundamentals, Technical Theater or Acting, and teacher approval.*

## **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 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.*

### **50.0411 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 Comprehensive I, and 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 Comprehensive I, Visual Arts Ceramics/Pottery I, and 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.*

### **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 and Sculpture 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, Drawing and Painting 1, Applied Design I and teacher recommendation/portfolio review.*

### **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, Ceramics 1, Sculpture I and teacher recommendation/portfolio review.*

### **International Baccalaureate Visual Arts SL Year 1 (Grades 11)**

Standard level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Note this is a 2 year course. Students will be committing to this class junior and senior year. **Prerequisite:** *Visual Arts Comprehensive I, Drawing and Painting 1 combined with teacher recommendation/portfolio review as well as acceptance into the IB Diploma Programme or IB Career-related Programme. It is also highly recommended to take Ceramics I, Sculpture I, or Applied Design as a prior course.*

### **International Baccalaureate Visual Arts HL Year 1 (Grades 11)**

Higher level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Note this is a 2 year course. Students will be committing to this class junior and senior year. **Prerequisite:** *Visual Arts Comprehensive I, Drawing and Painting 1 combined with teacher recommendation/portfolio review as well as acceptance into the IB Diploma Programme or IB Career-related Programme. It is also highly recommended to take Ceramics I, Sculpture I, or Applied Design as a prior course.*

### **International Baccalaureate Visual Arts SL Year 2 (Grades 12)**

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, Drawing and Painting 1, International Baccalaureate Visual Arts SL Year 1 combined with teacher recommendation/portfolio review. It is also highly recommended to take Ceramics I, Sculpture I, or Applied Design as a prior course.*

### **International Baccalaureate Visual Arts HL Year 2 (Grades 12)**

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, Drawing and Painting 1, International Baccalaureate Visual Arts SL Year 1 combined*

*with teacher recommendation/portfolio review. It is also highly recommended to take Ceramics I, Sculpture I, or Applied Design as a prior course.*

## 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, Athletes)**

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

### **36.0640099 Advanced Weight Training (10-12, Athletes)**

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)**

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*



**36.01500 Principles of Athletic Training /Sports Medicine (12<sup>th</sup> only)**

This course introduces techniques to prevent, recognize, evaluate, manage, treat, and rehabilitate athletic injuries.

**17.01300 First Aid and Safety (12<sup>th</sup> only)**

This course focuses on developing safety habits and stresses prevention of accidents and injuries, basic life-saving, and first aid techniques.