

Maynard Holbrook Jackson High School Academic Program Handbook and Course Catalog

Table of Contents:

I.	School Administration	[1]
II.	School Information	[2]
III.	Program Contact Information	[2]
IV.	Counselor Information	[2-3]
V.	Additional Contact Information	[3]
VI.	IB Learner Profile	[4]
VII.	International Baccalaureate Diploma Program (IBDP)	[5 – 9]
VIII.	International Baccalaureate Career-related Program (IBCP)	[10 – 14]
IX.	Dual Enrollment/Early College	[15 – 18]
X.	Advanced Placement (AP) Program	[19 – 21]
XI.	International Baccalaureate Middle Years Program (MYP)	[22 – 23]
XII.	Basic Course Sequence for High School Graduation	[24]
XIII.	English Language Arts Course Offerings	[25 – 28]
XIV.	Mathematics Course Offerings	[29 – 31]
XV.	Science Course Offerings	[32 – 35]
XVI.	Social Studies Course Offerings	[36 – 39]
XVII.	World Languages Course Offerings	[40 – 41]
XVIII.	Career, Technical and Agricultural Education (CTAE) Course Offerings	[42 – 45]
XIX.	Fine and Performing Arts Course Offerings	[46 – 51]
XX.	Health and Physical Fitness Course Offerings	[52]
XXI.	Courses Specific to the IB Programs	[53]
XXII.	List of Georgia IB High Schools	[54]

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Website: <http://www.atlanta.k12.ga.us/Domain/3508>

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IB Career-related Program (IBCP)

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<http://maynardjacksonib.wixsite.com/mjhsib> (IB website)

<http://maynardjacksonib.wixsite.com/apcourses> (AP website)

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Gifted Point of Contact

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<https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/move-on-when-ready/>
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IB Learner Profile:

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

INQUIRERS

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

KNOWLEDGEABLE

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

THINKERS

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

COMMUNICATORS

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

PRINCIPLED

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

OPEN MINDED

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

CARING

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

RISK-TAKERS

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

BALANCED

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

REFLECTIVE

Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM (IBDP)

The International Baccalaureate Diploma Program (IBDP) is a two-year educational curriculum that occurs during a student's junior and senior years of high school. The program provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide.

What kind of student is right for the IBDP?

The IBDP student generally wants to achieve the highest level of college and university recognition and preparation. These students generally take on more than the standard academic course load in order to become a competitive candidate for the most selective colleges and universities. IBDP students are also involved with various extra-curricular and service activities. Students who participate in the Diploma Program (DP) generally desire to be well-rounded leaders and learners that can excel in the top colleges and universities.

Program Details/Requirements:

- Students must complete six (6) two-year, IBDP courses. (See the Course Listings on page 5 of this document.)
- Students must complete six (6) IB Exams (one for each subject) throughout May of their senior year.
- Students must complete a 4000-word Extended Essay (EE) over the course of two years.
- Students must be involved in various Creativity, Action, and/or Service (CAS) activities over two years.
- Students must successfully complete a two-year IB Theory of Knowledge (TOK) course.

Benefits:

- Each IB course has an extra ten point "weight" reflected on the student's transcript. Therefore, if a student earns a 95% in any IBDP course, it would be recorded as a 105%. Students in the IBDP experience these extra GPA points in at least 12 courses throughout their junior and senior years of high school. This also increases opportunities for scholarships and interest from more selective colleges and universities.
- Students in the IBDP generally perform better in college than those who had not participated in the IBDP. Also, more IBDP students actually finish college with a four-year (or higher) degree.
- Students can receive college credit for every IB exam/subject with a qualifying score of at least 4 out of 7.
- If all other requirements are met and the students make a combined score of 24 on their IB exams, they earn the "IB Diploma". This means that students can potentially start college with enough credit to be qualified as a sophomore. It is also valid for acceptance into many universities outside the United States.
- Guaranteed IB and language pathway completion cord at graduation.
- IBDP requirements are viewed favorably by competitive colleges, thus increasing student chances of acceptance and retention.

Entrance Recommendations:

[If these recommendations are not met, students may be asked to provide additional documentation (i.e. recommendation form, etc.)]

- Students must hold a cumulative GPA of at least 3.0 (or 83%) prior to eleventh grade.

- Students must have completed two consecutive years in a world language course (Chinese, French, or Spanish) prior to eleventh grade.
- Students should have a minimum Lexile score of 1150.
- Students that have attended MJHS in ninth and tenth grade must complete the MYP Personal Project (for Class of 2020 and beyond).
- Though not required, it is recommended that students take AP Human Geography in ninth grade and/or AP World History in tenth grade. Sophomores that know they want to start the IBDP as juniors may also take AP Biology and/or AP English Language in tenth grade.
- *Note: "Honors" classes are preferred only when recommended by a counselor. Otherwise, "honors" courses are not necessary to participate in the DP.*

Expectations and Removal from the IBDP:

Once the schedule is created for an IBDP student, it is sometimes very difficult to make changes. Therefore, we strongly recommend that students commit to the IBDP at the start of their junior year. However, once a student is enrolled, there are only a few ways to exit the IBDP:

- Failure in one IBDP course can result in a probationary period with the possibility of removal.
- Failure in two or more IBDP courses will result in the student's removal from the IB Diploma Program.
- Two or more IB teachers expressing concern over student performance can initiate discussions that may lead to removal from the IBDP.
- Students may also be removed from the IBDP upon parent and counselor request.
- Severe infractions of Academic Dishonesty may also result in removal from the IBDP.
- Scheduling issues that may impede student graduation is also cause to be removed from the IBDP.

Inclusion Policy:

Maynard Holbrook Jackson High School encourages access into the IB Diploma Program by identifying and removing barriers to access and opportunity. Policies that govern inclusion through federal, state, and local school district legislation will be honored through extensions of IB pedagogy that promote student exposure to individualized teaching and learning.

Assessment Policy and Fees:

In order to complete the IBDP, parents and students must sign an agreement prior to November of the student's senior year stating that he or she will commit to completing all the required exams for the IBDP in addition to the other program requirements. Each IB Subject Examination costs \$119 (x6), plus a one-time registration fee of \$172, totaling \$886. APS currently pays 90% of this cost for MJHS IBDP students.

Cost: The IBDP generally costs \$886 per student. APS currently pays 90% of these charges, leaving \$88.60 for parents. This is often due in November of the student's senior year. However, it is very likely that 100% of the IBDP examinations for the IB Class of 2018 will be paid through APS Signature Program Funds.

Course Listings and Schedules:

Below is a prospective list of courses for students that are considering the IBDP:

(Students should have one course from the each of the eight categories each year).

IB Subject Group	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Language and Literature:	9 th Grade Lit./Comp.	World Literature or AP Language*	IB Literature HL (Y1)	IB Literature HL (Y2)
Language Acquisition:	Chinese, French, or Spanish 1 or 2	Chinese, French, or Spanish 2 or 3	IB Chinese, French, or Spanish (Y1)	IB Chinese, French, or Spanish (Y2)
Individuals and Societies:	American Govt. (1 semester)/P.E. Elective (1 semester)	World History or AP World History*	IB History of the Americas HL (Y1)	IB History: 20th Century World Topics HL (Y2)
Sciences:	Biology (or Honors Biology)	Chemistry (or Honors Chemistry)	IB Biology SL (Y1) or IB Chemistry SL (Y1)	IB Biology SL (Y2) or IB Chemistry SL (Y2)
Mathematics:	<i>See Potential Math Sequences below¹</i>	<i>See Potential Math Sequences below¹</i>	<i>See Potential Math Sequences below¹</i>	<i>See Potential Math Sequences below¹</i>
The Arts:	<i>See Potential IB Arts Pathways below²</i>	<i>See Potential IB Arts Pathways below²</i>	<i>See Potential IB Arts Pathways below²</i>	<i>See Potential IB Arts Pathways below²</i>
Additional Requirements:	Personal Fitness/Health	Elective (or unfulfilled P.E. requirement)	Theory of Knowledge [TOK] (Y1)	Theory of Knowledge [TOK] (Y2)
Additional Requirements:	AP Human Geography* (Recommended elective for IBDP.) (See possible math options also.)	Elective (See possible math options also.)	Physics or AP Physics*	Economics or AP Macroeconomics* [Note: Economics is 1 semester course that must be paired with another 1 semester course.]

*Be sure to check AP course requirements in the MJHS course catalog.

NOTE: Please note that this is just a guide to assist with choosing the proper and most rewarding courses. Be sure to consult a MJHS counselor to address any questions and/or concerns regarding scheduling.

¹Potential Math Sequences:

Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
8 th Grade Math	Algebra I	Geometry	Algebra II/Adv. Algebra	IB Math Studies SL
8 th Grade Math	Algebra I	Geometry AND Algebra II/Adv. Algebra [NOTE: This option may take up the space of an additional elective.]	Pre-Calculus or AP Statistics*	IB Math Studies SL
Algebra I	Geometry	Algebra II	Pre-Calculus or AP Statistics*	IB Math Studies SL
Algebra I	Geometry AND Algebra II/Adv. Algebra [NOTE: This option may take up the space of an additional elective.]	Pre-Calculus	AP Calculus AB*	IB Math Studies SL*

²Potential IB Arts Pathways:**

Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Ballet 1	Ballet 2 or higher	IB Dance (Y1)	IB Dance (Y2)
Audio-Video Tech 1	Audio-Video Tech 2 or higher	IB Film (Y1)	IB Film (Y2)
Theater 1	Theater 2 or higher	IB Theater (Y1)	IB Theater (Y2)
Art/Draw/Paint 1	Art/Draw/Paint 2 or higher	IB Visual Art (Y1)	IB Visual Art (Y2)
Level 1 or higher of any Band, Chorus, or Orchestra class	Level 2 or higher of any Band, Chorus, or Orchestra class	IB Music (Y1)	IB Music (Y2)
Ballet 1	Ballet 2 or higher	IB Dance (Y1)	IB Dance (Y2)
Audio-Video Tech 1	Audio-Video Tech 2	IB Film (Y1)	IB Film (Y2)

****Note:**

- *Students interested in completing a CTAE Pathway (such as Engineering, Audio-Visual Tech, Graphic Design, Web and Digital Design, or JROTC) should consider the IB Career-Related Program (IBCP).*

- *It is preferable, but not mandatory, for sophomores to take AP Language and AP World History. Sophomores may also take AP Biology and/or AP Economics if their schedule permits.*
- *Although it is preferable, it is not necessary for students to take Ballet, Audio-Video Tech., Theatre, or Art as freshmen and sophomores to participate in the DP.*
- *However, once in the DP, students must choose to take IB Dance, IB Film, IB Theatre, IB Music, or IB Visual Art throughout their junior and senior year.*
- *Please note that various math sequences are available to ensure the best fit for the individual student and his or her college and major of choice.*
- *DP students that want to take AP Calculus must have passed Pre-Calculus prior to the start of junior year. Please see the child's counselor for more details. When choosing to take two math courses in one school year, students may opt out of an additional elective.*

Academic Dishonesty:

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

1. First offense: Student/teacher conference and parent/guardian contact. The teacher is to input a mark of "CH" (cheating) in Infinite Campus. This mark is calculated to reflect a 0% on the student's grade for the applicable assignment. For the first offense, students are given the opportunity to redo the assignment for a grade no higher than a 70%. However, the student must re-submit the assignment within 5 days in order to receive any credit.
2. Second offense: Student/teacher conference; parent/guardian contact and administrative contact. Input "CH" or "O" in Infinite Campus. No opportunity for make-up work may be given.
3. Third offense: Disciplinary consequences may be attributed based on the current Level 1-3 consequences for this offense. (See sections 4.1 to 4.4 of the student handbook).

Late Assignments:

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

INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAM (IBCP)

The International Baccalaureate Career-related Program (IBCP) is a two-year educational curriculum that combines TWO (2) or more college-level IB Diploma Program courses with a complete career-related pathway of study. It is centered on the core components of language development, service learning, a reflective project, and a Personal and Professional Skills (PPS) class.

What kind of student is right for the IBCP?

The IBCP student generally wants to participate in some IB Diploma Program courses, but still wants to complete one of our CTAE Career Pathways. These students are college-bound, but want to also focus on employable skills and career development. IBCP students are also involved with various extra-curricular and service activities. Students who participate in the CP generally desire to be well-rounded leaders and learners that want college credit in high school while taking advantage of a variety of career-related and/or CTAE opportunities.

Program Details:

- Students must complete two (2) or more two-year IBDP courses. (See the Course Listings on pages 7 & 8.)
- Students must complete two (2) or more IB Exams (one for each subject) throughout May of their senior year.
- Students must complete a 3000-word essay or a 1500 to 2000-word essay with an additional format (film, display, play, presentation, etc.) over the course of two years. [*Comparable to the EE for the DP*]
- Students must complete 50 hours of Service Learning activities over the course of two years. [*Comparable to CAS for the DP*]
- Students must successfully complete a two-year IB Personal and Professional Skills (PPS) course. [*Comparable to TOK for the DP*]
- **Language Development Requirement:** Requires 50 hours of portfolio work over the 2 years. This may be satisfied through any level of our three world languages, through any ESOL course, through any AVA world language course, or through any MOWR college world language course. If a student takes an IB language class, the student must **ADD** 50 hours of portfolio work that is different from the work that is assessed by the IB exam. A student may also propose a plan of study outside of the school day (not for high school credit) for approval by the IBCP Coordinator and/or the Language Development Coordinator.

Benefits:

- Each IBDP course has an extra ten point “weight” reflected on the student's’ transcript. Therefore, if a student earned a 95% in any IB course, it would be recorded as a 105%.
- Students can receive college credit for every IB exam/subject with a qualifying score of at least 4 out of 7.
- Students have the flexibility to choose between a variety of IBDP, AP, CTAE, and Dual Enrollment courses while in the IBCP.
- Students can participate in IB and complete their CTAE, ROTC, or career pathway.
- IB requirements are viewed favorably by competitive colleges, thus increasing student chances of acceptance and retention.

Entrance Recommendations:

[If these recommendations are not met, students may be asked to provide additional documentation (i.e. recommendation form, etc.)]

- Students must hold a cumulative GPA of at least 3.0 (or 83%) prior to eleventh grade.
- Students must have completed two consecutive years in a world language course (Chinese, French, or Spanish) prior to eleventh grade.
- Students should have a minimum Lexile score of 1150.
- Students that have attended MJHS in ninth and tenth grade must complete the MYP Personal Project (for Class of 2020 and beyond).
- Though not required, it is recommended that students take AP Human Geography in ninth grade and/or AP World History in tenth grade. Sophomores that want to start the IBDP as juniors may also take AP Biology and/or AP English Language in tenth grade.
- *Note: "Honors" classes are preferred only when recommended by a counselor. Otherwise, "honors" courses are not necessary to participate in the CP.*

Expectations and Removal from the IBCP:

Once the schedule is created for an IBCP student, it is sometimes very difficult to make changes. Therefore, we strongly recommend that students commit to the IBCP at the start of their junior year. However, once a student is enrolled, there are only a few ways to exit the IBCP:

- Failure in one IBDP course can result in a probationary period with the possibility of removal.
- Failure in two or more IBDP courses will result in the student's removal from the IB Career-related Program.
- Two or more IB teachers expressing concern over student performance can initiate discussions that may lead to removal from the IBCP.
- Students may also be removed from the IBDP upon parent and counselor request.
- Severe infractions of Academic Dishonesty may also result in removal from the IBDP.
- Scheduling issues that may impede student graduation is also cause to be removed from the IBCP.

Inclusion Policy:

Maynard Holbrook Jackson High School encourages access into the IB Career-related Program by identifying and removing barriers to access and opportunity. Policies that govern inclusion through federal, state, and local school district legislation will be honored through extensions of IB pedagogy that promote student exposure to individualized teaching and learning.

Academic Honesty:

Classroom instructors will determine how source material will be documented (i.e., MLA, APA, Chicago, etc.). Acknowledgment of all source material, whether visual, audio, graphic, lecture, interviews, broadcasts, maps, films, and/or oratories are subject to proper documentation in all relevant student submissions. Instances of academic dishonesty can result in various disciplinary consequences ranging from ISS to removal from the IBCP. ***[Also, see the Academy Honesty section on page 7 of this guide regarding IBDP courses.]***

Assessment Policy and Fees:

In order to complete the IBCP, parents and students must sign an agreement prior to November of the student's senior year stating that student will commit to completing all the exams for the applicable DP

courses in addition to the other program requirements. However, APS current pays 90% of this cost for MJHS IBCP students.

Cost:

Each IB Subject Examination costs \$116, plus a one-time registration fee of \$168. This is often due in November of the student’s senior year. However, it is very likely that 100% of the IB examinations for the IB Class of 2018 will be paid through APS Signature Program Funds.

MJHS CP Pathways:

Below is a prospective list of CTAE Pathways that a student can choose in conjunction with the IBCP.

**Students interested in attempting to earn the coveted “IB Diploma” should consider the IB Diploma Program (IBDP). [See Pages 5 – 9]*

Audio-Video Technology and Film

9 th grade	Audio-Video Technology and Film I
10 th grade	Audio-Video Technology and Film II (or AVTF I)
11 th grade/CP year 1	Audio-Video Technology and Film III (or AVTF II)
12 th grade/CP year 2	<i>Work Based Learning/Internship</i> (or AVTF III)

Graphic Design

9 th grade	Introduction to Graphics & Design
10 th grade	Graphic Design and Production (or Introduction to Graphics & Design)
11 th grade/CP year 1	Advanced Graphic Design (or Graphic Design and Production)
12 th grade/CP year 2	<i>Work-based Learning /Internship</i> (or Advanced Graphic Design)

JROTC-Army

9 th grade	JROTC Army Leadership Education 1
10 th grade	JROTC Army Leadership Education 2 (or JROTC Army Leadership Education 1)
11 th grade/CP year 1	JROTC Army Leadership Education 3 (or JROTC Army Leadership Education 2)
12 th grade/CP year 2	<i>JROTC Army Leadership Education 4</i> (or JROTC Army Leadership Education 3)

Web and Digital Design

9 th grade	Introduction to Digital Technology
10 th grade	Digital Design (or Introduction to Digital Technology)
11 th grade/CP year 1	Web Design (or Digital Design)
12 th grade/CP year 2	<i>Work-based Learning /Internship</i> (or Web Design)

Engineering and Technology

9 th grade	Foundations of Engineering & Technology
10 th grade	Engineering Concepts (or Foundations of Engineering & Technology)
11 th grade/CP year 1	Engineering Applications (or Engineering Concepts)
12 th grade/CP year 2	<i>Engineering Internship</i> (or Engineering Applications)

Course Listings and Schedules:

Below is a prospective list of courses for students that are considering the IBCP.

Remember, only TWO two-year IBDP courses are mandatory. Students may choose up to FIVE two-year DP courses; however, the student must complete their CTAE or ROTC pathway before they graduate. Students interested in pursuing the IB Diploma should consider the IB Diploma Program (IBDP). [See pages 5 - 9.] (Students should have one course from the each of the eight categories each year).

IB Subject Group	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
Language and Literature:	9 th Grade Lit./Comp.	World Literature or AP Language*	IB Literature HL (Y1)	IB Literature HL (Y2)
Language Acquisition:	Chinese, French, or Spanish 1 or 2	Chinese, French, or Spanish 2 or 3	IB Chinese, French, or Spanish (Y1)	IB Chinese, French, or Spanish (Y2)
Individuals and Societies:	American Govt. (1 semester)/P.E. Elective (1 semester)	World History or AP World History*	IB History of the Americas HL (Y1)	IB History: 20th Century World Topics HL (Y2)
Sciences:	Biology (or Honors Biology)	Chemistry (or Honors Chemistry)	IB Biology SL (Y1) or IB Chemistry SL (Y1)	IB Biology SL (Y2) or IB Chemistry SL (Y2)
Mathematics:	<i>See Potential Math Sequences below¹</i>	<i>See Potential Math Sequences below¹</i>	<i>See Potential Math Sequences below¹</i>	<i>See Potential Math Sequences below¹</i>
CTAE/Career Pathway:	Chosen CTAE Career Pathway 1 (See Page 12)	Chosen CTAE Career Pathway 1 or 2 (See Page 12)	Chosen CTAE Career Pathway 2 or 3 (See Page 12)	Chosen CTAE Career Pathway 3 or Work-based Learning (See Page 12)
Additional Requirements:	Personal Fitness/Health	Elective (or unfulfilled P.E. requirement)	Personal & Professional Skills [PPS] (Y1)	Personal & Professional Skills [PPS] (Y1)
Additional Requirements:	AP Human Geography* (Recommended elective for IBDP.) (See possible math options also.)	Elective (See possible math options also.)	Physics or AP Physics*	Economics or AP Macroeconomics* [Note: Economics is 1 semester course that must be paired with another 1 semester course.]

*Be sure to check AP course requirements in the MJHS course catalog.

NOTE: Please note that this is just a guide to assist with choosing the proper and most rewarding courses. Be sure to consult a MJHS counselor to address any questions and/or concerns regarding scheduling.

¹Potential Math Sequences:

Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
8 th Grade Math	Algebra I	Geometry	Algebra II/Adv. Algebra	IB Math Studies SL
8 th Grade Math	Algebra I	Geometry AND Algebra II/Adv. Algebra [NOTE: This option may take up the space of an additional elective.]	Pre-Calculus or AP Statistics*	IB Math Studies SL
Algebra I	Geometry	Algebra II	Pre-Calculus or AP Statistics*	IB Math Studies SL
Algebra I	Geometry AND Algebra II/Adv. Algebra [NOTE: This option may take up the space of an additional elective.]	Pre-Calculus	AP Calculus AB*	IB Math Studies SL*

NOTE: IBCP students that have completed Pre-Calculus are eligible to take AP Calculus (even in lieu of IB Math Studies)

DUAL ENROLLMENT/EARLY COLLEGE

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

What kind of student is right for the Dual Enrollment?

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

Program Details:

Below is a list of Georgia schools that currently partner with MOWR. However, Maynard H. Jackson High School has an exclusive Memorandum of Understanding (MOU) with Atlanta Metropolitan State College (AMSC) for the Early College Program that ensures transportation to and from AMSC and MJHS, as well as other academic supports. Therefore, if students want to participate in MOWR at any of the other institutions listed below, **they would need to meet the specific entry requirements of the individual chosen school.** Students would also be responsible for any applicable application fees and for transportation to and from the college campus.

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

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

- Provides students the opportunity to earn transferable college credits.
- Grades from college classes are given an additional 10 points at Jackson High School (for example, a grade of 95% at AMSC would equal a 105% at MJHS.)
- Reduces the amount of time needed to earn a college or university degree.
- Textbooks are provided by Atlanta Metropolitan State College or other eligible post-secondary institutions.
- Transportation is provided by Atlanta Public Schools to Atlanta Metropolitan State College only.
- Academic support is available to each student by Atlanta Metropolitan State College.
- Students may participate in their high school’s extra-curricular activities while attending Atlanta Metropolitan State College and other eligible post-secondary institutions.
- Central focus is college readiness and high school-college transition.
- Tuition cost is paid by the state. This does not impact HOPE or FASFA funds.

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

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

Admissions Process:

- Step 1 – Complete the application for admission at www.gafutures.org or www.atlm.edu, or in person at Atlanta Metropolitan State College.

- Step 2 – Submit (1) official copy of the high school transcript showing GPA and credits to date to AMCS/s Office of Admissions, (2) ACCUPLACER test scores (3) immunization form, and (4) the “Dual Enrollment Participation Agreement” form signed by the high school counselor, parent/guardian, and student. These documents should be submitted to:

Atlanta Metropolitan State College

The Office of Admissions
1630 Metropolitan Parkway
Atlanta, Georgia 30310

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

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

Meet with your counselor at Maynard H. Jackson HS if you have questions regarding:

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

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

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

AMSC Early College Contact Information:

Cindy Balsam

cbalsam@atlm.edu

404-756-4401

AMSC Student Center Room 210

Steps to Participate in Dual Enrollment with AMSC:

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

1. Students must complete a Maynard Jackson High School transcript audit with the applicable counselor.
2. Student and/or parent must submit copy of immunization form, birth certificate, and social security card to AMSC.
3. Students must complete AMSC application.

4. Students must take ACCUPLACER test.
5. Student must then complete AMSC course registration form

Expectations and Removal from the Dual Enrollment Program:

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

Inclusion Policy:

Maynard Holbrook Jackson High School encourages access into the Early College Program by identifying and removing barriers to equitable learning. Policies that govern inclusion through federal, state and local school district legislation will be honored as well as the policies of Maynard H. Jackson High School, the Early College Program, College Board, GA Futures, and AMSC (or any other applicable college).

Academic Honesty

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

Assessment Policy and Fees:

In order to participate in Early College, students must make a qualifying score on the College Board ACCUPLACER Test or SAT/ACT. The assessment policies in the high school classes align with tenets of Maynard H. Jackson High School, the Early College Program, College Board, GA Futures, and AMSC (or any other applicable college).

Cost:

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

ADVANCED PLACEMENT (AP) PROGRAM

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

What kind of student is right for the AP Program?

Advanced Placement courses often come with a common misconception—that they are only available to high achieving students. The reality is that any student can enroll in an AP course regardless of physical or mental blocks that the student might feel may be preventing them from taking AP. Since AP is geared toward preparing students for college, all students interested in attending a college or university should really consider taking an AP course. However, students must decide on whether or not their schedules can accommodate the rigorous amount of time and dedication needed to take one or more AP courses.

Program Details:

- Students must complete the applicable AP course and sit for the corresponding AP examination given in May of the school year in which the course was taken.
- AP Courses can be spread throughout students' schedules based on their availability and student request.
- Unlike IBDP courses, AP courses do not have a set amount of required courses that students must take.
- Maynard Holbrook Jackson High School currently offers the following Advanced Placement courses:
 - Biology
 - *Calculus AB (subject to availability; see entrance recommendations below)
 - English Language and Composition
 - English Literature and Composition
 - Environmental Science
 - Human Geography
 - Macroeconomics
 - Microeconomics
 - *Physics 1 (subject to availability; see entrance recommendations below)
 - Psychology
 - Statistics
 - Studio Art: 2-D Design
 - United States History
 - World History

Benefits:

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

- Students have the flexibility to choose between a variety of IBDP, IBCP, CTAE, and Dual Enrollment courses while taking AP classes.

Entrance Recommendations:

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

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

Expectations and Removal from the AP Program:

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

Inclusion Policy:

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

Academic Honesty

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

Assessment Policy and Fees:

In order to be eligible for college credit, students must take the applicable AP examination. Parents and students must sign an agreement prior to November of the applicable school year stating that the student will commit to sitting for the corresponding AP Examination. This will ensure that APS pays 90%

of the exam cost for one exam. Otherwise, parents may be asked to pay the entire cost of the AP examinations.

Cost:

The fee for each AP Exam is \$94. The Georgia Department of Education pays for one exam and half the cost of a second exam for each economically disadvantaged student. For the 2018-2019 school year, APS should cover 90% of AP Exam costs for all students at MJHS. Ultimately, for the 2019 AP exam session, we anticipate families would pay no more than \$10 per subject.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM (MYP)

The International Baccalaureate (IB) Middle Years Program (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is a five-year program (spanning from grades 6 to 10) which can be implemented in a partnership between schools, or in several abbreviated (two, three, or four year) formats. Maynard Holbrook Jackson High School is currently in a partnership with Martin Luther King, Jr. Middle School to establish a continual grade 6 through 12 MYP. However, local charter schools with students that most frequently attend Jackson High School [Atlanta Neighborhood Charter School (ANCS) and Wesley International Academy (WIA)] both utilize the MYP as well. Every ninth and tenth grade student that attends MJHS is automatically a part of the IB Middle Years Program (MYP). Students who complete the MYP are generally better prepared to undertake the IB Diploma Program (DP), Career-related Program (CP), and/or any other higher-level academic program such as Advanced Placement (AP) and Dual Enrollment.

What is the MYP and who can participate?

The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation. Implementation of the MYP is a whole-school endeavor, although the program can accommodate academically selective models. The MYP aims to help students develop their personal understanding, their emerging sense of self and responsibility in their community. Teaching and learning in the MYP is underpinned by the following concepts:

- Teaching and learning in context
- Conceptual understanding
- Language development
- Various approaches to learning
- Service as action, through community service
- Students are also expected to exemplify the tenets of the IB Learner Profile

Program Details/Requirements:

- Each freshman and sophomore class offered at Maynard H. Jackson High School has an overlay of the MYP framework to focus on the aforementioned concepts.
- Students will be asked to complete a comprehensive MYP Personal Project if they desire to participate in the IBDP or IBCP as juniors.

Benefits:

- Students have a seamless and progressive transition from middle school into eleventh grade.
- Students are taught in an interdisciplinary fashion in order to foster greater cohesion and understanding.
- Attention is paid to various approaches to teaching and learning that affect the whole child.
- Curriculum instills components of Social Emotional Learning to help create a sense of self and personal/community responsibility.

Entrance Recommendations:

There are no entrance requirements for the MYP. All freshman and sophomores that attend Maynard Jackson high School are in the MYP.

Expectations and Removal from the MYP:

- Since Students are expected the follow and adhere to all guidelines set by Atlanta Public Schools, Maynard H. Jackson High School, and the Georgia Department of Education. No ninth or tenth grade student can be removed from the MYP as long as they legitimately attend Maynard H. Jackson High School.

MYP Approaches to Learning:

- Thinking skills
- Communication skills
- Social skills
- Self-management skills
- Research skills

MYP Approaches to Teaching skills are:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by formative and summative assessments

Inclusion Policy:

As part of the MYP curriculum, schools address differentiation within the written, taught, and assessed curriculum. This is demonstrated in the unit planner and in the teaching environment, both of which are reviewed during program authorization and evaluation.

The MYP allows schools to continue to meet state, provincial or national legal requirements for students with access needs. Schools must develop an inclusion/special educational needs (SEN) policy that explains assessment access arrangements, classroom accommodations and curriculum modification that meet individual student learning needs.

Academic Honesty

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

Assessment Policy and Fees:

There are no fees associated with the MYP. The assessment policies in the MYP high school classes align with the applicable tenets of Maynard H. Jackson High School and the Atlanta Public School District.

MJHS Basic Course Sequence for High School Graduation

		<u>9TH GRADE</u>	<u>10TH GRADE</u>	<u>11TH GRADE</u>	<u>12TH GRADE</u>
1.	ENGLISH (4 Credits)	9th Literature	10th Literature	American Literature or AP Language and Composition*	British Literature or AP Literature*
2.	MATH (4 Credits)	GSE Algebra I	GSE Geometry	GSE Algebra II	GSE Pre-Calculus or 4th Math Option
3.	SCIENCE (4 Credits)	Biology	Chemistry or Environmental Science	Physics or Physical Science	Human Anatomy or AP Biology*
4.	SOCIAL STUDIES (3 Credits)	American Government	World History or AP World History*	US History or AP US History*	Economics or AP Economics*
5.	PHYSICAL EDUCATION (1.5 Credits)	Personal Fitness and Health	Elective P.E.	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)
6.	WORLD LANGUAGE (2 Credit minimum)	SPANISH 1 FRENCH 1 CHINESE 1	SPANISH 2 FRENCH 2 CHINESE 2	SPANISH 3 FRENCH 3 CHINESE 3	ELECTIVE (OPTIONAL)
7.	ELECTIVE (5 Total; 3 to complete Pathway)	ELECTIVE (YEAR 1)	ELECTIVE (YEAR 2)	ELECTIVE (YEAR 3)	ELECTIVE (OPTIONAL)
8.	ELECTIVE (5 Total; 3 to complete Pathway)	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)	ELECTIVE (OPTIONAL)

**Please see pages 19 - 21 for more information about our AP courses.*

Also, students are required to complete and submit 75 hours of COMMUNITY SERVICE by Spring of Senior Year in order to graduate. This is work .5 Credit toward graduation.

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 overall course grade. *Prerequisite: None*

23.061004 9th Grade Literature and Composition Honors

This MYP course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It will focus on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in 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. Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course or International Baccalaureate (IB) course will be integrated throughout the course. A state mandated End of Course Test (EOCT) is required and counts toward 20% of the student's overall course grade. *Recommended Prerequisite: Proficient or Distinguished performance on Grade 8 EOG Milestone in Reading and Language Arts sections.*

23.062000 World Literature and Composition (10th Grade)

This MYP theme-based course focuses on a study of world literature and documents from American History. The students explore the effect of themes in regard to interpretation as well as develop an understanding of chronological context and the relevance of period structures in literature within world cultures. The students also develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. This course includes a balance of composition, applied grammar, and both literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. *Prerequisite: 9th Grade Literature and Composition*

23.062004 World Literature and Composition Honors (10th Grade)

This MYP theme-based course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It focuses on a study of world literature and documents from American History. The students explore the effect of themes in regard to interpretation as well as develop an understanding of chronological context and the relevance of period structures in literature within world cultures. The students also develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. This course includes a balance of composition, applied grammar, and both literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course or an International Baccalaureate (IB) course will be integrated throughout the course. **It should also be understood that passing this course will require the completion of an MYP Personal Project in one or more disciplines.** *Recommended Prerequisite: 9th Grade Literature and Composition (Honors) or 85+ in 9th Grade Literature and Composition and Language Arts teacher recommendation.*

23.053000 Advanced Placement (AP) Language and Composition (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 module must be taught in the 11th grade and is recommended as a designated substitute for American Literature. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. *Prerequisite: 1150 Lexile Score AND 10th Grade – 90+ in 9th Grade Literature and Composition (Honors) and Language Arts teacher recommendation. 1150 Lexile Score AND 11th Grade - Recommend 85+ in 10th Grade Literature and Composition Honors or 90+ in 10th Grade Literature and Composition with Language Arts teacher recommendation.*

23.051000 American Literature and Composition (11th Grade)

This course focuses on a survey of American literature from the Colonial Period to the modern era. Writing objectives focus on essays (emphasis on expository), research, and critical analysis papers. Extensive reading, public speaking, and presentation skills are also included in this course. American Literature engages students in becoming skilled readers of prose from a variety of periods, disciplines, and rhetorical contexts and skilled writers of prose composed for a variety of purposes. In this course students will not only become aware of the great, controversial, and interesting ideas contained in America's literary history, but also examine the interactions between the writer's' purposes, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. *Prerequisite: 10th Grade Literature and Composition*

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

IB Literature HL is a rigorous, two-year course for juniors and seniors that is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meaning in a culture, as well as in particular texts. All texts may be understood

according to their form, content, purpose and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The study of literature enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, IB Literature HL encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works from various cultures and time periods are studied in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. (IB Subject Guide for English A Literature) The students in this course who have not previously taken AP Language will take an EOC American Literature Assessment that will count as 20% of the 2nd semester grade. *Prerequisite: Recommended: un-weighted 90+ average in 10th Grade Literature and Composition Honors or 90+ average in 10th Grade Literature and Composition. Acceptance into the IB Diploma Program and parental consent.*

23.052000 British Literature and Composition (12th Grade)

This course focuses on an analytical survey of British literature from the Anglo-Saxon Period to the present. The integrated study of composition will include basic research skills, expository writing, technical, and an emphasis on persuasive writing. Sentence structure and grammar usage will be included through writing about literature and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course. *Prerequisite: American Literature and Composition*

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 Higher Level (12th grade)

IB Literature HL is a rigorous, two-year course for juniors and seniors which is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meaning in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural, and workplace contexts that produce and value them. Responding to and producing texts promotes an understanding of how language sustains or challenges ways of thinking and being. The study of literature enables an exploration of one of the more enduring fields of human creativity and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Through the study of a wide range of literature, IB Literature HL encourages students to appreciate the

artistry of literature and to develop an ability to reflect critically on their reading. Works from various cultures and time periods are studied in their literary and cultural contexts through close study of individual texts and passages and by considering a range of critical approaches. The response to this study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. (IB Subject Guide for English A Literature) *Prerequisite: Students must have completed the IB English A Literature, Year 1 HL course during their junior year.*

ELECTIVES

23.03200 Journalism I

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

23.03300 Journalism II

This MYP course introduces students to the production of a newspaper. Students will study staff organization, editing and layout, photography, and advertising. Students will further their skills in editing and layout, photography and the selling and production of advertising. Students will also explore careers in print media as well as mass media as a whole. *Prerequisite: Journalism I and teacher recommendation.*

23.03400 Journalism III

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

23.03500 Journalism IV

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

23.181000 Communication Skills

This course is designed for 9th graders who need more intensive assistance in mastering reading and language arts skills. The course is an elective taken in addition to the 9th grade literature course and will be computer based.
Prerequisite: Computer Adaptive Assessment System score in the lowest 35th percentile.

23.182000 Reading Enrichment

This course is designed for 10th graders who need more intensive assistance in mastering reading and language arts skills. The course is an elective taken in addition to the 10th grade literature course and will be computer based.
Prerequisite: Computer Adaptive Assessment System score in the lowest 35th percentile.

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 overall course grade. *Prerequisite: Placement is based on 8th grade Math course test average, teacher recommendation, a MJHS Placement Test and/or the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.*

27.0990041 GSE Algebra I Honors

MYP GSE Algebra I Honors is the first course in a sequence of three required high school mathematics courses designed to ensure that students are college and career ready. The course represents a discrete study of algebra with correlated statistical applications. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. A state mandated Georgia Milestones End-of-Course Assessment is required and counts 20% of the student's overall course grade. In addition to the general curriculum, students are expected to complete Independent Study activities several times throughout the year. *Recommended Prerequisite: Proficient or Distinguished score on previous years Georgia Milestone; Or teacher recommendation if one did not meet that standard.*

27.19970 GSE Algebra I Support

The purpose of GSE Algebra 1 Support is to provide additional support to students in their effort to meet the standards of the GSE Algebra I course. This course should be taught concurrently with a student's regular math class, giving extra time and 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 Mathematics every day. Placement is based on 8th grade Math course test average, teacher recommendation, MJHS Placement Test and the Georgia Milestones 8th grade Mathematics End-of-Grade Assessment.*

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 overall course grade. *Prerequisite: Placement is based on successful completion of GSE Algebra I.*

27.19980 GSE Geometry Support

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

27.09910 GSE Geometry (Semester 1) and 27.09920 GSE Algebra II/Advanced Algebra (Semester 2)

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

27.09920 GSE Algebra II/Advanced Algebra

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

27.09740 GSE Pre-Calculus

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

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/Advanced Algebra.*

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; 50+ Mathematics score on the PSAT, and teacher recommendation.*

27.0740 Advanced Placement (AP) Statistics

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

27.052202 IB Mathematical Studies, SL

Math Studies is a 1 year (2 semesters) course and is for 12th grade (and select 11th grade) IB Program students only. This course encourages the growth of math exploration and expertise in students with varied background and abilities. Compulsory topics include Numbers and Algebra, Sets and Logic, Geometry and Trigonometry, Statistics and Probability, Functions, Financial Mathematics, and Introductory Differential Calculus. The internal assessment involves the collection and/or generation of data, and the analysis and evaluation of that data. Projects may take the form of mathematical modeling, investigations, applications, and statistical surveys. *Prerequisites: successful completion of at least Advanced Algebra/Algebra 2; and acceptance into the IB Diploma Program.*

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 overall course grade *Prerequisite: None*

Biology Honors (9th)

Honors Biology is an accelerated MYP course designed for students interested in pursuing advanced sciences. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also implement applications of biological processes to everyday situations. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. Students will also be required to successfully complete a Science research project to be presented at the local level. *Recommended Prerequisite: Proficient or Distinguished performance on Grade 8 EOG Milestone in Science.*

40.05100 Chemistry (10th)

This sophomore-level MYP course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry. A state mandated Student Learning Objective (SLO) is required and counts toward 20% of the student's overall course grade. *Prerequisite: Math and Biology with an average grade of 80 or better in each course.*

Chemistry Honors (10th)

This advanced level MYP course introduces chemistry; covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety. Enhances level-one skills; emphasizes qualitative and quantitative analysis and organic chemistry. **It should also be understood that passing this course will require the completion of an MYP Personal Project in one or more disciplines.** *Recommended Prerequisite: Math and Science grades of 85 or better.*

26.06100 Environmental Science

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

concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

40.01100 Physical Science (10th)

This sophomore-level MYP Physical Science course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry. A state mandated End of Course Test is required and counts 20% of the student's overall course grade. *Prerequisite: Math and Biology average of 75 and below.*

40.08100 Physics (11th)

This junior-level course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Physics is a math-based science class. Students will be expected to perform advanced Algebra functions. *Prerequisite: Currently taking Advanced Algebra or Algebra II or equivalent.*

26.01400 Advanced Placement (AP) Biology (10th - 12th)

Conforms to the College Board topics for the Advanced Placement Biology Examination. Covers biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, Monera, Protista, fungi, plants, animals, and ecology. This upper-level course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description September 2007). Students are expected to take the Advanced Placement examination upon completion of this course. *Prerequisite: Biology and Chemistry or AP Physics 1 with an average grade of 90 or higher, 1200 Lexile Score and Teacher Recommendation*

26.06200 Advanced Placement (AP) Environmental Science (11th and 12th)

Conforms to the College Board topics for the Advanced Placement Environmental Science Examination. AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. Students are expected to take the Advanced Placement examination upon completion of this

course. Summer assignments are required. *Prerequisite: Biology and Chemistry with a grade average of 90 or above, 1200 Lexile and Teacher Recommendation*

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

Conforms to the College Board topics for the Advanced Placement Physics Examination. The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics B course should also include a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. *Prerequisite: Biology average of 90 and above, and Advanced Algebra or Algebra II average of 90 and above, 1200 Lexile and Teacher Recommendation.*

26.07300 Human Anatomy and Physiology (12th)

This course is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized. This course is heavy in new scientific vocabulary. Application of this vocabulary will be utilized heavily in this course. Students will also be expected to establish relationships between each of the systems covered in the course. *Prerequisite: Must have earned 2 Carnegie Units of science*

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

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

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

This course is a two-year course. Throughout the two years the following topics will be covered: quantitative chemistry, atomic structure, periodicity, bonding, energetic, kinetics, equilibrium, acids and bases, oxidation and reduction, organic chemistry, and measurement and data processing plus two additional topics. Students will complete 110 hours of theory and 40 hours of laboratory work. Provides

a rigorous survey of university level topics in chemistry presented in a global/international context; students will review current and historical research from all nations with students from a variety of cultural origins. *Prerequisite: Chemistry and acceptance into the IB Diploma Program.*

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. Prerequisite: None (This course meets the graduation requirement).

45.05700 American Government/Civics Honors (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. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the accelerated curriculum. Students will also be required to successfully complete a Social Studies research project to be presented at the local level. *Prerequisite: 85+ in Advanced or Gifted 8th Grade Language Arts OR 90+ in on-level 8th Grade Language Arts; 85+ in 8th Grade social studies; Proficient or Distinguished performance on EOG Milestone in Reading and Language Arts sections. (This course meets the graduation requirement).*

45.08300 World History (10th)

This year-long 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. *Prerequisite: None (This course is a graduation requirement).*

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

This year long MYP course conforms to the College Board topics for the Advanced Placement World History Exam. Topics covered in the course include the study of cultural, political, social and economic history. This course stresses research and writing skills. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. *Prerequisite: 85+ (weighted) in AP Human Geography or grade of 90+ in previous grade social studies and literature course, 1200 Lexile and teacher recommendation. (This course may substitute for World History – graduation requirement).*

45.08100 U.S. History (11th)

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

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

This course conforms to the College Board topics for the Advanced Placement United States History Exam. Topics covered in this course include: discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 11th grade and is recommended as a designated substitute for US History. A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade. *Prerequisite: Grade of 90+ in previous grade social studies and literature course and 1200 Lexile. AP Human Geography or AP World History are highly recommended. (This course may substitute for US History- graduation requirement).*

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

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

45.06100 Economics (12th)

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

45.06200 Advanced Placement (AP) Macroeconomics (12th)

This course conforms to the College Board topics for the Advanced Placement Macroeconomics Exam. Topics covered in this course include: basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute for Economics. A state mandated End of Course Test (Georgia Milestone) is required and counts 20% of the student's overall course grade. *Prerequisite: Grade of 90+ in previous grade social studies and literature course and 1200 Lexile. AP World History or AP US History are highly recommended. (This course may substitute for Economics - graduation requirement).*

Social Studies Elective Course Offerings

45.01200 Current Issues (11th and 12th)

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

45.03200 Ethnic Studies

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

45.01500 Psychology (11th and 12th)

This one semester course investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. This course integrates and reinforces social studies skills. *Prerequisite: None*

45.03100 Sociology (11th and 12th)

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

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

This year long MYP course conforms to the College Board topics for the Advanced Placement Human Geography Exam. Topics covered in this course include: the patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. **Students will also be required to successfully complete a Social Studies research project to be presented at the local level.** *Prerequisite: Freshman-85th percentile or higher on a nationally-normed test in Social Studies OR Distinguished performance on EOG Milestone in Reading and Language Arts sections & 85+ in advanced or 90+ in on-level 8th Grade Language Arts and 90+ in 8th Grade Social Studies; 1200 Lexile and Teacher Recommendation.*

45.01600 Advanced Placement (AP) Psychology (11th and 12th)

This course conforms to the College Board topics for the Advanced Placement Introductory Psychology Exam. Topics covered include methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. *Prerequisite: Psychology and Grade of 85+ in advanced or 90+ in on-level previous grade Language Arts and 90+ in previous Grade Social Studies; and 1200 Lexile score. AP World History or AP US History are highly recommended.*

45.052060 Advanced Placement Government and Politics (11th and 12th)

An introductory college course in United States Government and Politics is generally one semester in length. In the subject area there is considerable variety among the courses offered by colleges. In terms of content, there is no specific college course curriculum that an AP course should be to provide the students with a learning experience equivalent to that obtained in most college introductory United State Government and Politics courses. *Prerequisite: Grade of 90+ in previous grade social studies and literature course and 1200 Lexile.*

45.05600 Individual Law

This one semester course has a law-related education approach to provide practical information and problem-solving opportunities that develop in students the knowledge and skills necessary for understanding how to function in a law-oriented society.

35.067100 College Success II (OneGoal)

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

35.06800 High School Transition

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

World Languages Course Offerings

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

The Level I MYP language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers will adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

Prerequisite: None

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

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

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

Prerequisite: Modern Languages (ML) Level I and teacher recommendation

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

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

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

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

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

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

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

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 prerequisite for this course is advisor approval.

10.51910 Audio/Visual Technology & Film II

This course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Setup and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

10.52010 Audio/Visual Technology & Film III

This course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

Engineering and Technology Pathway

21.42500 Foundations of Engineering and Technology

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM. The prerequisite for this course is advisor approval.

21.47100 Engineering Concepts

Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of

mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.

21.47200 Engineering Applications

Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.

Graphic Design Pathway

48.56100 Introduction to Graphics and Design

This MYP course is designed as the foundational course for both the Graphics Production and Graphics Design pathways. The Graphics and Design course provides students with the processes involved in the technologies of printing, publishing, packaging, electronic imaging, and their allied industries. In addition, the Graphics and Design course offers a range of cognitive skills, aesthetics, and crafts that includes typography, visual arts, and page layout. *Prerequisite for this course is adviser approval.*

48.56200 Graphic Design Production

As the second course in the Graphics Design Pathway, this course builds on knowledge and skills learned in the Introduction to Graphics and Design course and focuses on procedures commonly used in the graphic communication and design industries. Students will gain more experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic design and graphic communications. *The prerequisite for this course is Introduction to Graphics and Design.*

48.52800 Advanced Graphic Design (2017-2018)

Students will continue to explore in an increasingly independent manner, the principles of design and layout procedures relating to the field of graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities. This is the final course in the Graphic Design pathway.

Web & Digital Design Pathway

11.41500 Introduction to Digital Technology

Introduction to Digital Technology is the foundational MYP course for Web & Digital Design pathway. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

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 website. *Students enrolled in this course should have successfully completed 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 website. Students will move past learning how to write code and progress to designing a professional looking website 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 website. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Digital Design. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Advanced CTAE Electives

10.5201 IB Film SL/HL, Year 1 and 2

IB Film is two-year course that fulfills the arts component of the International Baccalaureate diploma program. The IB Film Guide explains the nature of the subject as follows: Film is both a powerful communication medium and an art form. The Diploma Program film course aims to develop students' skills so that they become adept in both interpreting and making film texts. Through the study and analysis of film texts and exercises in film-making, the Diploma Program film course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. To achieve an international understanding within the world of film, students are taught to consider film texts, theories and ideas from the points of view of different individuals, nations and cultures. Prerequisite: Acceptance into the IB Diploma Program and teacher approval.

Work-Based Learning

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience. To qualify for a WBL placement, a student must be in 12th grade and at least 16 years old. Students must also have a defined Career Pathway and must be a CTAE pathway completer (or at the very least enrolled in the third level course of the pathway) 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, Cooperative Education, Internships and Youth Apprenticeships.

JROTC Offerings (Grades 9-12)

28.03100 JROTC Army Leadership Ed 1

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities. This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Prerequisite: None.

28.03200 JROTC Army Leadership Ed 2

This laboratory course is designed to build on the self-discovery skills sets taught in JROTC 1. As self-directed learners, students study fundamental citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.

Prerequisite: JROTC Army Leadership Ed 1

28.03300 JROTC Army Leadership Ed 3

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

28.03400 JROTC Army Leadership Ed 4

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

Fine and Performing Arts Course Offerings

Band

53.0361 Beginning Band I

This MYP course provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. *Prerequisite: None*

53.0362 Beginning Band II, III & IV

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

53.0371 Intermediate Band I

Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. *Prerequisite: Beginning Band or Orchestra AND/OR Audition and teacher approval.*

53.0372 Intermediate Band II & III

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. *Prerequisite: Intermediate Band I AND/OR Audition and teacher approval.*

53.0381 Advanced Band I, II, III & IV

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding.

Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences. *Prerequisite: Intermediate Band AND/OR Audition and teacher approval.*

Chorus

54.0231 Advanced Mixed Chorus I

Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and

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

54.0232 Advanced Mixed Chorus II, III & IV

Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. *Prerequisite: Beginning Women's Chorus I, Intermediate Women's Chorus I, Advanced Mixed Chorus I, AND/OR Audition and teacher approval.*

54.0241 Beginning Women's Chorus I

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

54.0242 Beginning Women's Chorus II, III & IV

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

54.0251 Intermediate Women's Chorus I

Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. *Prerequisite: Beginning Women's Chorus I AND/OR Audition and teacher approval.*

54.0252 Intermediate Women's Chorus II & III

Enhances level-one skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Women's Chorus I, Intermediate Women's Chorus I, AND/OR Audition and teacher approval.

Dance

51.021100 Ballet I

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

51.02200 Ballet II

This MYP course Enhances level-one skills; emphasizes the development and execution of elementary technical skills. Offers opportunities to perform and observe quality dance as an art form. *Prerequisite: Ballet I.*

51.02300 Ballet III

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

51.02400 Ballet IV

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

51.0570 International Baccalaureate Dance SL/HL (Grades 11-12) Years 1 & 2

The IB Diploma Program dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. *Prerequisite: teacher approval and acceptance into the IB Diploma Program.*

Music Technology

53.0221 Introduction to Music Technology

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

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

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

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

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

Theater

52.02100 Theater Arts/Fundamentals I

This MYP course Theater Arts/Fundamentals I and serves as prerequisite for other theater/drama courses. Develops and applies performance skills through access to basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms. *Prerequisite: None.*

52.04100 Theater Arts/Technical Theater I

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

52.04200 Dramatic Arts/Technical Theater II

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

52.06200 Theater Arts/Acting I

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

52.06100 Theater Arts/Acting II

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

52.0530021-1 IB Theatre

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both

individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre

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.*

50.0311 Visual Arts/Drawing I

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

50.0312 Visual Arts/Drawing II

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

50.0321 Visual Arts/Painting I

Explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures. *Prerequisite: Visual Arts Comprehensive I, Drawing & Painting I or Portfolio Review with teacher approval.*

50.0322 Visual Arts/Painting II

Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style. *Prerequisite: Visual Arts Comprehensive I, Drawing & Painting I, Painting I.*

50.0431 Visual Arts/Applied Design I

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

50.0432 Visual Arts/Applied Design II

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

50.0611 Visual Arts/Sculpture I

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

50.0813 Advanced Placement Studio: 2D Design Portfolio

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

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

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

Prerequisite: Visual Arts Comprehensive I, Sculpture I, teacher approval and acceptance into the IB Diploma Program.

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

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

Health and Physical Fitness Course Descriptions

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

17.01100 Health (9-12)

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

36.05100 Personal Fitness (9-12)

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

36.0210099 Intro to Team Sports (9-12)

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

36.022001 Introduction to Lifetime Sports (9-12)

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

36.02700 Recreational Games (9-12)

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

36.05400 Weight Training (9-12)

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

Courses specific to the International Baccalaureate Programs

35.0710021 IB Theory of Knowledge (TOK) Years 1 and 2

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

35.0880001 IB Personal and Professional Skills (PPS) Years 1 and 2

The personal and professional skills course should be linked to the three other components in the CP core. It can directly assist students in formulating and completing the reflective project as well as developing the skills to support students’ activities and experiences in the CP core. Personal and professional skills should also develop further the attributes exemplified in the IB learner profile. Other attributes that should be encouraged by the course include responsibility, perseverance, resilience, self-esteem and academic honesty. All CP students are required to complete the personal and professional skills core component as a timetabled course. The provision of personal and professional skills is expected to run concurrently with the other elements of the CP core. The personal and professional skills course emphasizes skills for the workplace, as they are transferable and can be applied in a range of situations. Each school should tailor its course to its particular students so that they can make links to their career-related studies. Where possible, personal and professional skills teachers should work with the career-related studies teachers to establish links and content to support integrated learning. Teachers should create a list of companies and organizations, both locally and further afield, that can offer guest speakers, contact with staff, work-based experiences and authentic materials. Students can also be asked to identify resources—companies, organizations and exemplary individuals—who can contribute to the course.

List of Georgia IB World High Schools:

	Name:	City:	District:
1.	Academy of Richmond County	Augusta	Richmond County Schools
2.	Atlanta International School	Atlanta	Private
3.	Benjamin H. Hardaway High School	Columbus	Muscogee County Schools
4.	Campbell High School	Smyrna	Cobb County Schools
5.	Carrollton High School	Carrollton	Carrollton County Schools
6.	Central High School	Macon	Bibb County Schools
7.	Dalton High School	Dalton	Dalton City Schools
8.	Decatur High School	Decatur	City Schools of Decatur
9.	Douglas County High School	Douglasville	Douglas County Schools
10.	Druid Hills High School	Atlanta	DeKalb County Schools
11.	Dublin High School	Dublin	Dublin City Schools
12.	Johnson High School	Gainesville	Hall County Schools
13.	Lovejoy High School	Hampton	Clayton County Schools
14.	Marietta High School	Marietta	Marietta City Schools
15.	Martin Luther King, Jr. High School	Lithonia	DeKalb County Schools
16.	Maynard Holbrook Jackson High School	Atlanta	Atlanta Public Schools
17.	Morgan County High School	Madison	Morgan County School District
18.	Norcross High School	Peachtree Corners	Gwinnett County Schools
19.	North Atlanta High School	Atlanta	Atlanta Public Schools
20.	North Hall High School	Gainesville	Hall County Schools
21.	Notre Dame Academy	Duluth	Private
22.	Riverwood International Charter School	Sandy Springs	Fulton County Schools
23.	Shiloh High School	Snellville	Gwinnett County Schools
24.	Sol C. Johnson High School	Savannah	Savannah-Chatham County Schools
25.	South Forsyth High School	Cumming	Forsyth County Schools
26.	St. Andrew's School	Savannah	Private
27.	Tucker High School	Tucker	DeKalb County Schools
28.	Valdosta High School	Valdosta	Valdosta City School District
29.	West Hall High School	Oakwood	Hall County Schools
30.	Westlake High School	Atlanta	Fulton County Schools
31.	Windsor Forest High School	Savannah	Savannah-Chatham County Schools