

2017-18

Grady HS Course Catalog



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Henry W. Grady High School

Individually we are different...together we are Grady

The Grady course catalog is to be used by students, parents and faculty of Grady High School to assist with the understanding and/or selection of courses.

Every effort has been made to ensure the information in this document is accurate; however, there may be errors or omissions as this booklet is a work-in-progress.

If you have specific questions regarding the use of the Grady course catalog, you are encouraged to contact your child's grade level administrator, school counselor, or instructional coach.

*****Disclaimer- It is important to note that course listings and course offerings may vary from year to year. To that point, every course listed in this catalog may not necessarily be offered during the current academic school year.***

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GRADUATION REQUIREMENTS

Graduation Credit Checklist: CORE CLASSES & ELECTIVES	
Subject	Carnegie Unit
English/Language Arts including: 1 unit 9 th Grade Literature Composition 1 unit 10 th Grade Literature Composition 1 unit American Literature Composition or AP Language Composition 1 unit in British Literature, AP Literature Composition, or MOWR English	4
Mathematics including: 1 unit GSE Algebra, Math 1 or its equivalent, 1 unit GSE Geometry, Math 2 or its equivalent, 1 unit GSE Advanced Algebra, Algebra II, Math 3 or its equivalent 1 Additional Unit of a fourth year math core Additional unit needed to complete the four credits in mathematics must be chosen from the list of GSE/CCGPS/GPS, AP, or MOWR designated courses in the catalog.	4
Science including: 1 unit Biology 1 unit Physics or Physical Science 1 unit of Chemistry, Environmental Science, or Earth Systems 1 additional unit of a fourth year science core	4
Social Studies including: 1/2 unit Am Government Civics 1 unit World History or AP World History 1 unit U. S. History or AP U.S. History 1/2 unit Economics or 1 unit of AP Economics	3
Health	½
Physical Education including ½ unit Personal Fitness ½ unit of an additional PE	1
World Language *University System of Georgia colleges and universities require at least two years of the same foreign language to meet admission requirements. However, three or more years is highly recommended.	2
Career, Technical and Agricultural Education or Fine Arts	1
Community Service 75 hrs. Volunteer Service	½
Core Courses	20
Electives (3 units primarily from a selected pathway)	4
Total	24

STATE ASSESSMENTS

Milestone or End-of-Course Test (EOC)

Milestone or End of Course Tests are state-mandated and administered for the following eight courses: ***GSE Algebra, GSE Geometry, (this also includes CCGPS and GPS versions), 9th Grade Literature and Composition, American Literature and Composition, Physical Science, Biology, United States History, and Economics.*** Any student taking these courses for credit will be required to take the Milestone or End of Course Test. All courses, with the exception of Economics, are year-long and the Milestone will be administered near the end of the second semester. Economics is a one-semester course and the test for this class will be given near the end of the semester in which the course is taken. For all current high school students this exam will count as 20% toward the final course grade. For years prior to 2015, please refer to the cohort comparison below for additional details regarding the Milestone or EOCT. Students who do NOT take the Milestone or EOC will receive a NGE (No Grade Exam or No Grade Equivalent) and no credit will be given until the student takes the Milestone or EOC.

Georgia High School Writing Test (GHSWT) & Georgia High School Graduation Test (GHSGT)

On March 30, 2015 HB91 enacted O.C.G.A. § 20-2-281.1, whereby both the GHSGT & GHSWT are no longer required for graduation.

MOWR Program (Dual Enrollment)

Students may take college courses while still attending Grady. To participate in MOWR, a student must first contact the admissions office at a college or university and be admitted into their program. Once accepted for MOWR, the student must bring documentation to the counselor at Grady verifying admission. Logistical issues must be addressed as well. For additional information, please visit www.gafutures.org and/or speak with your assigned school counselor. As an alternative to traveling away from the high school, Grady offers an on-site dual enrollment program called the **Renaissance** whereby students are allowed to enroll in college credit courses during the 4th period block while remaining on the high school's campus.

On Line Options (DOE GA Virtual School and AVA programs)

This recovery program is available to all grade levels with priority given to seniors. Most core classes, AP classes and some electives are available online through our online programs, which is free of charge. However with Georgia Virtual School courses may range \$250-\$350 per semester. Students must confer, seek approval, and apply for such courses with their assigned counselor and then finalize enrollment with media specialist Mr. Montero or graduation coach Ms. Gray. See your school counselor for more information. Visit the Georgia Virtual School site to see course offerings at www.gavirtualschool.org. AVA (Atlanta Virtual Academy) is another option for credit recovery and/or enrolling in new courses for advancement credit. To see AVA course offerings visit www.atlantapublicschools.us/ava.

Advanced Placement (AP)

Grady High School offers Advanced Placement courses in the following subjects: 2D Design, Biology, Calculus AB, Calculus BC, Computer Science, English Literature, English Language, Environmental Science, European History, French Language, Human Geography, Comparative Government and Politics, US Government and Politics, Latin Vergil, Macroeconomics, Microeconomics, Music Theory, Physics 1, Physics 2, Psychology, Research, Seminar, Spanish Language, Statistics, Studio Visual Art, U.S. History, and World History. Juniors and seniors are advised to take no more than three AP courses in any given semester. Students must apply and be accepted into an Advanced Placement course which is based on a combination of the following criteria; PSAT scores, semester grades earned in prior related subjects, and instructor recommendations. An Advanced Placement guide with specific information about prerequisite courses, requirements, and the application dates and process is available online and is distributed before students apply.

PSAT

The Preliminary SAT (PSAT) is a preparatory test for the SAT. It is designed to help students identify strengths and weaknesses in preparing for their last two years of high school, as well as for the SAT. The PSAT is administered to all 10th and 11th grade students in October, and may be administered to 9th grade students if funding is available. 9th grade students interested in taking an AP course in the 10th grade should take the PSAT for consideration. If grant funding is not available, students will be required to pay the nominal registration fee. Additionally, students wishing to qualify for National Merit and National Achievement scholarships must take the PSAT during 11th grade year. The Governor's Honors Program also requires the PSAT.

ACT

The American College Test (ACT) is also generally taken by 11th and 12th grade students who wish to apply to college. It is designed to measure a high school student's general educational development and ability to succeed in college. The test covers five subject areas: English, Math, Reading, Science and an optional writing test. Each subject area is scored with a composite score for the entire test ranging from 1 – 36. This test has become the most widely accepted college admission assessment. For more information and a list of testing dates and locations, visit www.actstudent.org. Grady High School CEEB CODE is 110170

SAT

The SAT is generally taken by 11th and 12th grade students applying to college. The SAT score is accepted for admission to the majority of colleges. The test is designed to measure evidence based reading, writing and math

and is used to predict a student’s college performance. Each section of the SAT is scored on a scale of 200—800, and since the new version adopted in March 2106 the total composite possible is 1600. For more information and a list of testing dates and locations, visit www.collegeboard.com. Grady High School CEEB CODE is 110170.

Georgia Student Finance Commission HOPE & Zell Miller Scholarship Programs

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

The Zell Miller scholarship will offer full tuition to students who graduate from high school as a valedictorian or salutatorian or those who graduate from high school with a minimum 3.7 GPA, an ACT composite of 26+, a SAT score 1200+ in the reading and math portions according to the old version. To continue receiving the Zell Miller Scholarship, students will have to maintain a 3.3 grade point average while attending college.

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

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

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General High School Diploma

A General HS diploma is awarded to students who have completed all graduation requirements, which include attendance, Carnegie Units and the state’s assessment requirements.

High School Certification of Attendance

A certificate of attendance is awarded to students who do not complete all the criteria for a diploma, but who meet all requirements for attendance and Carnegie units.

Certificate of Performance Diploma (formally known as Special Education)

A Certificate of Performance diploma is awarded to students with disabilities assigned to a special education program when the students have not met the state’s assessment requirements for a general high school diploma but have nevertheless completed their Individualized Education Programs.

Minimum Number of Carnegie Units Required For Grade Placement- Class of 2012 and beyond

The following credits are needed for promotion:

10th grade6 units (Typically this includes 1 unit in English, math, social studies, and science + 2 electives)

11th grade.....12 units (Typically this includes 2 units in English, math, social studies, and science + 4 electives)

12th grade.....18 units (Typically this includes 3 units in English, math, social studies, and science + 6 electives)

Curriculum Implications

Middle School Course Work

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

- Must meet 9-12 GSE requirements
- Must earn a grade of 79 or better
- Must include Milestone or EOC exam, if applicable, as prescribed by the Georgia Department of Education

Please note that units earned in middle school shall **not** be counted in the total required units for graduation. These units may be posted on the high school transcript, but will only count towards elective units.

Community Service

In order to meet graduation requirements, students must earn and submit 75 hours of volunteer service during non-school time in agencies approved by the Atlanta Public Schools. Students may begin serving their hours after Eighth grade promotion. Documentation of these hours should be submitted to the counselor by the conclusion of their first semester of senior year. Students should see their assigned counselor or refer to the Grady website for the appropriate service log. All students should manage their community service hours through

www.mygivingpoint.org

Grading Scale

A: 90 - 100

B: 80 - 89

C: 70 - 79

F: 0 – 69

1.0 Credit= 1 full academic year

.5 Credit= ½ academic year which is the same as 1 semester

Effective the 2002-2003 school year, 10 extra points are added to final course grades of **70 or higher** for Advanced Placement and MOWR courses. GPA is calculated on a numeric scale.

Physical Education Exemptions

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

ENGLISH

Four units of English credit are required for a Georgia high school diploma.

Department Chair: Lawrence McCurdy

Course: 9th Literature & Composition; Honors Literature & Composition (23.06100)

Grade: 9

Term: Year/1.0 credit

Prerequisites: None

Description: This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in 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. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. **Milestone Exam required.**

Course: 10th Literature & Composition; Honors Literature & Composition (23.06200)

Grade: 10

Term: Year/1.0 credit

Prerequisites: 9th Grade Lit & Composition

Description: This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, 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. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. This course also includes literary selections from the entire world and promotes proficiency through exploration of a variety of writing styles.

Course: American Literature & Composition; Honors American Literature & Composition (23.05100)

Grade: 11

Term: Year/1.0 credit

Prerequisites: 9th and 10th Grade Literature & Composition

Description: This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. **Milestone Exam required.**

Course: British Literature & Composition; Honors British Literature & Composition (23.05200)

Grade: 12

Term: Year/1.0 credit

Prerequisites: 9th, 10th Literature Composition & American Literature Composition

Description: This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students' academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

Course: AP Language & Composition (23.04300)

Grade: 11

Term: Year/1.0 credit

Prerequisites: Exceptional completion of 9th and 10th Grade Lit. & Comp (Approval required)

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

Course: AP English Literature & Composition (23.06500)

Grade: 12

Term: Year/1.0 credit

Prerequisites: Exceptional successful completion of 9th, 10th, and American Literature (Approval required)

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Course: *English ESOL I (55.02100)*

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: None

Description: This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is PL 1-2. Focuses on fundamental skills, such as basic grammar and vocabulary in all four language areas: speaking, listening, reading, and writing. Includes high-frequency vocabulary drawn from content areas and familiarizes students with appropriate learning strategies for all classes. This course awards elective credit.

Course: *ESOL Communication Skills II (55.02200)*

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: None

Description: This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is PL 1-2. Integrates listening and speaking, reading and writing, grammar and usage. Uses all language skills to gain further knowledge of United States culture. Emphasizes sustained interpersonal communication of ideas and personal and safety needs. Increases skills in comprehension of content areas including: use of thesaurus, glossary, dictionary, contextualized guessing at meaning and test-taking strategies. Introduces the writing process. Highlights world literature and authentic texts (newspapers, magazines, labels, directions, etc.). This course awards elective credit.

FOREIGN LANGUAGE

The completion of two years of the same foreign language is required for most college admissions; however, for college admission's competitiveness it is advised that students complete three or more years.

Department Chair: John Allen

FRENCH COURSES

Course: French 1 (60.01100)

Grade: 9-11

Term: Year/1.0 credit

Prerequisites: None

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

Course: French 2 (60.01200)

Grade: 10-12 (9th with approval)

Term: Year/1.0 credit

Prerequisites: French 1

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

Course: French 3 (60.01300)

Grade: 11-12 (9th & 10th with approval)

Term: Year/1.0 credit

Prerequisites: French 1, 2

Description: Enhances level two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics. Offers further opportunities to increase understanding of French-speaking cultures.

Course: French 4 (60.01400)

Grade: 11-12 (9th & 10th with approval)

Term: Year/1.0 credit

Prerequisites: French 1, 2, 3

Description: Enhances level three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.

Course: AP French: Language (60.01700)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: French 1, French 2, and French 3 (Approval required)

Description: Conforms to College Board topics for the Advanced Placement French Language Examination. Emphasizes using the language for active communication. Stresses the ability to understand French in various contexts, to develop a vocabulary sufficient for reading newspapers, magazines, literary texts, and other nontechnical writing and to express oneself in speech and in writing coherently, fluently and accurately. Students should already have a basic knowledge of the language and culture of French speaking peoples and should have a reasonable proficiency in listening comprehension, speaking, reading, and writing.

SPANISH COURSES

Course: Spanish 1 (60.07100)

Grade: 9-11

Term: Year/1.0 credit

Prerequisites: None

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

Course: Spanish 2 Honors & Regular (60.07200)

Grade: 10-12 (9th with approval)

Term: Year/1.0 credit

Prerequisites: Spanish 1

Description: Enhances level one skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provide opportunities to increase understanding of Spanish-speaking cultures.

Course: Spanish 3 (60.07300)

Grade: 11-12 (9th & 10th with approval)

Term: Year/1.0 credit

Prerequisites: Spanish 1, 2

Description: Enhances level two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics. Offers further opportunities to increase understanding of Spanish-speaking cultures.

Course: Spanish 4 (60.07400)

Grade: 11-12 (9th & 10th with approval)

Term: Year/1.0 credit

Prerequisites: Spanish 1, 2, 3

Description: Enhances level three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of Spanish-speaking cultures.

Course: AP Spanish: Language (60.07700)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Spanish 1, Spanish 2 and Spanish 3 (Approval required)

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

LATIN COURSES

Course: Latin 1 (61.04100)

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: None

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

Course: Latin 2 (61.04200)

Grade: 10-12 (9th with approval)

Term: Year/1.0 credit

Prerequisites: Latin 1

Description: Enhances level one skills and provides opportunities to translate longer, more challenging passages. Emphasizes how ancient Roman language and civilization has influenced Western language and civilization.

Course: Latin 3 (61.04300)

Grade: 11-12 (9th & 10th with approval)

Term: Year/1.0 credit

Prerequisites: Latin 1, 2

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

Course: Latin 4 (61.04400)

Grade: 12 (9th - 11th with approval)

Term: Year/1.0 credit

Prerequisites: Latin 1, 2, 3

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

Course: AP Latin (61.04800)

Grade: 12 (11th with approval)

Term: Year/1.0 credit

Prerequisites: Successful completion of Latin 1, 2, 3 with an 80+ GPA (Approval required)

Description: AP Latin will consist of advanced readings of Latin prose and poetry in accordance with the College Board recommended syllabi. Students will read and translate selections from Caesar's *Commentarii De Bello Gallico* and from Vergil's *Aeneid*. Both works will be read in their entirety in English. In addition to accurate and precise translation, the course will focus on critical analysis of the text through free-response essays, scansion and figures of speech, as well as background knowledge of the cultural, social and political history surrounding these two-seminal works of Latin Literature.

MATHEMATICS

Four units of math credits are required for a state high school diploma.

Department Chair: John Rives

Course: GSE Algebra 1 (27.09900)

Grade: 9

Term: Year/1.0 credit

Prerequisites: 8th grade mathematics

Description: The fundamental purpose of Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. GSE Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. TI-83+ graphing calculators are used. **Milestone Exam required.**

Course: GSE Geometry (27.099100)

Grade: 10

Term: Year/1.0 credit

Prerequisites: Algebra 1

Description: This is the second course in a sequence of three high school courses designed to ensure career and college readiness. The course embodies a discrete study of geometry analyzed by means of algebraic operations with correlated probability/statistics applications and a bridge to the third course through algebraic topics. **Milestone Exam required.**

The course requires that students:

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers; perform arithmetic operations with complex numbers
- Use complex numbers in polynomial identities and equations
- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Course: GSE Algebra 2 Honors or Regular (27.099200)

Grade: 11

Term: Year/1.0 credit

Prerequisites: Algebra 1 & Geometry

Description: Extends Algebra I skills. Uses calculators and computers to assist problem solving. Emphasizes polynomial, exponential, and logarithmic functions and the extension of number to irrational and complex numbers. Covers in-depth graphing, systems of linear equations and inequalities, and quadratics. Introduces probability, statistics, sequences, and series.

The course requires that students:

- Use complex numbers in polynomial identities and equations.
- Interpret the structure of expressions; write expressions in equivalent forms to solve problems
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational expressions

- Create equations that describe numbers or relationships
- Understand solving equations as a process of reasoning and explain the reasoning

Course: *GSE Accelerated Geometry/ Algebra 2 (27.099504)*

Grade: 9 or 10

Term: Year/1.0 credit

Prerequisites: Accelerated Algebra/Geometry A

Description: This is the second 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. **Milestone Exam required.**

The course requires that students:

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers; perform arithmetic operations with complex numbers
- Perform arithmetic operations on polynomials
- Use complex numbers in polynomial identities and equations
- Interpret the structure of expressions; write expressions in equivalent forms to solve problems
- Understand the relationship between zeros and factors of polynomials

Course: *GSE Pre-Calculus Accelerated, Honors, or Regular (27.097400) (27.097704)*

Grade: 11 or 12

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra or Algebra 2

Description: This is the fourth in a sequence of mathematics courses designed to ensure that students are prepared to take or in lieu of taking higher-level mathematics courses during their high school career, including Advanced Placement Calculus AB, Advanced Placement Calculus BC, and Advanced Placement Statistics. The course requires that students:

- Perform arithmetic operations with complex numbers.
- Represent complex numbers and their operations on the complex plane.
- Represent and model with vector quantities
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications
- Solve systems of equations
- Build new functions from existing functions
- Extend the domain of trigonometric functions using the unit circle
- Model periodic phenomena with trigonometric functions

Course: *Advanced Mathematical Decision Making (27.08500)*

Grade: 12

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra/Algebra 2

Description: 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.

Course: AP Calculus-AB (27.07200)

Grade: 11 or 12

Term: Year/1.0 credit

Prerequisites: Algebra, Geometry, Advanced Algebra/Algebra 2, Pre-Calculus (Approval Required)

Description: The objectives for this course follow the AP syllabus developed by the College Board for the AP Calculus AB Examination. Topics include limits; continuity; derivatives and various applications; integrals and various applications; and algebraic, transcendental, and trigonometric functions. This course requires a TI-Nspire CAS calculator.

Course: AP Calculus-BC (27.07300)

Grade: 11 or 12

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra/Algebra 2, Pre-Calculus, AP Calculus AB (Approval Required)

Description: A rigorous course which follows the standards set forth by the College Board for Advanced Placement Calculus BC. The course permits the students to further examine and explore properties of functions and graphs limits and continuity, differential calculus, and integral calculus. Additional topics include parametric equations, polar curves, vectors, infinite sequences and series. This course requires a TI-Nspire CAS calculator.

Course: AP Statistics (27.07400)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra/Algebra 2 (Approval required)

Description: The objectives for this course follow the AP syllabus developed by the College Board for the AP Statistics Examination. Topics include organizing data and looking for patterns, producing data, probability, and statistical inference. Students will be expected to write numerous papers using the tools of statistical inference. The College Board requires students to possess a graphing calculator to take the AP Statistics exam. A Texas Instrument TI-83+ graphing calculator or equivalent is recommended for this course.

SCIENCE

*In order to receive a high school diploma, a student must earn 4 units of science credit. Of these 4 units at least 1 unit of Biology, 1 unit of the Physical Science **OR** Physics, 1 unit of Chemistry, Environmental Science, **OR** Earth Systems are required. Then the last unit can be any science the student has not taken i.e. MOWR, AP level, or non-traditional sciences offered at the high school level.*

Department Chair: Dr. Jormell Cofield

Course: Biology Honors and Regular (26.01200)

Grade: 9

Term: Year/1.0 credit

Prerequisites: None

Description: The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry. It also introduces science process skills and laboratory safety, research, nature of biology, cellular biology, biochemistry, genetics, evolution, classification, diversity of life, human body, and ecology. **Milestone Exam required.**

Course: Chemistry Honors and Regular (40.05100)

Grade: 10-12 however typically taken in 10th grade

Term: Year/1.0 credit

Prerequisites: Recommended to have completed Algebra I and Biology with an 80+

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

Course: Environmental Science (26.06110)

Grade: 10-12 however typically taken in 10th grade

Term: Year/1.0 credit

Prerequisites: Recommended to have completed Algebra 1 and Biology

Description: Environmental Science is designed as an integrated and global approach to science and technology. The concepts in this course focus on the links between living things, their surroundings, and the total environment of the planet. The scientific principles and related technology will assist the student in understanding the relationships between local, national, and global environmental issues. The intent of the course is to help individuals become informed, get involved, and care for themselves and the environment.

Course: Physics Honors and Regular (40.08100)

Grade: 11-12 however typically taken in 11th grade

Term: Year/1.0 credit

Prerequisites: Recommended to have completed Algebra 1, Geometry, Biology, Chemistry/Environmental Science with an 80+

Description: The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics

given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry. Also covers basic mechanics, kinetic theory, thermodynamics, wave mechanics, electricity and magnetism, and some modern physics concepts. This is a laboratory based course.

Course: Human Anatomy and Physiology (26.07300)

Grade: 11-12 however typically taken in 12th grade

Term: Year/1.0 credit

Prerequisites: Biology, Environmental Science/Chemistry, and Physical Science/Physics

Description: The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a 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.

Course: AP Biology (26.01400)

Grade: 11-12 however typically taken in the 12th grade

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra/Algebra II, Biology, Physical Science or Physics, Environmental Science or Chemistry (Approval required)

Description: This 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, evolution, organisms, populations biological chemistry, cells, energy transformations, molecular genetics, heredity, evolution, taxonomy and systematics, monera, protista, fungi, plants, animals, and ecology.

Course: AP Environmental Science (26.06200)

Grade: 11-12 however typically taken in the 12th grade

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra, Biology, Physical Science or Physics, Environmental Science or Chemistry (Approval required)

Description: 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. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study including biology, chemistry, earth science, social sciences, and politics. There is a strong laboratory and field study component to this course that requires students to participate in some activities outside of the normal classroom hours. Experiences both in the laboratory and in

the field, provide students with unique opportunities to explore how classroom-learned concepts apply to the “real world.”

Course: AP Physics 1 (40.08310)

Grade: 11-12 however typically taken in the 12th grade

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra, Biology, Physical Science or Physics, Environmental Science or Chemistry (Approval required)

Description: Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are the big ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Course: AP Physics 2 (40.08320)

Grade: 11-12 however typically taken in the 12th grade

Term: Year/1.0 credit

Prerequisites: Algebra 1, Geometry, Advanced Algebra, Biology, Physical Science or Physics, Environmental Science or Chemistry (Approval required)

Description: Students explore principles of fluids, thermodynamics, electricity, magnetism, optics, and topics in modern physics. The course is based on seven big ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are the big ideas:

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interactions of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.
- The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems.

Course: Oceanography (40.07100)

Grade: 11-12 however typically taken in the 12th grade

Term: Year/1.0 credit

Prerequisites: Biology, Physical Science or Physics, Environmental Science or Chemistry

Description: This course introduces the students to the study of the ocean composition and structure, the dynamics of energy flow within the ocean system, and the impact of human interaction with the ocean systems. The basic concepts of physical, chemical, geologic and biological oceanography are addressed by discussions on marine mineral resources, ocean energy, living resources of the sea, marine pollution and ocean management. Student will acquire practical laboratory and field experiences through the reading of charts, making basic measurements of seawater chemistry, examination of coastal geology, wave and beach processes, and marine organisms and habitats. It also is designed to emphasize the interconnectedness of multiple science disciplines and the power to stimulate learning and comprehension across broad scales.

Course: Astronomy (40.0210001)

Grades: 11-12 however typically taken in the 12th grade

Term: Year/ 1.0 credit

Prerequisites: Biology, Physical Science or Physics, Environmental Science or (Chemistry is strongly suggested)

Description: This course will provide the student with an introduction to the concepts of modern astronomy, the origin and history of the Universe and the formation of the Earth and the solar system. Students will compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. The course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars, the Milky Way and other galaxies, black holes to more esoteric questions concerning the origin of the universe and its evolution and fate. Although largely descriptive, the course will occasionally require the use of sophomore-high level mathematics. Laboratory exercises include experiments in light properties, measurement of radiation from celestial sources, and observations at local observatories and/or planetariums.

Course: Scientific Research III (40.0923001)

Grades: 11-12 however typically taken in the 12th grade

Term: Year/ 1.0 credit

Prerequisites: Biology, Physical Science or Physics, Environmental Science or (Chemistry is strongly suggested)

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

SOCIAL SCIENCE

To receive a diploma, every student must earn ½ unit of Economics, ½ credit of American Government/Civics, 1 unit of U.S. History, and 1 unit of World History.

Department Chair: Roderick Pope

Course: American Government/Civics; Honors or Regular (45.05700)

Grade: 9

Term: Semester/.5 credit

Prerequisites: None

Description: 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 developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

Course: World History; Honors or Regular (45.08300)

Grade: 10

Term: Year/ 1.0 credit

Prerequisites: American Government/Civics and World Geography

Description: 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.

Course: AP World History (45.08110)

Grade: 10

Term: Year/ 1.0 credit

Prerequisites: American Government/Civics (Approval required)

Description: Although this course is for sophomores, it should be noted that it is a college-level course that requires a great deal of self-directed work. The course conforms to College Board guidelines for the AP World History Examination and covers the political, cultural, economic, and social development of civilizations. Students will study the development of ancient civilizations, the emergence of nations through trade/communication, intellectual development, scientific and technological development, emergence of nation states, nations in conflict, and the emerging interdependence of nations.

Course: U.S. History; Honors or Regular (45.08100)

Grade: 11

Term: Year/ 1.0 credit

Prerequisites: American Government/Civics and World History

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

Course: AP U.S. History (45.08200)

Grade: 11

Term: Year/ 1.0 credit

Prerequisites: American Government/Civics and World History (Approval required)

Description: Provides students with the factual knowledge and analytical skills necessary to deal critically with the problems and issues central to our American history and culture. Students will learn to interpret and evaluate the relative significance of primary and secondary source materials, and to present evidence and conclusions clearly

and persuasively in essay format required for the AP U.S. History Examination. It covers a broad range of topics including Colonial America, Revolutionary America, Federalism, Nationalism and Jacksonian Democracy, Expansion and Sectionalism, the Civil War and Reconstruction, Industrial America, the Progressive Era, World War I, the Depression Era, World War II, the Cold War, and Modern American Society. **Milestone Exam required.**

Course: Economics (45.06100)

Grade: 11-12 however typically taken in the 12th grade

Term: Semester/.5 credit

Prerequisites: American Government/Civics, World History, and US History

Description: 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. **Milestone Exam required.**

Course: AP Microeconomics (45.06300) MUST BE TAKEN WITH AP MACROECONOMICS

Grade: 11-12 however typically taken in the 12th grade

Term: Semester/.5 credit (1.0 credit for combined Micro/Macro)

Prerequisites: American Government/Civics, US History, and World History (Approval required)

Description: Provides thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and function of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. It includes the following concepts: scarcity, opportunity costs and production possibilities, functions of product market, supply and demand, models of consumer choice, firm factor markets, efficiency, equity, and the role of government. **Milestone Exam required.**

Course: AP Macroeconomics (45.06200) MUST BE TAKEN WITH AP MICROECONOMICS

Grade: 11-12 however typically taken in the 12th grade

Term: Semester/.5 credit (1.0 credit for combined Micro/Macro)

Prerequisites: American Government/Civics, US History, World History and AP Microeconomics (Approval required)

Description: Covers basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. Students examine the economic effects of government budget deficits, consider the issues involved in determining the economic effects of government budget deficits, consider the issues involved in determining the burden of the national debt, and explore the relationships between deficits, interest rates and inflation. **Milestone Exam required.**

ELECTIVES

The following courses are open to all as long as prerequisites are met.

ENGLISH ELECTIVES

Course: Speech/Forensics 1 (23.04600)

Grade: 9-10

Term: Year/1.0 credit

Prerequisites: None

Description: Emphasizes understanding of various forensic speaking formats while applying reasoning, research skills, methods of persuasion, and delivery skills.

Course: Speech/Forensics 2 (23.04700)

Grade: 10-12

Term: Year/1.0 credit

Prerequisites: Speech/Forensics I

Description: Provides students with an understanding of philosophical and political theory based in argumentation theory; concentrates on increasing persuasion skills as well as interpretation of drama, prose, and poetry.

Course: Speech/Forensics 3 (23.04800)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Speech/Forensics II

Description: Students receive intensive training in the areas of research, argumentation, persuasive speaking, political commentary, and/or oral interpretation of drama, prose, and poetry.

Course: Speech/Forensics 4 (23.04900)

Grade: 12th

Term: Year/1.0 credit

Prerequisites: Speech/Forensics III

Description: Students receive intensive training in the areas of research, argumentation, persuasive speaking, political commentary, and/or oral interpretation of drama, prose, and poetry.

Course: Writer's Workshop (23.031000)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: 9th Literature/Composition

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

Course: Advanced Composition (23.03400)

Grade: 9-12 however typically taken by 11th and 12th grade

Term: Semester/.5 credit

Prerequisites: 9th Literature/Composition

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

Course: Oral Written Communication (23.04200)

Grade: 9-12

Term: Year/1.0 credit

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

Course: Journalism 1 (23.03200)

Grade: 9-12 however typically taken in 9th

Term: Year/1.0 credit

Prerequisites: 8th grade English and to be taken concurrently with 9th Literature/Composition

Description: Cultivates a thorough understanding of the fundamental principles of sound journalism and the history of print and broadcast journalism. Explores various modes of journalistic writing, including news, feature, editorial, and column. Students are expected to read the newspaper daily and supplemental outside readings will be assigned.

Course: Journalism 2 Newspaper (23.03300)

Grade: 10-12 however typically taken in 10th grade

Term: Year/1.0 credit

Prerequisites: Journalism I

Description: The course offers an advanced study of journalistic writing. Skills from first level Journalism are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. Moreover, it focuses on knowledge and skills associated with the production and publication of Grady's newspaper, *The Southerner*. It also includes writing in various journalistic modes such as news, features, editorials, and columns; computer layout and design; graphics/photography; and marketing.

Course: Journalism 2 Magazine (23.03300)

Grade: 10-12 however typically taken in 10th grade

Term: Year/1.0 credit

Prerequisites: Journalism I

Description: The course offers an advanced study of journalistic writing. Skills from first level Journalism are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. Moreover, it focuses on knowledge and skills associated with the production and publication of Grady's news magazine, *Nexus and The Unmasking*. It also includes writing in various journalistic modes such as news, features, editorials, and columns; computer layout and design; graphics/photography; and marketing.

Course: Journalism 2 Yearbook (23.03300)

Grade: 10-12 however typically taken in 10th grade

Term: Year/1.0 credit

Prerequisites: Journalism I

Description: The course offers an advanced study of journalistic writing. Skills from first level Journalism are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. Moreover, it focuses on knowledge and skills associated with the production and publication of Grady's yearbook, *The Orator*. It also includes computer layout and design, journalistic writing, customer service, account management, photography, and marketing. *Requires a large after-school commitment.*

Course: Journalism 3 Newspaper (23.03500)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Journalism 2

Description: 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. Students will assume leadership roles as they further their knowledge and skills associated with the production and publication of Grady's newspaper, *The Southerner*. These skills include writing in various journalistic modes such as news, features, editorials, and columns; computer layout and design; graphics/photography; and marketing.

Course: Journalism 3 Magazine (23.03500)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Journalism 2

Description: 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. Moreover, students will assume leadership roles as they further their knowledge and skills associated with the production and publication of Grady's news magazine, *Nexus and The Unmasking*. Students proofread and edit submissions to the literary magazine. These skills include writing in various journalistic modes such as news, features, editorials, and columns; computer layout and design; graphics/photography; and marketing.

Course: Journalism 3 Yearbook (23.03500)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Journalism 1 and 2

Description: 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. Moreover, students will assume leadership roles as they further their knowledge and skills associated with the production and publication of Grady's yearbook, *The Orator*. These skills include computer layout and design, journalistic writing, customer service, account management, photography, and marketing techniques. ***This class requires a large after-school commitment.***

Course: Journalism 4 Magazine (23.03600)

Grade: 12th

Term: Year/1.0 credit

Prerequisites: Journalism 1-3

Description: This course is designed for students who have mastered skills in Journalism 3. 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.

Course: Communication Skills (23.081000)

Grade: 9-12 however typically taken by 9th graders

Term: Year/1.0 credit

Prerequisites: 9th Literature Composition or concurrent with the class

Description: This course focuses on reinforcement of Georgia Performance Standards based course. The students receive reinforcement in the following strands: Reading and Literature, reading across the curriculum, writing, conventions, and listening, speaking, and viewing. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and conventions study.

Course: Reading Enrichment (23.08200)

Grade: 9-12 however typically taken by 10th graders

Term: Year/1.0 credit

Prerequisites: 9th Literature Composition or concurrent with the class

Description: This course, an extension of the Communication Skills course, focuses on reinforcement of the Georgia Performance Standards based course. The student receives reinforcement in the following strands: Reading and Literature, reading across the curriculum, writing, conventions, and listening, speaking, and viewing. The emphasis is to offer reading skills, vocabulary development, reading opportunities, writing process activities, and conventions study. The course enhances reading skills necessary to promote continual development in language arts.

FINE ART ELECTIVES

Course: Visual Art Comprehension 1 (50.02110)

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: Interest in art

Description: Introduces art history, art criticism, aesthetic judgment and studio production using a variety of media, presentations, projects and research. This course serves as the prerequisite for all other art classes.

Course: Contemporary Music Studies (50.02600)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: Interest in Music

Description: Provides opportunities to explore the historical and socio-cultural development of indigenous American ethnic and folk music including modern popular music, hip-hop, R&B, rap, rock and roll, jazz, blues etc. The course traces the roots of the music to its origins, styles, composers, performers and socio-political influences.

Course: Drawing and Painting 1 (50.03130)

Grade: 10-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension

Description: Explores a variety of drawing techniques, media, art criticism, and art history. This class explores the creative process, technical discipline, and self-expression through two-dimensional image making and representation using pen, pencil, collage and paint.

Course: Drawing and Painting 2 (50.03140)

Grade: 10-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Drawing and Painting 1

Description: D/P II expands on previous experience and explores illusion, perspective, observational drawing, and human figure representation. This class is intended as a portfolio builder for more serious student artists. Students will pursue a more individualistic set of goals culminating in a final portfolio evaluation.

Course: Art History (50.091100)

Grade: 9-12 however typically taken by 10-12

Term: Semester/.5 credit

Prerequisites: Visual Art Comprehension

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

Course: Visual Arts Photography I (50.071100)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: Visual Art Comprehension

Description: Students will understand the basics of black and white photography, develop darkroom skills, use the photographic medium as artistic expression, and develop critical skills and an aesthetic awareness of photography. This class also covers photograms, pinhole cameras and photo history.

Course: Photo Design 2 (50.071200)

Grade: 10-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Photography 1, or by special permission

Description: Students will develop a critical eye for photography, compare, use, and process black/white film with 35mm cameras, understand the process of black and white processing and printing, identify and correct printing problems, and experiment with various photographic techniques and themes.

Course: Photo Design 3 (50.071300)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Photo Design 1, 2, or by special permission

Description: Builds on and concentrates on improving level-two skills. Students are provided with opportunities to apply more complex photographic concepts using advanced and experimental photographic techniques and processes. Moreover, it stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers.

Course: Photo Design 4 (50.071400)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Photo Design 1, 2, 3, or by special permission

Description: Emphasizes the development of a photography portfolio. Students will prepare a written proposal for a concentrated portfolio of work, create a body of work that supports a written proposal, evaluate their photographs and select images for the portfolio. Students are encouraged to develop an artistic voice that communicates their ideas using photography.

Course: Applied Design I (50.04310)

Grade: 9-10

Term: Semester/.5 credit

Prerequisites: Visual Art Comprehension

Description: Emphasizes design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. This class stresses proper use of equipment and vocabulary and technical terms. It also investigates the computer and its influence on and role in creating contemporary designs and includes a cultural and historical study of master design works of different periods and styles. It also analyzes current fashion trends and explores unconventional methods for making clothes.

Course: Applied Design 2 (50.04320)

Grade: 10-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Applied Design 1

Description: 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.

Course: Applied Design 3 (50.04330)

Grade: 10-12

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Applied Design 1, 2

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

Course: Applied Design 4 (50.04340)

Grade: 12th however some 11th graders with approval

Term: Year/1.0 credit

Prerequisites: Visual Art Comprehension, Applied Design 1, 2, 3

Description: Enhances level-three skills and provides opportunities to apply design elements and principles in the production of art products such as architecture, advertisements, graphic designs, environmental designs and product designs. Uses board- and computer-generated designs for art products; covers how to create designs and plan their presentation. This is an intense design and fabrication of a fashion portfolio culminating in multiple public exhibitions.

Course: AP Studio Art (50.08100)

Grade: 11-12 however typically taken by 12th graders

Term: Year/1.0 credit

Prerequisites: Successful completion of at least three art courses with an 80% or better GPA and/or portfolio review by instructor.

Description: Students work in various modes with an emphasis on individual exploration and production. Students also study advanced art criticism, exhibition practices and portfolio documentation. Refer to the AP booklet and College Board (www.collegeboard.org/studioart) website for additional information on requirements and the application process. The course varies depending on students' abilities. This class includes emphases in drawing, painting, 2D art and 3D art.

Course: Theater Arts 1 (52.02100)

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: None

Description: Serves as prerequisite for other theater/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study. Introduces technical considerations of play production, covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes.

Course: Theatre Arts/Musical Theatre 1 (52.03100)

Grade: 10-12

Term: Year/1.0 credit

Prerequisite: None

Description: Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance. Offers opportunity for performance.

Course: Theatre Arts/Musical Theatre 2, 3, 4 (52.03200, 52.03300, & 52.03400)

Grade: 10-12

Term: Year/1.0 credit

Prerequisite: Theatre Arts/Music Theatre 1 (recommended 80+ earned in the course)

Description: Practical application of the skills learned in Musical Theatre I. Focus on rehearsal and production of a full-length musical.

Course: Theater Arts/Acting 1 (52.06100)

Grade: 10-12

Term: Year/1.0 credit

Prerequisite: Theater Arts 1 (recommended with an 80+ in the course)

Description: Introduces advanced acting process. This class 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. It also focuses on scene study.

Course: Theater Arts/Acting 2, 3 (52.06200 & 52.06300)

Grade: 10-12

Term: Year/1.0 credit

Prerequisite: Theater Arts/Acting 1 (recommended with an 80+ in the course)

Description: Focuses on film directing and acting. Explores the conceptual understanding of story and dramatic structure. Explores emotional and psychological relationships in visual terms. Directors will learn the language of communication and working methods for directing actors. Emphasis of this class will be on communication between director and actor.

Course: Theater Arts/Technical 2 (52.04200)

Grade: 10-12

Term: Year/1.0 credit

Prerequisite: Theater Arts 1

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

Course: Advanced Drama 1 (52.05100)

Grades: 11-12

Term: Year/1.0 credit

Prerequisite: Theater Arts 1 and Theater Arts Acting 1

Description: A project based study of dramatic production including advanced acting projects, monologue and scene study, playwriting, design, house and stage management. Seniors may elect to direct a one-act play for spring production.

MUSIC ELECTIVES

Course: Contemporary Music Studies (53.02600)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: none

Description: Contemporary Music Studies provides opportunities to explore the historical and socio-cultural development of indigenous American ethnic and folk music [including modern popular music, hip-hop, R&B, rap, rock and roll, jazz, blues etc. The course traces the roots of the music to its origins, styles, composers, performers and socio-political influences.

Course: Music Appreciation 1 (53.01400)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: none

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

Course: Beginning Band 1 (53.03610)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Interest in playing an instrument

Description: 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. It also organizes objectives for self-paced progress through all four levels as well as stresses individual progress and group experiences.

Course: Intermediate Band 1, 2 (53.03710 & 53.03720))

Grade: 9-12

Term: Yea/1.0 Credit

Prerequisites: Successful completion of beginning band in middle or high school Beg Band 1

Description: Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. The course 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.

Course: Advanced Band 1, 2, 3 (53.03810, 53.03820, 53.03830)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Successful completion of Intermediate Band; Auditions needed.

Description: Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. These classes cover performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences. Advance Band also provides opportunities for advanced-level performers to increase performance skills and precision on a wind or percussion instrument. Students can take this course for four years.

Course: Advanced Jazz Band 1, 2, 3, 4 (53.06610, 53.06620, 53.06630, 53.06640)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Successful audition with band teacher

Description: Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. All levels of Jazz Band cover performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Jazz band engages the intermediate to advanced musician with multiple opportunities to increase skill and versatility through jazz ensemble performance. Students will play standards and modern works that swing.

Course: Intermediate Music Technology (53.02220)

Grade: 10-12

Term: Year/1.0 Credit

Prerequisites: Music Appreciation and/or Contemporary Music Studies

Description: Students will learn the concepts of music technology, and its use in current music production methods. Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments.

Course: Advanced Music Technology (53.02230)

Grade: 10-12

Term: Year/1.0 Credit

Prerequisites: Music Appreciation and/or Contemporary Music Studies, Intermediate Music Technology

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

Course: Beginning Guitar Techniques 1 (53.08410)

Grade: 9-12

Term: Semester/.5 Credit

Prerequisites: None

Description: Introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

Course: Intermediate Guitar Techniques 1 (53.08510)

Grade: 9-12

Term: Semester/.5 Credit

Prerequisites: Beginning Guitar

Description: Offers opportunities for intermediate-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

Course: Advanced Guitar Techniques 1 (53.08610)

Grade: 10-12 however some 9th graders depending on ability level

Term: Year/1.0 Credit

Prerequisites: Beginning and Intermediate Guitar

Description: Enhances level-three skills and provides advanced-level performers further opportunities for individualized study in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

Course: Beginning Orchestra 1, 2 (53.05610 & 53.05620)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Interest in playing string instruments and some middle school experience required

Description: Provides opportunities to develop performance skills and precision on orchestral stringed instruments. The class emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Moreover, it organizes objectives for self-paced progress through all four levels as well as stresses individual progress and ensemble experiences. Members will perform and may participate in All-State, District Honor Orchestra, and perform at GMEA Solo and Ensemble Festival.

Course: Intermediate Orchestra 1, 2, 3 (53.05710, 53.05720, 53.05730)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Beginning Orchestra and audition

Description: Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Members will perform concerts and may participate in All-State, District Honor Orchestra, and perform at GMEA Solo and Ensemble Festival.

Course: Advanced Orchestra 1, 2, 3, 4 (53.058100, 53.058200, 53.058300, 53.05840)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Beginning and Intermediate Orchestra as well as audition

Description: Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Members will perform and may participate in All-State, District Honor Orchestra, and perform at GMEA Solo and Ensemble Festival.

Course: Beginning Mixed Chorus I (54.02110)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: None

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

Course: Intermediate Mixed Chorus 1 (54.02210)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: Successful completion of Beginning Chorus and/or audition.

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

Course: Advanced Mixed Chorus 1 (54.02310)

Grade: 9-12 however typically taken by 11-12

Term: Year/1.0 Credit

Prerequisites: Successful completion of Intermediate Chorus and/or audition.

Description: 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.

SOCIAL SCIENCE ELECTIVES

Course: Current Issues (45.01200)

Grade: 10-12

Term: Semester/.5 Credit

Prerequisites: none

Description: The purpose of this course is to provide students with an opportunity to research, discuss, explore and understand a wide variety of social and political issues currently making news on a local, national and/or international level. It also integrates and reinforces social studies skills. Students should be prepared to read a variety of primary news sources related to these topics, and to discuss and defend different perspectives in class through discussions, journal entries, and written essays. Given that current issues are transient, topics covered are subject to change.

Course: U.S./World Affairs (45.09100)

Grade: 10-12

Term: Semester/.5 Credit

Prerequisites: none

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

Course: Psychology (45.01500) PAIRED WITH SOCIOLOGY

Grade: 11-12 however some 10th graders depending on their social science abilities

Term: Semester/.5 Credit

Prerequisites: American Government/Civics, and World History

Description: 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. Integrates and reinforces social studies skills.

Course: Sociology (45.03100) PAIRED WITH PSYCHOLOGY

Grade: 11-12 however some 10th graders depending on their social science abilities

Term: Semester/.5 Credit

Prerequisites: American Government/Civics and World History

Description: Investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.

Course: AP Human Geography (45.07700)

Grade: 9th however some 10-12 graders are allowed depending on their social science interests

Term: Year/1.0 Credit

Prerequisites: None, however, a background in world history, world regional geography, physical geography, comparative world religions, and economics will give students a solid foundation for building conceptual understanding.

Description: Conforms to the College Board topics for Advanced Placement Human Geography. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Course: AP Psychology (45.01600)

Grade: 12th however some 11th graders are allowed depending on their social science abilities

Term: Year/1.0 Credit

Prerequisites: American Government/Civics, World History, and U.S. History (Approval Required)

Description: Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

Course: AP European History (45.08400)

Grade: 12 however some 11th graders are allowed depending on their social science abilities

Term: Year/1.0 Credit

Prerequisites: American Government/Civics, World History and U.S. History (Approval Required)

Description: Conforms to College Board topics for the Advanced Placement European History Examination. AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

Course: AP US Government & Politics (45.05200)

Grade: 11 -12

Term: Year/1.0 Credit

Prerequisites: American Government/Civics, World History, and U.S. History (US History can be taken concurrently)
(Approval Required)

Description: Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. **(May serve as substitute for the 9th grade American Government Civics course)**

Course: AP Comparative Government & Politics (45.05300)

Grade: 11 -12

Term: Year/1.0 Credit

Prerequisites: American Government/Civics, World History, and U.S. History (US History can be taken concurrently)
(Approval Required)

Description: Conforms to College Board topics for the Advanced Placement Comparative Government and Politics Examination. AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Covers sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics.

CTAE (Career Technical Agricultural Education)

These pathways provide training in technical fields and are open to all as long as prerequisites are met.

Therapeutic Services Patient Care or Pharmacy Pathway

Course: *Intro to Healthcare Science (25.52100)*

Grade: 9-10

Term: Year/1.0 credit

Prerequisites: None

Description: Students wishing to pursue a career in the Healthcare Industry will receive initial exposure to healthcare science skills and attitudes applicable to healthcare including the concepts of health, wellness, and preventive care. The changes in healthcare delivery systems and the subsequent impact on healthcare delivery for individual consumers is explored and evaluated. Medical terminology, microbiology, and basic life support skills are emphasized, as well as, the ethical and legal responsibilities of today's healthcare provider. Academics and other related sciences are integrated throughout the course. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA) and Center for Disease Control (CDC). Students may participate in opportunities for professional networking and the enhancement of their vocational portfolios by receiving recognition for their accomplishments through a variety of venues related to vocational student organizations – Health Occupations Students of America (HOSA), Vocational Industrial Clubs of America (VICA), as well as, other external agencies such as the American Red Cross and the American Heart Association. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Technology Education courses.

Course: *Essentials of Healthcare (25.44000)*

Grade: 10-11

Term: Year/1.0 credit

Prerequisites: Intro to Healthcare Science

Description: Examines the interactions of body systems and explores identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real-world cases and often play the role of biomedical professionals to solve medical mysteries. Students continue with the development of individual career portfolios utilizing postsecondary program research, employability skills, and /or work based learning and may receive recognition for their accomplishments through a variety of venues locally, regionally, and nationally such as the American Red Cross, American Heart Association, Health Occupations Students of America (HOSA), and the National Consortium on Health Science and Technology Education (NCHSTE). Upon completion of this course and pre-requisites students who successfully master these standards will be eligible to sit for a National Certificate of Proficiency or Mastery, issued in partnership between NCHSTE and National Occupational Competency Testing Institute (NOCTI).

Course: *Patient Care Fundamentals (25.43600)*

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Intro to Healthcare Science & Essentials of Healthcare

Description: This course is designed to provide students interested in the careers that involve patient care with entry level skills most commonly associated with the career Nursing Assistant. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as the Occupational Health and Safety Administration (OSHA), Center for Disease Control (CDC), and the Department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act of 1987 (OBRA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Upon completion of this course and its prerequisites, this course meets the Certified Nurse Assistant curriculum content as specified by the Georgia

Medical Care Foundation. Students meeting all academic, attendance, and age requirements may sit for the Georgia Registry's Examination. Successful completion of the Georgia Registry Examination allows students to seek employment in the state of Georgia as a Certified Nurse Assistant. (Programs and instructors must affiliate with and be approved by the GA Medical Care Foundation www.gmcf.org in order for students to be able to sit for the GA Registry Examination. Requirements for equipment, clinical hours, etc. can be found through the GA Medical Care Foundation.) Any Healthcare Science course that includes a clinical component (excluding a shadowing experience field trip) must adhere to identified guidelines under (WBL) work-based learning (available at ctae.gadoe.org under WBL manual. Training for the Healthcare Science teacher on these guidelines will be provided.

Course: Pharmacy Operations Fundamentals (25.45300 or 25.57100)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Intro to Healthcare Science & Essentials of Healthcare

Description: Introduction to pharmacy technology professions, employment opportunities, and basic pre-pharmacy technician skills which may be utilized in either clinical or community settings such as retail, home health care, and ambulatory care pharmacies. Intensive pharmacy specific safety and security training are provided including potential drug addiction and abuse issues relative to pharmaceutical care such as robberies and identification of forgeries. Students are required to adhere to Federal Regulatory Agencies and Acts guidelines including Food, Drug, and Cosmetic Act, Controlled Substances Act (CSA), Joint Commission on Accreditation of Healthcare Organizations (JCAHO), Drug Enforcement Administration (DEA) in addition to the pharmacy regulatory agencies within the state of Georgia. The use of pharmacology nomenclature and the ability to access pharmacy reference sources such as National Drug Code (NDC) are demonstrated along with pharmacy technical skills including inventory control, prescription processing, packaging, labeling, and dispensing. Pharmaceutical health and wellness are emphasized with discussions of nutritional supplement awareness and other current trends in pharmaceutical care including the impact of technology's bar coding and automation are analyzed. Competencies for the co-curricular student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards, and HOSA activities should be incorporated throughout instructional strategies developed for the course.

Engineering Pathway

Course: Foundations of Engineering (21.42500)

Grade: 9-10

Term: Year/1.0 credit

Prerequisites: None

Description: Exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course also provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.

Course: Engineering Concepts (21.47100)

Grade: 10-11

Term: Year/1.0 credit

Prerequisites: Foundations of Engineering

Description: Designed to further the development of student knowledge and skills in engineering and related mechanical design drafting areas. Emphasis is placed on 3-D working and assembly drawings including rendering and animation. Engineering Concepts is second course in the engineering pathway. This course introduces students to the fundamental principles of engineering. Students learn about areas of specialization within engineering and engineering design, and apply engineering tools and procedures as they complete hands-on instructional activities.

Course: Engineering Applications (21.47200)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Foundations of Engineering and Engineering Concepts

Description: Exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Employs engineering and scientific concepts in the solution of engineering design problems. Develops problem-solving skills and applies the knowledge of research and design to create solutions to various challenges, documenting student work and communicating solutions to peers and members of the professional community. Engineering Applications is the third course in the engineering pathway. Students have opportunities to apply engineering design as they develop a solution for a technological problem. Students use applications of mathematics and science to predict the success of an engineered solution and complete hands-on activities with tools, materials, and processes as they develop a working drawings and prototypes.

Entrepreneurship Pathway

Course: Intro to Business & Technology (07.44130)

Grade: 9-10

Term: Year/1.0 Credit

Prerequisite: None

Description: This is the foundation course for the Small Business Development Career Pathway. It is also appropriate for students enrolled in any career pathway who plan to own and operate their own business. The course will help students build a strong knowledge base and develop management skills as they study forms of business ownership, functions of management, budgeting and finance, technology, communications, legislation, leadership and teamwork, marketing, and economics. Mastery of these standards through project-based learning and leadership development activities of the Career and Technical Student Organizations will help prepare students with a competitive edge for the global marketplace.

Course: Legal Environment of Business (06.41500)

Grade: 10-11

Term: Year/1.0 credit

Prerequisite: Intro to Business & Technology

Description: Legal Environment of Business is the second course in the Small Business Development Career Pathway. This course concentrates on the legal aspects of business ownership and management. Legal issues will include contracts, sales, consumer law, agency and employment law, personal and real property, risk management, environmental law, and government effects on business. The impact of ethics on business operations will be studied. International business principles are infused in the standards for Legal Environment of Business. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

Course: Entrepreneurship (06.416000)

Grade: 10-11

Term: Year/1.0 Credit

Prerequisite: Intro to Business & Technology or Marketing Principles; Legal Environment of Business and/or Special Permission.

Description: Entrepreneurship is the third course in the Small Business Development Career Pathway. This course concentrates on the management skills necessary for successful business operation. Students will study management strategies for developing and implementing business plans; structuring the organization; financing the organization; and managing information, operations, marketing and human resources. International business principles are infused in the standards for Entrepreneurial Ventures. An integral component of the Entrepreneurship course is a school-based or community-based entrepreneurial venture that will engage students in the creation and management of a business and the challenges of being a small business owner. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.

There's also a partnership with GA Pacific Company whereby a project based curriculum is constructed from business and industry driven concepts. See Mr. Pilson for further information as this is a Business & Entrepreneurship selective course.

Sports & Entertainment Marketing Pathway

Course: Marketing Principles (08.47400)

Grade: 9-10

Term: Year/1.0 Credit

Prerequisite: None

Description: Marketing Principles is the foundation course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics; marketing information management; finance in marketing; product/service planning; pricing mixes; promotional strategies; and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association of marketing students. It is highly advantageous for students to participate in a school-based enterprise where available.

Course: Introduction to Sports & Entertainment Marketing (08.47800)

Grade: 10-11

Term: Year/1.0 credit

Prerequisite: Marketing Principles

Description: This course introduces the student to the major segments of the sports and entertainment industry and the social and economic impact it has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skills, Selling, Marketing-Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization. To increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association of marketing students. It is highly advantageous for students to participate in a school-based enterprise where available.

Course: Advanced Sports & Entertainment Marketing (08.48500)

Grade: 11-12

Term: Year/1.0 credit

Prerequisite: Marketing Principles, Introduction to Sports & Entertainment Marketing, or Special Permission.

Description: This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing-Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning. Project-based instruction, together with a variety of work-based learning activities, should be incorporated in this course to provide real-world application. Competitive event standards for the co-curricular student organization, DECA, an association of marketing education students are integral components of the curriculum's core employability and technical-skills standards. Therefore, DECA competitive events should be incorporated with other instructional strategies developed for the course.

Course: Work-Based Learning Marketing/Business (08.71150 or 08.71240)

Grade: 12

Term: Year/1.0 Credit

Prerequisite: Must have completed at least 2 years or 2 credits in a respective pathway, must be employed in a field that reflects the student's pathway.

Description: Enhances work-site learning experiences for marketing students. Requires supervision by the marketing instructor, training plan, and training agreement evaluated by the employer and the instructor. Interested seniors **MUST** interview with Dr. Dunton for approval.

Fashion Marketing Pathway

Course: Marketing Principles (08.47400)

Grade: 9-10 however typically taken by 9th graders

Term: Year/1.0 credit

Prerequisite: None

Description: Marketing Principles is the foundational course for all pathways in Marketing Education. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop an understanding of the functions of marketing and how these functional areas affect all businesses. They learn basic marketing concepts and the role of marketing in our economy. Students also develop skills in applying economic concepts to marketing, distribution and logistics; marketing information management; finance in marketing; product/service planning; pricing mixes; promotional strategies; and personal selling. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association of marketing students. It is highly advantageous for students to participate in a school-based enterprise where available.

Course: Introduction to Fashion Marketing (08.41300)

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: Marketing Principles

Description: This course will introduce the student to the fashion industry including the fundamentals of fashion marketing, types of businesses involved in the industry, and the array of career opportunities available in fashion marketing. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, an association for marketing students. It is also highly advantageous for students to participate in a school-based enterprise. Last it is recommended for students to enroll in the four levels Applied Design in conjunction with this particular course in order to obtain the practical and hands-on experience of creating clothes and manipulating fabrics.

Course: Advanced Fashion Marketing (08.41400)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Marketing Principles, Intro to Fashion Marketing, or special permission.

Description: This course will deepen a student's understanding of the fashion industry where as they will explore the more concrete details of fashion design, retailing, fashion trends, types of businesses involved in the industry, and the array of career opportunities available in fashion marketing. It is the goal to elevate students' skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems. Students at this level are expected to play an integral role in the annual fashion show as either a senior designer or production manager. In order to increase the number of application experiences, students should participate in work-based learning activities and the student organization, DECA, An Association of Marketing Students. It is also highly advantageous for students to participate in a school-based enterprise. Last it is recommended for students to enroll in the four levels of Applied Design in conjunction with this particular course in order to obtain the practical and hands-on experience with creating clothes and manipulating fabrics.

Audio Video Technology Pathway

Course: Audio Video Technology & Film 1 (10.51810)

Grade: 9-10

Term: Year/1.0 credit

Prerequisites: None

Description: Students will gain hands-on experience in television production. Through a variety of video production experiences, students will learn the power of the medium, examine issues of fairness and objectivity, sharpen their critical thinking skills, exercise creativity, and gain an overall understanding of modern newsgathering techniques.

Course: Audio Video Technology & Film 2 (10.51910)

Grade: 10-11

Term: Year/1.0 credit

Prerequisites: Audio Video Technology & Film 1

Description: Students will enhance their expertise in television production through a variety of video production experiences. Students will take leadership roles in the production and broadcast of *Grady News Network* (GNN) and/or *GameTime*. This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the 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. Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.

Course: Audio Video Technology & Film 3 (10.52010)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: Audio Video Technology & Film 1, Audio Video Technology & Film 2

Description: Students will enhance their expertise in television production through a variety of video production experiences. Students will take leadership roles in the production and broadcast of *Grady News Network* (GNN) and/or *GameTime*. This course is designed to allow students to experience the workplace through management opportunities. Throughout the management course, the student will gain interpersonal skills, demonstrate work ethics, and work with various broadcasting processes related to the field of broadcast/video production. SkillsUSA, Georgia Scholastic Press Association, Technology Student Association (TSA), and the 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.

Skills learned in previous BVP courses are applicable to this course. Instructor approval of digital portfolio (as needed for satisfactory completion of BVP3) required prior to registration for this course.

Graphic Design Pathway

Course: Graphics Design (48.56100)

Grade: 9-10

Term: Year/1.0 Credit

Prerequisites: None

Description: The goal of this course is to provide all students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers with the resources of a technological society. In this course, high school students can acquire a fundamental understanding of the graphic communications and design world. They can learn the theories behind creating aesthetically pleasing designs and how to work with consumers. Exposure to career possibilities and discussion of ethical issues relating to graphic communications and design should also be important threads in this course. Graphic Communications is defined as the processes and industries that create, develop, produce, and disseminate products utilizing or incorporating words or pictorial images to convey information, ideas, and feelings. GC products facilitate learning, enjoyment, motivation, and commerce. Graphic Communications includes the family of market segments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries; they are often referred to as the graphic arts, print, or imaging industries. Graphic design is the process of communicating visually using typography and images to present information. Graphic design practice embraces a range of cognitive skills, aesthetics, and crafts, including typography, visual arts, and page layout. Like other forms of design, graphic design often refers to both the process (designing) by which the communication is created and the products generated.

Course: Graphic Design Production (48.56200)

Grade: 10-11

Term: Year/1.0 Credit

Prerequisites: Graphics Design

Description: Focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications. Investigates the historical development of graphic design and its function in contemporary society. Stresses the use of the computer as a major design tool.

Course: Advanced Graphic Output Processes (48.57000)

Grade: 11-12

Term: Year/1.0 Credit

Prerequisites: Graphics Design and Graphic Design Production

Description: Enhances level-two skills through in-depth specialization; offers opportunities for apprenticeship and continuing education options. When available, offers students the opportunity to complete industry certification. Encourages professional development and industry interaction through SkillsUSA. Students gain experience in successfully completing the output processes of various projects in an increasingly independent manner from direct teacher control. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary education environment where self-motivation and a high level of skill are expected.

Information Technology Pathway

Course: *Introduction to Digital Technology (11.415000)*

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: None (New pathway introduced 2017-18 school year)

Description: This course provides students with the skills necessary to diagnose and correct problems that computer users encounter. Students will obtain the skills and knowledge necessary to install, build, upgrade, repair, configure, troubleshoot, and perform preventative maintenance on personal computer hardware and operating systems. Students will receive practical, hands-on experience in installing, maintaining, and troubleshooting computer hardware and software.

Application of Law Pathway

Course: *Applications of Law (43.45500)*

Grade: 11-12

Term: Year/1.0 Credit

Prerequisite: Introduction to (LPSCS) and Essentials of Legal Services (This will be the last year this course or pathway will be offered as it's phased out)

Description: Applications of Law is the third course for the Legal Services/Applications of Law pathway. This course focuses on substantive law, both criminal and civil law, as well as the application of the law to factual scenarios. Students will learn the basic concepts of criminal law in order to analyze factual scenarios and apply criminal law to justify an appropriate criminal charge and the presence of possible defenses. Students will also learn basic civil law, including, torts, contracts, real property, family law, and immigration law. Students will not only understand the foundations of civil law, but will learn to use the IRAC (Issue, Rule, Analysis, and Conclusion) method of legal analysis and making cogent and persuasive legal arguments. Students will develop critical-thinking skills necessary to apply the law to various factual situations and to defend choices, decisions, and actions. Employability skills will be integrated into the tasks, activities, and projects to demonstrate skills required in legal services careers. The prerequisites for this course are Introduction to Law, Public Safety, Corrections and Security, and Essentials of Legal Services.

HEALTH, PHYSICAL FITNESS, & JROTC

One semester of health and one semester of personal fitness are required for graduation. Another semester of an elective PE is required for graduation unless a student exempts it with two or more Athletic Programs or unit of Advanced Band course. Three units of credit in Junior Reserve Officer Training Corps (JROTC) shall satisfy the one-half required unit of health and the one-half required unit of personal fitness if the courses include comprehensive health and physical education requirements specified in state rule 160-4-2-.12 Comprehensive Health and Physical Education Program Plan. JROTC students must complete the one-half required unit of elective physical education.

Athletic Director: John Lambert

Course: Personal Fitness (36.05100)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: None

Description: Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness. **Required for graduation.**

Course: Team Sports & Lifetime Sports (36.04100, 36.04200)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: None

Description: Team Sports provides opportunities to officiate and to enhance skills in team sports strategies. Lifetime Sports refines skills and explores the technical aspects of sports over the span of someone's lifetime.

Course: Recreational Games (36.02700 or 36.03700)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: None

Description: Introduces recreational games suitable for lifetime leisure activities. Provides further development of skills and exploration into technical aspects of games played for recreational purposes. May exempt this course with continuous years of varsity sport, marching band.

Course: Weight Training (36.05400)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: None

Description: Introduces weight training; emphasizes strength-development training and proper lifting techniques. May exempt this course with continuous years of varsity sport, marching band.

Course: Advanced Personal Fitness; YOGA (36.06100)

Grade: 9-12 however preferably 10-12

Term: Semester/.5 credit

Prerequisites: None

Description: Principles of Yoga are taught. Enhances strength and muscular endurance, flexibility and cardiovascular endurance. Emphasizes self-management and adherence strategies. May exempt this course with continuous years of varsity sport, marching band.

Course: Physical Conditioning & Advanced Physical Conditioning (36.05200, 36.06200)

Grade: 10-12

Term: Year/.5 credit

Prerequisites: None for Physical Conditioning but Weight Training for Advanced Physical Conditioning

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

Course: Health (17.01100)

Grade: 9-12

Term: Semester/.5 credit

Prerequisites: None

Description: Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. **Required for graduation.**

JROTC PATHWAY

All JROTC cadets must adhere to JROTC grooming, uniform and conduct standards to remain enrolled. They are responsible for maintaining the Army uniform and wearing it correctly when required. The approval of the Senior Army Instructor (SAI) is required to enroll in JROTC above LET 1.

ROTC Chair: Charles Johnson

Course: JROTC/Leadership Education and Training - LET 1(28.03100)

Grade: 9-12

Term: Year/1.0 Credit

Prerequisites: None

Description: This course includes classroom instruction and laboratory instruction in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. 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 service.

Course: JROTC/Leadership Education and Training - LET 2 (28.03200)

Grade: 10-12

Term: Year

Prerequisites: JROTC 1

Description: This course includes classroom instruction and laboratory instruction expanding on skills taught in LET 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. 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 service.

Course: JROTC/Leadership Education and Training - LET 3 (28.03300)

Grade: 11-12

Term: Year/1.0 credit

Prerequisites: JROTC 1 and 2 and SAI approval

Description: This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides leadership situations and opportunities to handle various leadership situations as well as preventing violence and managing anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied further. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. 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 service.

Course: JROTC/Leadership Education and Training - LET 4 (28.03400)

Grade: 12

Term: Year/1.0 credit

Prerequisites: JROTC 1, 2, 3 and SAI approval

Description: 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 includes how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. 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 service.

SPECIAL EDUCATION

Special Education Chair: Wilhemena Register

Course: Study Skills (35.06100)

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: None

Description: To be used at the discretion of the school and district.

Course: Social Skills (35.05100)

Grade: 9-12

Term: Year/1.0 credit

Prerequisites: None

Description: This course addresses the social and emotional needs of students. Areas stressed are problem-solving, peer relations, and conflict resolution.

GIFTED EDUCATION

Gifted Education Chair: Andrew Nichols

Course: Gifted Mentorship 1, 2 (70.21100 & 70.21200)

Grade: 10-12

Term: Year/ 1.0 Credit

Prerequisites: Only students who are eligible for the Gifted & Talented Program may enroll in this course.

Description: This is a one semester course which seeks to prepare gifted and talented students for professional internships. Course content includes self-management skills, proactivity, time management, goal setting, resume writing, interview skills, and career planning.

Course: Gifted Internship 1, 2 (70.22100 & 70.22200)

Grade: 11-12

Term: Year/ 1.0 Credit

Prerequisites: Successful completion of Gifted Mentorship 1 and 2. Only students who are eligible for the Gifted & Talented Program may enroll in this course.

Description: This is a one semester course in which students are placed in professional internships where they gain exposure to the norms of the professional working world. Interns may leave campus during the last period of the day to travel to their internship to log a minimum of 20 internship hours in various professional settings. Interns must identify goals for their internship and complete a capstone presentation that demonstrates progress towards achieving these goals in their internship.

Course: AP Seminar (23.03800)

Grade: 9-10 however typically taken by 10th graders

Term: Year/1.0 Credit

Prerequisites: Students who are pursuing the AP Capstone diploma

Description: Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. Teachers should encourage students to explore a topic through several of the following lenses; cultural, social, artistic, philosophical, political, historical, environmental, economic, scientific, futuristic, and ethical.

Course: *AP Research temporarily referred to as Mythology (course number pending)*

Grade: *11-12 however typically taken by 11th graders*

Term: *Year/1.0 Credit*

Prerequisites: *Students who are pursuing the AP Capstone diploma*

Description: This is the second course in the AP Capstone experience, allows a student to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by performance, exhibit, or product where applicable) and presentation with an oral defense.