



# **2013-2014 High School Course Descriptions**

## **ENGLISH LANGUAGE ARTS COURSE OFFERINGS (Grades 9 – 12)**

### **23.06100 9th Grade Literature and Composition – (9<sup>th</sup> Grade)**

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. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. *A state mandated End of Course Test (EOCT) is required and counts toward 20% of the student's overall course grade.*

**Prerequisite:** None

### **9th Grade Literature and Composition (Honors) – (9<sup>th</sup> Grade)**

This course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It will focus on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Developing vocabulary, speaking, listening, researching, and test-taking skills are integral parts of this course. *Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course will be integrated throughout the course. A state mandated End of Course Test (EOCT) is required and counts toward 20% of the student's overall course grade.*

**Prerequisite:** 85+ in Advanced or Gifted 8<sup>th</sup> Grade Language Arts or 90+ in on-level 8<sup>th</sup> Grade Language Arts; 8<sup>th</sup> Grade Language Arts teacher recommendation; and passing scores on CRCT in English Language Arts

### **23.06250 10th Grade World Literature and Composition – (10<sup>th</sup> Grade)**

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

texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation.

**Prerequisite:** *9th Grade Literature and Composition*

### **10th Grade World Literature and Composition (Honors) – (10<sup>th</sup> Grade)**

This theme- based course differentiates for advanced learners through deeper conceptual development and higher levels of reading comprehension and writing. It focuses on a study of world literature and documents from American History. The students explore the effect of themes in regard to interpretation as well as develop an understanding of chronological context and the relevance of period structures in literature within world cultures. The students also develop an understanding of literature as both a culture's product and a culture-bearer. An exploration of commonalities and differences among works of literature from different times and places in the world is a major component. The student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. This course includes a balance of composition, applied grammar, and both literary and informational texts. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. Other topics specific to preparing students for the rigors of an Advanced Placement (AP) course will be integrated throughout the course.

**Prerequisite:** *9th Grade Literature and Composition (Honors) or 80+ in 9th Grade Literature and Composition and Language Arts teacher recommendation.*

### **23.05100 American Literature and Composition – (11<sup>th</sup> Grade)**

This course focuses on a survey of American literature from the Colonial Period to the modern era. Writing objectives focus on essays (emphasis on expository), research, and critical analyses papers. Extensive reading, public speaking and presentation skills are also included in this course.

**Prerequisite:** *10th Grade Literature and Composition*

### **23.04300 Advanced Placement (AP) Language and Composition (11th grade)**

This course exposes students to college-level rigor and provides them with opportunities to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. It is designed for 11th grade students who have previously demonstrated proficiency in reading and writing. Students are expected to take the Advanced Placement examination upon completion of the course. Summer assignments are required. This course module must be taught in the 11th grade and is recommended as a designated substitute for American Literature. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** *Recommend 50% in Critical Reading on the PSAT; unweighted 85+ in 10th Grade Literature and Composition Honors or 85+ in 10th Grade Literature and Composition with Language Arts teacher recommendation.*

### **23.05200 British Literature and Composition – (12<sup>th</sup> Grade)**

This course focuses on an analytical survey of British literature from the Anglo-Saxon Period to the present. The integrated study of composition will include basic research skills, expository writing, technical, and an emphasis on persuasive writing. Sentence structure and grammar usage

will be included through writing about literature and integrated with speaking, listening and vocabulary skills. Extensive reading, public speaking and presentations skills are also included in this course.

**Prerequisite:** *American Literature and Composition*

### **23.06700 Multicultural Literature/Composition – (12<sup>th</sup>)**

The course focuses on world literature by and about people of diverse ethnic backgrounds. Students explore themes of linguistic and cultural diversity by comparing, contrasting, analyzing, and critiquing writing styles and universal themes. The students will write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

**Prerequisite:** *10th Grade Literature and Composition*

### **23.05300 Advanced Placement (AP) Literature and Composition (12th grade)**

This course is designed for seniors who have previously demonstrated proficiency in reading and writing. Students gain exposure to college-level rigor and accountability. The course includes intensive study of works from various genres and challenges students to contemplate various genres of literature through expository, argumentative and analytical writing and discourse. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute British Literature or Advanced Composition.

**Prerequisite:** *Recommend 50% in Critical Reading on the PSAT; unweighted 85+ in Advanced Placement Language and Composition or 85+ in American Literature and Composition with Language Arts teacher recommendation.*

## **ENGLISH LANGUAGE ARTS ELECTIVE COURSES (Grades 9 – 12)**

### **23.03400 Advanced Composition – (12<sup>th</sup> Grade)**

This course provides review and further exploration of the writing process, including planning, drafting, and revising. The course emphasizes research skills and essay composition and includes expository, persuasive, narrative, and descriptive writing. The course also covers application of advanced grammar and usage skills. Seniors enrolled in this course are required to complete the senior project.

**Prerequisite:** *American Literature and Composition*

### **23.08300 Basic Reading/Writing I**

This course provides fundamental skills development in the CCGPS Reading, Writing, Speaking and Listening, and Language strands. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the CCGPS literary and writing genres associated with students' English course), speaking, and critical thinking.

**Prerequisite:** *Teacher recommendation*

### **23.08400 Basic Reading/Writing II**

This course provides an extension of fundamental skills in the CCGPS Reading, Writing, Speaking and Listening, and Language strands. The setup is a language lab setting; the class includes drill and practice opportunities in reading comprehension, vocabulary development, reading opportunities, writing (according to the CCGPS literary and writing genres associated with the students' English course), speaking, and critical thinking. Also, test-taking skills will be implemented.

**Prerequisite:** *Basic Reading/Writing I and teacher recommendation*

### **23.06600 Contemporary Literature/Composition (11<sup>th</sup> and 12<sup>th</sup>)**

The course focuses on the short story, nonfiction, drama, poetry, and the novel (novella) since 1960. The students explore writing by international authors, focusing on various cultures, genders, races, and writing styles. Students will write expository, analytical, and response essays. A research component is critical. The students observe and listen critically and respond appropriately to written and oral communication. Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking rather than in isolation. The students understand and acquire new vocabulary and use it correctly in reading, writing, and speaking.

**Prerequisite:** *None*

### **23.03200 Journalism I**

This course is designed as an introduction to print media. Students will explore the history of American media and the responsibilities of the media. They will develop composition and grammatical skills through an in-depth study of news writing in areas such as features, editorials, sports, and reviews.

**Prerequisite:** *teacher recommendation*

### **23.03300 Journalism II**

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

**Prerequisite:** *Journalism I and teacher recommendation*

### **23.03400 Journalism III**

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

**Prerequisite:** *Journalism II and teacher recommendation*

### **23.03500 Journalism IV**

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

**Prerequisite:** *Journalism III and teacher recommendation*

### **23.04200 Oral/Written Communication (Speech)**

This course focuses on critical thinking, organizing, and communicating appropriately to different audience by presenting methods to develop and arrange ideas and information in written form for effective oral delivery. The primary emphasis in this course is writing and public speaking skills.

**Prerequisite:** *None*

### **23.04600 Speech/Forensics I**

This course is a detailed study of forensic speaking including extemporaneous speaking, oration, and interpretation of literature, and debate. There is an emphasis on understanding various forensic speaking formats and the importance of applying reasoning, research and delivery skills. Critical thinking is a major component of this course.

**Prerequisite:** *None*

### **23.04700 Speech/Forensics II**

This course is an extension of Speech/Forensic I. The course provides a review of the skills covered in the first course. The emphasis for this course is classical and contemporary theory. The students will understand the philosophical basis of argumentative theory.

**Prerequisite:** *Speech/Forensics I and teacher recommendation*

### **23.04800 Speech/Forensics III**

This course is designed for intensive training in directed research. Students will research various sources including, but not limited to, computer networks, legal journals, and government documents. Students will become aware of the complexity of social issues and public policy. Through this understanding, students will be able to formulate sound arguments and understand counterarguments. Speaking skills will be honed through practice and performance.

**Prerequisite:** *Speech/Forensics II and teacher recommendation*

### **23.04900 Speech/Forensics IV**

This course is designed to provide students ample opportunities to improve the ability to present a persuasive position through speech. Persuasive speaking skills are refined by research, effective presentation, and compelling articulation of persuasive ideas. The student will understand and appreciate the importance of public speaking, clear writing, sound debate, advertising, mass media, politics, and law. The key component will be to understand the role of advocacy in society.

**Prerequisite:** *Speech/Forensics III and teacher recommendation*

**23.03100 Writer's Workshop**

This course provides opportunities to improve writing proficiency with emphasis on fluency, control, and style by emphasizing writing as a process. Instruction focuses on grammar, mechanics usage, and imaginative expression by offering students opportunities for independent writing assignments that examine narrative, descriptive, persuasive, and expository modes of discourse. This course also includes a literature study.

**Prerequisite:** *Teacher Recommendation*



## **MATHEMATICS COURSE OFFERINGS (Grades 9-10)**

### **CCGPS Coordinate Algebra**

The fundamental purpose of Coordinate 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. Coordinate 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. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of students' ability to make sense of problem situations. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** 8<sup>th</sup> Grade Mathematics or CCGPS Accelerated 7B/8

The accelerated pathway is for students who desire to take AP Statistics or AP Calculus before graduating from high school. Since the first two courses in the sequence cover 1 ½ years of math content in a single year, students on this pathway should have a demonstrated history of success in learning mathematics and be able to quickly pick up new concepts.

### **Accelerated CCGPS Coordinate Algebra**

This course covers 1 ½ years of mathematics content. The fundamental purpose of Accelerated CCGPS Coordinate 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. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The next unit in the course ties together the algebraic and geometric ideas studied. Transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines and rounds out the course. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** 85+ in Gifted or Advanced Grade 8 Mathematics or CCGPS Accelerated 7B/8 or 90+ in on-level 8<sup>th</sup> Grade Mathematics; 8<sup>th</sup> Grade Mathematics teacher recommendation; and passing score on Grade 8 CRCT in Mathematics

### **CCGPS Analytic Geometry**

In this course, transformations on the coordinate plane provide opportunities for the formal study of congruence and similarity. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The study of circles uses similarity and congruence to develop basic theorems relating circles and lines. The need for



extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** CCGPS Coordinate Algebra

### **Accelerated CCGPS Analytic Geometry**

This course covers 1 ½ years of mathematics content. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. Quadratic expressions, equations, and functions are developed; comparing their characteristics and behavior to those of linear and exponential relationships from Coordinate Algebra. Circles return with their quadratic algebraic representations on the coordinate plane. The link between probability and data is explored through conditional probability. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Standards for Mathematical Practice apply throughout each unit and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** CCGPS Accelerated Coordinate Algebra or 85+ in Coordinate Algebra with CCGPS Coordinate Algebra Mathematics teacher recommendation; and passing scores on CRCT in Mathematics

### **27.08200 Mathematics II: Geometry / Algebra II/ Statistics**

This GPS course is only for students who have previously failed *Mathematics I*. This is the second in a sequence of mathematics courses designed to ensure that students are college and career ready. It includes complex numbers; quadratic, piecewise, and exponential functions; right triangles, and right triangular trigonometry; properties of circles; and statistical inference. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** *Mathematics I*

## **MATHEMATICS COURSE OFFERINGS (Grades 11-12)**

### **27.08300 Mathematics III: Advanced Algebra / Geometry / Statistics**

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It requires students to: analyze polynomial functions of

higher degree; explore logarithmic functions as inverses of exponential functions; solve a variety of equations and inequalities numerically, algebraically, and graphically; use matrices and linear programming to represent and solve problems; use matrices to represent and solve problems involving vertex-edge graphs; investigate the relationships between lines and circles; recognize, analyze, and graph the equations of conic sections; investigate planes and spheres; solve problems by interpreting a normal distribution as a probability distribution; and design and conduct experimental and observational studies.

**Prerequisite:** *Mathematics II*

### **27.09300 Accelerated Mathematics III: Advanced Algebra / Geometry / Statistics**

This is the third in the 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. It requires students to: investigate and use rational functions; analyze and use trigonometric functions, their graphs, and their inverses; find areas of triangles using trigonometric relationships; use trigonometric identities to solve problems and verify equivalence statements; solve trigonometric equations analytically and with technology; use complex numbers in trigonometric form; understand and use vectors; use sequences and series; explore parametric representations of plane curves; explore polar equations; investigate the Central Limit theorem; and use margins of error and confidence intervals to make inferences from data.

**Prerequisite:** Accelerated Mathematics II or 85+ in *Mathematics II* and recommendation of current Mathematics teacher; *passing score on Mathematics II EOCT*

## **FOURTH YEAR OPTIONS**

In addition to Mathematics IV, all high schools are expected to offer Advanced Mathematical Decision Making or Mathematics of Industry and Government.

### **27.08400 Mathematics IV: Pre-Calculus / Trigonometry / Statistics**

This fourth year mathematics course is designed to prepare students for calculus and other college level mathematics courses. It includes rational, trigonometric, and inverse trigonometric functions; basic trigonometric identities and the laws of sines and cosines; sequences and series; vectors; the central limit theorem and confidence intervals.

**Prerequisite:** *Mathematics III*

### **27.07100 Calculus**

This fourth year mathematics course option includes problem solving, reasoning and estimation, functions, derivatives, applications of the derivative, integrals, and application of the integral. Calculus includes many of the topics taught in AP Calculus, but does not provide the same depth of study associated with AP Calculus. The non-AP Calculus course is designed for students who do not wish to receive college credit through the Advanced Placement Exam.

**Prerequisite:** *Mathematics IV or Accelerated Mathematics III*

### **27.08500 Advanced Mathematical Decision Making**

This is a course designed to follow the completion of Mathematics III or Accelerated Mathematics II. The course will give students further experiences with statistical information and

summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

**Prerequisite:** *Mathematics III or its equivalent*

### **27.07200 Advanced Placement (AP) Calculus AB**

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

**Prerequisite:** *Recommended 50th percentile in Mathematics on the PSAT; unweighted 85+ in Mathematics IV or Accelerated Mathematics III with recommendation of current Mathematics teacher.*

### **27.07300 Advanced Placement (AP) Calculus BC**

This course follows the College Board syllabus for the Advanced Placement Calculus BC Examination. AP Calculus BC is a continuation of AP Calculus AB. This course is primarily concerned with developing students' understanding calculus concepts through exposure to its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally. The connections among these representations also are important. Topics include limits of functions, asymptotic and unbounded behavior, continuity, The Mean Value Theorem, Chain rule and implicit differentiation; Riemann sums, and the Fundamental Theorem of Calculus. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

**Prerequisite:** *Advanced Placement (AP) Calculus AB or Recommended 50th percentile in Mathematics on the PSAT; unweighted grade of 90+ in Accelerated Mathematics III and recommendation of current Mathematics teacher.*

### **27.07400 Advanced Placement (AP) Statistics**

This course follows the College Board syllabus for the Advanced Placement Statistics Examination. It offers four major themes: exploratory analysis, planning a study, probability, and statistical inference.

**Prerequisite:** Unweighted grade of 85+ in Mathematics IV, Accelerated Mathematics III or an unweighted grade of 93 in *Mathematics III* or *Accelerated Mathematics II* and recommendation of current Mathematics teacher.

## **SCIENCE COURSE OFFERINGS GRADES (9-12)**

### **26.01200 Biology (9<sup>th</sup>) (Science pre-requisite for AP Biology)**

This freshman-level course is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

*A state mandated End of Course Test is required and counts 20% of the student's overall course grade.*

**prerequisite:** None

### **Biology Honors (9<sup>th</sup>) (Science pre-requisite for AP Biology)**

Honors Biology is an accelerated course designed for students interested in pursuing advanced sciences. Students will learn and understand biological processes that occur on the molecular, cellular, systemic, and environmental levels. Students will also implement applications of biological processes to everyday situations.

*A state mandated End of Course Test is required and counts 20% of the student's overall course grade.*

**Prerequisite:** 8<sup>th</sup> grade science GPA of 85 or better.

### **40.05100 Chemistry (10<sup>th</sup>) (Science pre-requisite for AP Chemistry or AP Biology)**

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

**Prerequisite:** None.

### **Chemistry Honors (10<sup>th</sup>) (Science pre-requisite for AP Chemistry or AP Biology)**

This advanced level course introduces chemistry; covers science process skills, units of chemistry, atoms and collections of atoms, periodicity and bonding, compounds and reactions, characteristics of states of matter, acid/base chemistry, chemical dynamics and equilibrium, reference, research skills, and lab safety. Enhances level-one skills; emphasizes qualitative and quantitative analysis and organic chemistry.

**Prerequisite:** Science GPA of 85 or better.

### **40.06400 Earth Systems (10<sup>th</sup>)**

This sophomore-level course is designed to continue student investigations that began in K-8 Earth Science and Life Science curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical

geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis should be integrated into units. Special attention should be paid to topics of current interest (e.g., recent earthquakes, tsunamis, global warming, price of resources) and to potential careers in the geosciences.

**Prerequisite:** *None*

**26.06100 Environmental Science (10<sup>th</sup>) – (Science pre-requisite for AP Environmental Science)**

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

**Prerequisite:** *None*

**40.01100 Physical Science (11<sup>th</sup>)**

This junior-level Physical Science course is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** *None*

**40.08100 Physics (11<sup>th</sup>) (Science pre-requisite for AP Physics)**

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

**Prerequisite:** *Currently taking Math III, Coordinate Algebra II or equivalent.*

### **26.01400 Advanced Placement (AP) Biology (11<sup>th</sup> and 12<sup>th</sup>)**

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

**Prerequisite:** *Biology, Chemistry, and Teacher Recommendation*

### **40.05300 Advanced Placement Chemistry (11<sup>th</sup> and 12<sup>th</sup>)**

Conforms to the College Board topics for the Advanced Placement Chemistry Examination. This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

**Prerequisite:** *Chemistry and Teacher Recommendation.*

### **26.06200 Advanced Placement Environmental Science (11<sup>th</sup> and 12<sup>th</sup>)**

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



and (6) Human survival depends on developing practices that will achieve sustainable systems. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

**Prerequisite:** *Environmental Science and Teacher Recommendation*

#### **40.08300 Advanced Placement Physics (12<sup>th</sup>)**

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

**Prerequisite:** *Physics and Teacher Recommendation*

### **FOURTH YEAR SCIENCE COURSE OPTIONS**

#### **40.02100 Astronomy (12<sup>th</sup>)**

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.

**Prerequisite:** *Must have earned 3 Carnegie Units of science*

#### **26.03100 Botany (12<sup>th</sup>)**

This course is designed to present basic concepts of plant biology, focusing on the plant characteristics, unity and diversity, plant growth, plant reproduction, and photosynthesis. Students discuss current ideas in agriculture, horticulture, medicine, biotechnology, ecology, conservation, and environmental issues. Students investigate botany concepts through experience in laboratories and field work using the processes of inquiry.

**Prerequisite:** *Must have earned 3 Carnegie Units of science,*

#### **26.06100 Ecology (12<sup>th</sup>)**

This course focuses on the study of the distribution and abundance of life and interactions between and among organisms and their environment, including the impact of human activities



on the natural world. It draws on elements from biology, chemistry, physics, mathematics, and the social sciences. This curriculum is lab and field based. Whenever possible careers related to ecology and relevant case studies should be emphasized.

**Prerequisite:** *Must have earned 3Carnegie Units of science,*

### **26.07200 Entomology (12<sup>th</sup>)**

This course has two distinct components; on one side if focus on insect identification and classification by learning the importance of morphological traits and the use of keys in the identification of specimens. The second component is to see the importance of insects in human's environment, emphasizing beneficial insects, disease carriers, and agricultural pests that interfere with the human's food supply. Finally, students will analyze the environmental problems due to insect control agents. The laboratories introduce students to arthropod anatomy, insect morphology, development, and a survey of insect orders and major families.

**Prerequisite:** *Must have earned 3Carnegie Units of science,*

### **Epidemiology (12<sup>th</sup>)**

This course is designed to extend student investigations that begin in Biology. This curriculum is performance-based. It integrates scientific investigations using real world situations to find patterns and determine causation of pathological conditions. Instruction should focus on the design, implementation, and evaluation of studies to increase students' media literacy and their understanding of public health. This course should expand their understanding of the scientific methods and develop critical thinking skills. Students must have successfully completed Biology in order to enroll in this course.

**Prerequisite:** *Must have earned 3Carnegie Units of science*

### **40.09300 Forensic Science (12<sup>th</sup>)**

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

**Prerequisite:** *Must have earned 3Carnegie Units of science,*

### **26.01500 Genetics (12<sup>th</sup>)**

This course focuses on the genetic analysis approach to identifying and studying important processes in development. Some organisms possibly covered are *C. elegans*, *Drosophila*, zebra fish and mouse. The class combines lectures, discussion, and laboratory sessions, with some emphasis on critical readings. Topics vary, but generally include areas of current interest in science.

**Prerequisite:** *Must have earned 3Carnegie Units of science,*

### **26.07300 Human Anatomy and Physiology (12<sup>th</sup>)**

This course is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body;

protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, health-care and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.

**Prerequisite:** *Must have earned 3Carnegie Units of science*

#### **40.04100 Meteorology (12<sup>th</sup>)**

This course will provide the student with basic understanding of weather and climate. The student will develop an understanding of the structure and function of the atmosphere including the dynamics between its matter and energy and their effect on weather and climate. The students will study the major components of weather such as temperature, humidity, pressure, precipitation, and winds and the interactions between them. The course will address also aspects of air pollution and global climate change and provide them with an understanding of basic weather forecasting.

**Prerequisite:** *Must have earned 3Carnegie Units of science.*

#### **26.05100 Microbiology (12<sup>th</sup>)**

This course focuses on archeabacteria, prokaryotes, eukaryotes, and viruses. Students will study historical microbiology, growth and identification of bacteria, control of microbial growth, pathogenic microbiology, food and dairy microbiology, and soil and water microbiology. Students will utilize scientific inquiry to solve problems related to disease, bioterrorism, biotechnology and ecology.

**Prerequisite:** *Must have earned 3Carnegie Units of science*

#### **40.07100 Oceanography (12<sup>th</sup>)**

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.

**Prerequisite:** *Must have earned 3Carnegie Units of science,*

#### **26.07100 Zoology (12<sup>th</sup>)**

This is a laboratory based course that will survey the nine major phyla of the Kingdom Animalia. Morphology, taxonomy, anatomy, and physiology of porifera, cnidaria, platyhelminthes, nematode, rotifer, annelid, bryozoa, mollusca, arthropods, echinodermata, hemichordate, chordat, agnatha, chondrichthyes, osteichthyes, amphibian, reptilian, aves, and mammalian will be investigated through comparative studies done during laboratory observations and dissections. Furthermore, students will compare and contrast methods used by organisms from different phyla to accomplish basic life processes.

**Prerequisite:** *Must have earned 3Carnegie Units of science.*

## **SOCIAL STUDIES COURSE OFFERINGS (Grades 9-12)**

### **45.05700 American Government/Civics (9<sup>th</sup>)**

This one semester ½ course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy was developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

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

### **American Government/Civics Honors(9<sup>th</sup>)**

This one semester ½ course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy was developed. Students also examine the structure and function of the United States government and its relationship to states and citizens. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the accelerated curriculum

**Prerequisite:** *None* (This course may substitute for American Government - a graduation requirement).

### **45.071100 World Geography (9<sup>th</sup>)**

This one-semester ½ credit elective course, paired with American Government/Civics serves as an introduction to both physical and cultural geography. After an introduction to geographic themes and concepts, students study each major region of the world, focusing on the importance of physical geography and its impact on the region's historical, cultural, economic, and political development. For each region, students learn about the importance of the physical geography, and study includes topics such as population, energy sources, urbanization, technology, environment and food supply.

**Prerequisite:** *None* (This is an elective course).

### **45.071140 World Geography Honors (9<sup>th</sup>)**

This one-semester ½ credit elective course, paired with American Government/Civics serves as an introduction to both physical and cultural geography. After an introduction to geographic themes and concepts, students study each major region of the world, focusing on the importance of physical geography and its impact on the region's historical, cultural, economic, and political development. For each region, students learn about the importance of the physical geography, and study includes topics such as population, energy sources, urbanization, technology, environment and food supply. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the accelerated curriculum

**Prerequisite:** *None* (This is an elective course).

#### **45.07700 Advanced Placement (AP) Human Geography (9<sup>th</sup>)**

This year long course conforms to the College Board topics for the Advanced Placement Human Geography Exam. Topics covered in this course include: the patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

**Prerequisite:** *Freshman - 85+ in advanced or 90+ in on-level 8<sup>th</sup> Grade Language Arts and 90+ in 8<sup>th</sup> Grade Social Studies; and Teacher Recommendation*

#### **45.08300 World History (10<sup>th</sup>)**

This year long course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change, continuity and globalization at the beginning of the 21<sup>st</sup> century.

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

#### **45.08340 World History Honors (10<sup>th</sup>)**

This year long course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change, continuity and globalization at the beginning of the 21<sup>st</sup> century. Special attention is given to developing the critical thinking, test-taking, and writing skills needed to succeed in future Advanced Placement classes. Additional outside reading and document analysis are also incorporated into this course as part of the accelerated curriculum

**Prerequisite:** *Sophomore - 85+ in advanced or 90+ in on-level 9<sup>th</sup> Grade Language Arts and 90+ in 9<sup>th</sup> Grade Social Studies; and Teacher Recommendation. (This course may substitute for World History – graduation requirement).*

#### **45.0811 Advanced Placement (AP) World History (10<sup>th</sup>)**

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

**Prerequisite:** *AP Human Geography or grade of 90+ in previous grade social studies and literature course or teacher recommendation.*

#### **45.08100 U.S. History (11<sup>th</sup>)**

This year long course provides students with a comprehensive, intensive study of major events and themes in United States history. Beginning with early European colonization, the course examines major events and themes throughout United States history. The course concludes with significant developments in the early 21st century. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

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

#### **45.08200 Advanced Placement (AP) U.S. History (11<sup>th</sup>)**

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

**Prerequisite:** *Grade of 90+ in previous grade social studies and literature course or with teacher recommendation. AP Human Geography or AP World History are highly recommended. (This course may substitute for US - graduation requirement).*

#### **45.0610 Economics (12<sup>th</sup>)**

This one semester ½ credit course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

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

#### **45.06200 Advanced Placement (AP) Macroeconomics (12<sup>th</sup>)**

This course conforms to the College Board topics for the Advanced Placement Macroeconomics Exam. Topics covered in this course include: basic economic concepts, measurement of economic performance, national income and price determination and international economics and growth. . Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute for Economics. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** *Grade of 90+ in previous grade social studies and literature course or with teacher recommendation. AP World History or AP US History are highly recommended. (This course may substitute for Economics- graduation requirement).*

#### **45.06300 Advanced Placement (AP) Microeconomic (12<sup>th</sup>)**

This course conforms to the College Board topics for the Advanced Placement Microeconomics Exam. Topics covered include: basic economic concepts, the nature and functions of product markets, factor markets and efficiency, equity and the role of government. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute for Economics. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** *Unweighted grade of 85+ in previous grade social studies and literature course or with teacher recommendation. AP World History or AP US History are highly recommended.*  
**(This course may substitute for Economics- graduation requirement).**

#### **45.05200 Advanced Placement (AP) Government and Politics/ US ( 12<sup>th</sup>)**

This course conforms to the College Board topics for the Advanced Placement United States Government and Politics Exam. Topics covered in this course include: federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module is recommended as a designated substitute for Government.

**Prerequisite:** *Grade of 85+ in advanced or 90+ in on-level previous grade Language Arts and 90+ in previous Grade Social Studies; and Teacher Recommendation AP World History or AP US History are highly recommended.*

#### **45.05300 Advanced Placement (AP) Government and Politics /Comparative (12<sup>th</sup>)**

This course conforms to the College Board topics for the Advanced Placement Comparative Government and Politics Exam. Topics Covered in this course include: sources of public authority and political power, society and politics, citizen and state, political framework, political change and an introduction to comparative politics. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required. This course module is recommended as a designated substitute for Government.

**Prerequisite:.** *Grade of 85+ in advanced or 90+ in on-level previous grade Language Arts and 90+ in previous Grade Social Studies; and Teacher Recommendation AP World History or AP US History are highly recommended*

#### **45.01600 Advanced Placement (AP) Psychology (11th to 12<sup>th</sup>)**

This course conforms to the College Board topics for the Advanced Placement Introductory Psychology Exam. Topics covered include methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology. Students are expected to take the Advanced Placement examination upon completion of this course. Summer assignments are required.

**Prerequisite:** *None*



## **SOCIAL STUDIES ELECTIVE COURSES (Grades 9-12)**

### **45.01200 Current Issues (11<sup>th</sup> to 12<sup>th</sup>)**

This 1 semester ½ credit course analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. This course integrates and reinforces social studies skills.

**Prerequisite:** *None*

### **45.01500 Psychology (11<sup>th</sup> to 12<sup>th</sup>)**

This 1 semester ½ credit course investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. This course integrates and reinforces social studies skills.

**Prerequisite:** *None*

### **45.03100 Sociology (11<sup>th</sup> to 12<sup>th</sup>)**

This 1 semester ½ credit course investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. This course integrates and reinforces social studies skills.

**Prerequisite:** *None*

### **45.06400 Comparative Political/Economic Systems (11<sup>th</sup> to 12<sup>th</sup>)**

This course identifies major political and economic theories and systems; compares the United States' political and economic systems with those of other major countries and discusses how the systems interact.

**Prerequisite:** *None*

### **45.09100 U.S and World Affairs (11<sup>th</sup> to 12<sup>th</sup>)**

This course 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.

**Prerequisite:** *None*

### **45.05500 Constitutional Theory (11<sup>th</sup> to 12<sup>th</sup>)**

This course focuses on the philosophical basis for our judicial system and the history of the development of the law. It examines major court decisions and the consequences of those decisions for society. Integrates and reinforces social studies skills.

**Prerequisite:** *None*

### **45.01100 Comparative Religion (11<sup>th</sup> to 12<sup>th</sup>)**

This course compares major religions of the world; covers ethical-philosophical teachings, historical development, social and cultural impact on various societies and commonalities found in all religions. This course integrates and reinforces social studies skills.

**Prerequisite:** *None*



**45.03200 Ethnic Studies (10<sup>th</sup> to 12<sup>th</sup>)**

This course examines the diversity of American society; focuses on various ethnic groups that make up the American population. Topics covered include: cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

**Prerequisite:** *None*

**45.07300 Latin Studies (10<sup>th</sup> to 12<sup>th</sup>)**

This course examines the geographical, political, economic and cultural development of Latin American societies emphasizing selected case studies.

**Prerequisite:** *None*

**45.07200 Asian Studies (10<sup>th</sup> to 12<sup>th</sup>)**

This course examines the geographic, political, economic and cultural development of Asian societies emphasizing selected case studies.

**Prerequisite:** *None*

**45.08700 International Baccalaureate (IB) History of the Americas**

This course emphasizes the comprehensive study of the colonization, development, independence and formative periods in United States history during the period of 1500 to 1995 with the emphasis on 1800 to 1995. This course examines the social, political and cultural trends from a regional perspective. Students are expected to take the International Baccalaureate examination upon completion of this course. Summer assignments are required. This course module must be taught in the 11<sup>th</sup> or 12<sup>th</sup> grade.

**Prerequisite:** *AP World History or AP US History are highly recommended.*

**45.08800 International Baccalaureate (IB) Twentieth Century History**

This course conforms to the International Baccalaureate topics for study for 20th Century History. Students are expected to take the International Baccalaureate examination upon completion of this course. Summer assignments are required. This course module must be taught in the 11<sup>th</sup> or 12<sup>th</sup> grade.

**Prerequisite:** *AP World History or AP US History are highly recommended.*

**45.06500 International Baccalaureate (IB) Economics**

This course focuses on an in-depth introduction to both microeconomic and macroeconomic functions, including the analysis of international trade, economic growth and development. Students are expected to take the International Baccalaureate examination upon completion of this course. Summer assignments are required. This course module must be taught in the 12th grade and is recommended as a designated substitute for Economics. ***A state mandated End of Course Test is required and counts 20% of the student's overall course grade.***

**Prerequisite:** *AP World History or AP US History are highly recommended.*

## **MODERN/WORLD LANGUAGES CURRICULUM (Grades 9-12)**

### **Program Philosophy**

Language and communication are at the heart of the human experience. Learning to communicate in another language is critical to our students' ability to function linguistically and culturally in a global society. The Atlanta Public Schools Office of World Languages envisions a future in which all students will develop and maintain proficiency in at least one other language. Our focus is to:

- *Ensure students receive quality instruction in Spanish, French, Chinese, Latin or Arabic through an articulated, sequential program which prepares them for a global society;*
- *Provide opportunities for cultural and linguistic enrichment through authentic interactions and student travel opportunities.*

All Atlanta Public Schools students will function as readers, writers and critical thinkers in a technologically advancing, global society. The World Language program prepares and facilitates curriculum-based support and provides instructional resources to ensure that the curriculum is meaningful, real and authentic. As a result of the completion of an Atlanta Public Schools World Language program, all students are allowed equitable access to college and career options.

### **Program Goals**

The purpose of the Atlanta Public Schools World Language curriculum is to move our students towards second language proficiency. All courses are aligned to Georgia Performance Standards for Modern Languages (GPS) which are based on Standards for Foreign Language Learning in the 21st Century and the American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners.

The goals of the World Language curriculum are:

- to equip students with the skills that will enable them to function in a language other than their own;
- to develop communication skills that allow students to compete effectively in the global community;
- to develop listening, speaking, reading, writing and cultural competence skills in the target and native languages;
- to use technology and other non-print sources to absorb information; and
- to increase awareness of students' own culture and appreciate the culture(s) of others.

### **Program Description**

The high school program offerings include Spanish as a primary option with French, Chinese, Latin or Arabic available as additional second language options. (Offerings varying by location). Students who continue with the language learned at the elementary and middle school level are expected to achieve an intermediate-low proficiency level upon completion of the program. Recommendations for placement at the ninth grade level are made by the middle school world language teacher based on overall academic readiness and performance on the eighth grade placement assessment. Available courses are outlined below.

## **MODERN/WORLD LANGUAGES COURSE OFFERINGS (Grades 9-12)**

### **Level I Course Description (9<sup>th</sup> to 11<sup>th</sup>)**

The Level I language course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have minimal or no prior knowledge of the language and culture. This course may be taught over two years (e.g., middle school programs), over one year (e.g., traditional high school programs), or during one semester (e.g., 4 x 4 block schedule). The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level I, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading (ACTFL Proficiency Guidelines, 1999).

**Prerequisite:** *None*

### **Level II Course Description (9<sup>th</sup> to 12<sup>th</sup>)**

The Level II language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have successfully completed a Level I course or are at a Novice-Mid level of proficiency. Students begin to show a greater level of accuracy when using basic language structures, and they are exposed to more complex features of the language. They continue to focus on communicating about their immediate world and daily life activities, read material on familiar topics, and write short, directed compositions. The major means of communication between students and instructors will be in the target language. Because students may begin formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content in order to reflect developmentally appropriate interests. This course may be taught over two years (e.g., middle school programs), over one year (e.g., traditional high school programs), or during one semester (e.g., 4 x 4 block schedule). An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level II, students will exhibit Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

**Prerequisite:** *Modern/World Language Level I*

### **Level III Course Description (10<sup>th</sup> to 12<sup>th</sup>)**

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

more complex features of the language, moving from concrete to some abstract concepts. Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional high school programs) or during one semester (e.g., 4 x 4 block schedule). An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level III, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

**Prerequisite:** *Modern/World Language Level II*

#### **Level IV Course Description (11<sup>th</sup> and 12<sup>th</sup>)**

The Level IV language course focuses on the continued development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students have completed a Level III course or are at a Novice-High to Intermediate-Low level of proficiency. During this course, most students should move into the Intermediate level of proficiency. They gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They are exposed to more complex features of the language, moving from concrete to more abstract concepts. Students are able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). Because students may begin formal language learning at various stages of development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional high school programs) or during one semester (e.g., 4 x 4 block schedule). An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers. By the end of Level IV, students will exhibit Intermediate-Low level proficiency in speaking and writing and Intermediate-Mid level proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

**Prerequisite:** *Modern/World Language Level III*

**60.07700 Advanced Placement (AP) Spanish Language**

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

**Prerequisite:** 85+ in *Spanish Level III* and teacher recommendation

**60.01700 Advanced Placement (AP) French Language**

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

**Prerequisite:** 85+ in *French Level III* and teacher recommendation

**Spanish/French**

**Chinese**

***(To be updated)***

## **ESOL CURRICULUM (Grades 9–12)**

**23.09100 English ESOL I**

**23.09200 English ESOL II**

**23.09300 English ESOL III**

**23.09400 English ESOL IV**

**Program descriptions will be added for these courses**

## **FINE AND PERFORMING ARTS COURSE OFFERINGS (Grades 9-12)**

### **MUSIC**

#### **MUSIC APPRECIATION AND THEORY**

##### **53.014 Music Appreciation I (Grades 9-12)**

Introduces production and performance; covers terminology and idioms, elements of music, perceptive listening and attitudes and appreciation. Stresses the ability to become a literate consumer and the ability to speak and write about music. Prerequisite: None. Assessment: SLO Arts Assessment TBD

##### **53.015 Music Appreciation II (Grades 9-12)**

Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening. Prerequisite: Music Appreciation I. Assessment: SLO Arts Assessment TBD

##### **53.016 Music Appreciation III (Grades 9-12)**

Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media. Prerequisite: Music Appreciation II. Assessment: SLO Arts Assessment TBD

##### **53.017 Music Appreciation IV (Grades 9-12)**

Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music. Prerequisite: Music Appreciation III. Assessment: SLO Arts Assessment TBD

##### **53.021 Music Theory and Composition I**

Introduces the fundamentals of organized sound. Emphasizes rules of Western music composition and offers opportunities to create original works. May include using computers for composition. Prerequisite: At least one of the following classes AND teacher approval: Music Appreciation, Beginning Band, Beginning Orchestra, Beginning Jazz, Beginning Ensemble Course, Beginning Chorus, Beginning Guitar, or Beginning Piano . Assessment: SLO Arts Assessment TBD

##### **53.022 Music Theory and Composition II**

Enhances level-one skills. Emphasizes advanced composition techniques and analysis of Western masterworks from all musical styles. Offers opportunities to create and produce original works; may include using computers for composition. Introduces non-Western approaches to theory and composition. Prerequisite: Music Theory and Composition I. Assessment: SLO Arts Assessment TBD



### **53.0221 Introduction to Music Technology**

Students will learn the concepts of music technology, and its use in current music production methods. Prerequisite: Music Appreciation I or teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0222 Intermediate Music Technology**

Students will manipulate MIDI protocol, create multi-track compositions using sequencing software, and create song accompaniments. Prerequisite: Intro. To Music Technology. Assessment: SLO Arts Assessment TBD

### **53.0223 Advanced Music Technology**

Students will compose and arrange songs using notation software, analyze formal elements of music, and learn correct operational techniques for sound reinforcement systems. Prerequisite: Intermediate Music Technology. Assessment: SLO Arts Assessment TBD

### **53.023 Advanced Placement Music Theory**

Conforms to College Board topics for the Advanced Placement Music Theory Examination. Covers terminology and notational skills, writing skills, visual analysis and aural skills and advanced levels of understanding. Prerequisite: Music Theory and Composition II. Assessment: AP Music Theory Examination (SLO Arts Assessment TBD may also apply)

### **53.024 Music History and Literature I**

Introduces musical genres, styles, composers and media in historical context. Includes comparison and contrast of musical style periods from antiquity to the contemporary period, the prominent composers and literature of the period, social and cultural influences, interdisciplinary studies of art, theater, dance, politics, music of world cultures, and indigenous American music. Emphasizes perceptive listening and analysis and speaking and writing about music and musicians. Prerequisite: At least one of the following classes AND teacher approval: Music Appreciation, Beginning Band, Beginning Orchestra, Beginning Jazz, Beginning Ensemble Course, Beginning Chorus, Beginning Guitar, or Beginning Piano . Assessment: SLO Arts Assessment TBD

### **53.025 Music History and Literature II**

Enhances level-one skills. Offers further opportunities to study the historical development of musical genres, styles, composers and media through the ages. Includes contemporary and indigenous American music. Stresses perceptive listening and analysis and speaking and writing about music and musicians. Prerequisite: Music History and Literature I. Assessment: SLO Arts Assessment TBD

### **53.026 Contemporary Music Studies, Ethnic and Folk**

Provides opportunities to explore the historical and socio-cultural development of indigenous American ethnic and folk music. Traces the roots of the music to its origins, styles, composers, performers and socio-political influences. Prerequisite: Music History and Literature I. Assessment: SLO Arts Assessment TBD

### **53.029 International Baccalaureate Music SL**

Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

### **53.0291 International Baccalaureate Music HL**

Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

## **BAND**

### **53.0361 Beginning Band I (Grades 9-12)**

Provides opportunities to develop performance skills on a wind or percussion instrument. Emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: 8th Grade Band or Orchestra; or Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0362 Beginning Band II (Grades 9-12)**

Enhances level-one skills. Provides opportunities to continue development of performance skills on a wind or percussion instrument. Continues emphasis on performance, production, analysis and appreciation of music. Stresses individualized learning and group experiences. Prerequisite: Beginning Band or Orchestra I. Assessment: SLO Arts Assessment TBD

### **53.0363 Beginning Band III (Grades 9-12)**

Enhances level-two skills. Provides opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance, production and analysis; includes historical and cultural contributions and influences, creative aspects of music and appreciation of music. Builds reading skills and independent performance of one's part in an ensemble; stresses individualized learning and group experiences. Prerequisite: Beginning Band or Orchestra II. Assessment: SLO Arts Assessment TBD

### **53.0364 Beginning Band IV (Grades 9-12)**

Enhances level-three skills. Provides further opportunities to develop performance skills and precision on a wind or percussion instrument. Continues emphasis on performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. Prerequisite: Beginning Band or Orchestra III. Assessment: SLO Arts Assessment TBD

### **53.0371 Intermediate Band I (Grades 9-12)**

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

**53.0372 Intermediate Band II (Grades 9-12)**

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

**53.0373 Intermediate Band III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. Prerequisite: Intermediate Band II. Assessment: SLO Arts Assessment TBD

**53.0374 Intermediate Band IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and precision with increasingly difficult literature. 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, practice strategies and group experiences. Prerequisite: Intermediate Band III. Assessment: SLO Arts Assessment TBD

**53.0381 Advanced Band I (Grades 9-12)**

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences. Prerequisite: Intermediate Band IV. Assessment: SLO Arts Assessment TBD

**53.0382 Advanced Band II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences. Prerequisite: Advanced Band I. Assessment: SLO Arts Assessment TBD

**53.0383 Advanced Band III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. 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,

individual learning strategies and ensemble experiences. Prerequisite: Advanced Band II.  
Assessment: SLO Arts Assessment TBD

### **53.0384 Advanced Band IV (Grades 9-12)**

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. 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 in an increasing breadth of repertoire, individual learning strategies and ensemble experiences. Prerequisite: Advanced Band III. Assessment: SLO Arts Assessment TBD

## **ORCHESTRA**

### **53.0561 Beginning Orchestra I (Grades 9-12)**

Provides opportunities to develop performance skills and precision on orchestral stringed instruments. Emphasizes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and ensemble experiences. Prerequisite: 8th Grade Band or Orchestra; or Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0562 Beginning Orchestra II (Grades 9-12)**

Enhances level-one skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences. Prerequisite: Beginning Band or Orchestra I. Assessment: SLO Arts Assessment TBD

### **53.0563 Beginning Orchestra III (Grades 9-12)**

Enhances level-two skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences. Prerequisite: Beginning Band or Orchestra II. Assessment: SLO Arts Assessment TBD

### **53.0564 Beginning Orchestra IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities to develop performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and ensemble experiences. Prerequisite: Beginning Band or Orchestra III. Assessment: SLO Arts Assessment TBD

### **53.0571 Intermediate Orchestra I (Grades 9-12)**

Provides opportunities for intermediate-level performers to increase performance skills and precision on orchestral stringed instruments. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music

and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: Beginning Orchestra IV. Assessment: SLO Arts Assessment TBD

### **53.0572 Intermediate Orchestra II (Grades 9-12)**

Enhances level-one 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. Prerequisite: Intermediate Orchestra I. Assessment: SLO Arts Assessment TBD

### **53.0573 Intermediate Orchestra III (Grades 9-12)**

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. Prerequisite: Intermediate Orchestra II. Assessment: SLO Arts Assessment TBD

### **53.0574 Intermediate Orchestra IV (Grades 9-12)**

Enhances level-three 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. Prerequisite: Intermediate Orchestra III. Assessment: SLO Arts Assessment TBD

### **53.0581 Advanced Orchestra I (Grades 9-12)**

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

### **53.0582 Advanced Orchestra II (Grades 9-12)**

Enhances level-one 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. Prerequisite: Advanced Orchestra I. Assessment: SLO Arts Assessment TBD

### **53.0583 Advanced Orchestra III (Grades 9-12)**

Enhances level-two 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. Prerequisite: Advanced Orchestra II. Assessment: SLO Arts Assessment TBD

### **53.0584 Advanced Orchestra IV (Grades 9-12)**

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. Prerequisite: Advanced Orchestra III. Assessment: SLO Arts Assessment TBD

## **JAZZ**

### **53.0641 Beginning Jazz I (Grades 9-12)**

Offers opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences. Emphasizes improvisation and composition; stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form. Prerequisite: 8th Grade Band, Orchestra, or Jazz Band; or Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0642 Beginning Jazz II (Grades 9-12)**

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes 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. Prerequisite: Beginning Jazz I. Assessment: SLO Arts Assessment TBD

### **53.0643 Beginning Jazz III (Grades 9-12)**

Enhances level-two skills and provides further opportunities to develop and refine performance skills and knowledge on instruments or voice in a jazz idiom. Includes 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. Prerequisite: Beginning Jazz II. Assessment: SLO Arts Assessment TBD

### **53.0644 Beginning Jazz IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of



music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Beginning Jazz III. Assessment: SLO Arts Assessment TBD

### **53.0651 Intermediate Jazz I (Grades 9-12)**

Offers opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Beginning Jazz IV. Assessment: SLO Arts Assessment TBD

### **53.0652 Intermediate Jazz II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Intermediate Jazz I. Assessment: SLO Arts Assessment TBD

### **53.0653 Intermediate Jazz III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Intermediate Jazz II. Assessment: SLO Arts Assessment TBD

### **53.0654 Intermediate Jazz IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Intermediate Jazz III. Assessment: SLO Arts Assessment TBD

### **53.0661 Advanced Jazz I (Grades 9-12)**

Offers opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Organizes objectives for



self-paced progress through all four levels. Stresses individual progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Intermediate Jazz IV. Assessment: SLO Arts Assessment TBD

### **53.0662 Advanced Jazz II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Advanced Jazz I. Assessment: SLO Arts Assessment TBD

### **53.0663 Advanced Jazz III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge on instruments or voice in a jazz idiom. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Advanced Jazz II. Assessment: SLO Arts Assessment TBD

### **53.0664 Advanced Jazz IV (Grades 9-12)**

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. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music (especially improvisation and composition) and appreciation of music. Stresses self-paced progress and group experiences. Emphasizes jazz as an indigenous American art form and a major component of our cultural heritage. Prerequisite: Advanced Jazz III. Assessment: SLO Arts Assessment TBD

## **MUSIC STUDIES**

### **53.0671 African-American Music Studies I (Grades 9-12)**

Explores African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. Prerequisite: Music Appreciation I and II. Assessment: SLO Arts Assessment TBD

### **53.0672 African-American Music Studies II (Grades 9-12)**

Enhances level-one skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and

20th centuries. Prerequisite: African American Music Studies I. Assessment: SLO Arts Assessment TBD

**53.0673 African-American Music Studies III (Grades 9-12)**

Enhances level-two skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. Prerequisite: African American Music Studies II. Assessment: SLO Arts Assessment TBD

**53.0674 African-American Music Studies IV (Grades 9-12)**

Enhances level-three skills and offers further opportunities to explore African-American music. Emphasizes idioms such as jazz and reggae and traces their styles, characteristics, performers and media to their African roots. Covers historical and cultural contributions and influences, analysis and theoretical studies and perspectives on African-American musicians of the 19th and 20th centuries. Prerequisite: African American Music Studies III. Assessment: SLO Arts Assessment TBD

**53.0681 American Folk Music Studies I (Grades 9-12)**

Explores American folk music. Emphasizes concept of American folk music idioms such as Southern gospel, Appalachian music and music of the American West. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. Prerequisite: Music Appreciation I and II. Assessment: SLO Arts Assessment TBD

**53.0682 American Folk Music Studies II (Grades 9-12)**

Enhances level-one skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. Prerequisite: American Folk Music Studies I. Assessment: SLO Arts Assessment TBD

**53.0683 American Folk Music Studies III (Grades 9-12)**

Enhances level-two skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. Prerequisite: American Folk Music Studies II. Assessment: SLO Arts Assessment TBD

**53.0684 American Folk Music Studies IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities to explore American folk music. Covers historical and cultural influences and contributions, analysis and theoretical studies and perspectives on historic and contemporary folk musicians. Prerequisite: American Folk Music Studies III. Assessment: SLO Arts Assessment TBD

### **53.0691 Ethnic Music Studies I (Grades 9-12)**

Develops the understanding that there are many different, but equally valid, forms of musical and artistic expression and encourages students to develop a broad perspective based on understanding, tolerance and respect for a variety of opinions and approaches. Prerequisite: Music Appreciation I and II. Assessment: SLO Arts Assessment TBD

### **53.0692 Ethnic Music Studies II (Grades 9-12)**

Enhances level-one skills and provides further opportunities to explore ethnic music studies. Reflects the ethnic diversity of the world and of the United States in particular through representative songs and instrumental selections, dances and guided listening. Prerequisite: Ethnic Music Studies I. Assessment: SLO Arts Assessment TBD

### **53.0693 Ethnic Music Studies III (Grades 9-12)**

Builds upon level-two skills and provides more in-depth analysis of styles and continued performance experiences. Encourages interdisciplinary study of ethnic cultures through art, literature, drama and social studies. Prerequisite: Ethnic Music Studies II. Assessment: SLO Arts Assessment TBD

### **53.0694 Ethnic Music Studies IV (Grades 9-12)**

Expands upon level-three skills and provides opportunities for analysis, evaluation and synthesis of a variety of world music. Increases ability to perform, listen intelligently and appreciate many types of music. Prerequisite: Ethnic Music Studies III. Assessment: SLO Arts Assessment TBD

## **ENSEMBLE**

### **53.0711 Beginning Choral Ensemble I**

Provides opportunities to develop performance skills and knowledge in ensemble singing. Limited to 16 to 20 performers and may include any style period. Covers performance and production, analysis and theoretical studies, historical and cultural influences, creative aspects of music and appreciation of music. Stresses balance of individual progress and group success. Prerequisite: 8th Grade Chorus, Band, Orchestra, or Jazz Band AND Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0712 Beginning Choral Ensemble II**

Enhances level-one skills and provides further opportunities to develop and refine performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers, may include choral literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Choral Ensemble I. Assessment: SLO Arts Assessment TBD

### **53.0713 Beginning Choral Ensemble III**

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music

and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Choral Ensemble II. Assessment: SLO Arts Assessment TBD

#### **53.0714 Beginning Choral Ensemble IV**

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences; focuses on tone, balance and vocal production. Prerequisite: Beginning Choral Ensemble III. Assessment: SLO Arts Assessment TBD

#### **53.0721 Intermediate Choral Ensemble I**

Provides opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and group experiences; offers large and small ensemble experiences. Prerequisite: Beginning Choral Ensemble IV. Assessment: SLO Arts Assessment TBD

#### **53.0722 Intermediate Choral Ensemble II**

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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; builds skills in reading and vocal performance. Prerequisite: Intermediate Choral Ensemble I. Assessment: SLO Arts Assessment TBD

#### **53.0723 Intermediate Choral Ensemble III**

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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; continues reading and performance emphasis. Prerequisite: Intermediate Choral Ensemble II. Assessment: SLO Arts Assessment TBD

#### **53.0724 Intermediate Choral Ensemble IV**

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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, group experiences and tone, balance and musicianship. Prerequisite: Intermediate Choral Ensemble III. Assessment: SLO Arts Assessment TBD

### **53.0731 Advanced Choral Ensemble I**

Provides opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. 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 and a variety of styles appropriate to the smaller ensemble. Prerequisite: Intermediate Choral Ensemble IV. Assessment: SLO Arts Assessment TBD

### **53.0732 Advanced Choral Ensemble II**

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 120 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Choral Ensemble I. Assessment: SLO Arts Assessment TBD

### **53.0733 Advanced Choral Ensemble III**

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Choral Ensemble II. Assessment: SLO Arts Assessment TBD

### **53.0734 Advanced Choral Ensemble IV**

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in large group choral singing. Limited to 16 to 20 performers and includes madrigal, notes, quartet and solo literature of all style periods. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Choral Ensemble III. Assessment: SLO Arts Assessment TBD

### **53.0741 Beginning Instrumental Ensemble I**

Offers smaller ensemble experience for instrumentalists in large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: 8th Grade Chorus, Band, Orchestra, or Jazz Band; or Audition AND Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0742 Beginning Instrumental Ensemble II**

Enhances level-one skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: Beginning Instrumental Ensemble I. Assessment: SLO Arts Assessment TBD

### **53.0743 Beginning Instrumental Ensemble III**

Enhances level-two skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: Beginning Instrumental Ensemble II. Assessment: SLO Arts Assessment TBD

### **53.0744 Beginning Instrumental Ensemble IV**

Enhances level-three skills and provides further opportunities to develop performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: Beginning Instrumental Ensemble III. Assessment: SLO Arts Assessment TBD

### **53.0751 Intermediate Instrumental Ensemble I**

Offers intermediate-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: Beginning Instrumental Ensemble IV. Assessment: SLO Arts Assessment TBD

### **53.0752 Intermediate Instrumental Ensemble II**

Enhances level-one skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: Intermediate Instrumental Ensemble I. Assessment: SLO Arts Assessment TBD

### **53.0753 Intermediate Instrumental Ensemble III**

Enhances level-two skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical



studies, creative aspects of music, historical and cultural influences and music appreciation.  
Prerequisite: Intermediate Instrumental Ensemble II. Assessment: SLO Arts Assessment TBD

### **53.0754 Intermediate Instrumental Ensemble IV**

Enhances level-three skills and provides further opportunities for intermediate-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.  
Prerequisite: Intermediate Instrumental Ensemble III. Assessment: SLO Arts Assessment TBD

### **53.0761 Advanced Instrumental Ensemble I**

Offers advanced-level performers an alternative ensemble experience to large band and orchestra. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation. Prerequisite: Intermediate Instrumental Ensemble IV.  
Assessment: SLO Arts Assessment TBD

### **53.0762 Advanced Instrumental Ensemble II**

Enhances level-one skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.  
Prerequisite: Advanced Instrumental Ensemble I. Assessment: SLO Arts Assessment TBD

### **53.0763 Advanced Instrumental Ensemble III**

Enhances level-two skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.  
Prerequisite: Advanced Instrumental Ensemble II. Assessment: SLO Arts Assessment TBD

### **53.0764 Advanced Instrumental Ensemble IV**

Enhances level-three skills and provides further opportunities for advanced-level performers to increase performance skills and knowledge in ensemble music. Emphasizes the performance style and literature of the instrumental chamber group medium. Includes brass, woodwind, percussion, and string ensembles. Covers performance and production, analysis and theoretical studies, creative aspects of music, historical and cultural influences and music appreciation.  
Prerequisite: Advanced Instrumental Ensemble III. Assessment: SLO Arts Assessment TBD

### **53.077 Individual Vocal Projects**

Under development; Prerequisite: Beginning Chorus or Chorus Ensemble 1 AND audition and teacher approval. Assessment: SLO Arts Assessment TBD



### **53.078 Song Writing**

Under development; Prerequisite: One of the following: Music Appreciation I and II and/or a beginning instrumental or choral course; and/or audition and teacher approval. Assessment: SLO Arts Assessment TBD

## **GUITAR**

### **53.0841 Beginning Guitar Techniques I (Grades 9-12)**

Introduces basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: 8th Grade Guitar, Chorus, Band, Orchestra, or Jazz Band AND/OR Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0842 Beginning Guitar Techniques II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Beginning Guitar Techniques I. Assessment: SLO Arts Assessment TBD

### **53.0843 Beginning Guitar Techniques III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Beginning Guitar Techniques II. Assessment: SLO Arts Assessment TBD

### **53.0844 Beginning Guitar Techniques IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for individualized study in basic guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Beginning Guitar Techniques III. Assessment: SLO Arts Assessment TBD

### **53.0851 Intermediate Guitar Techniques I (Grades 9-12)**

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: Beginning Guitar Techniques IV. Assessment: SLO Arts Assessment TBD

### **53.0852 Intermediate Guitar Techniques II (Grades 9-12)**

Enhances level-one skills and provides intermediate-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. Prerequisite: Intermediate Guitar Techniques I. Assessment: SLO Arts Assessment TBD

**53.0853 Intermediate Guitar Techniques III (Grades 9-12)**

Enhances level-two skills and provides intermediate-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. Prerequisite: Intermediate Guitar Techniques II. Assessment: SLO Arts Assessment TBD

**53.0854 Intermediate Guitar Techniques IV (Grades 9-12)**

Enhances level-three skills and provides intermediate-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. Prerequisite: Intermediate Guitar Techniques III. Assessment: SLO Arts Assessment TBD

**53.0861 Advanced Guitar Techniques I (Grades 9-12)**

Offers opportunities for advanced-level performers to increase performance skills and knowledge in guitar techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: Intermediate Guitar Techniques IV. Assessment: SLO Arts Assessment TBD

**53.0862 Advanced Guitar Techniques II (Grades 9-12)**

Enhances level-one 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. Prerequisite: Advanced Guitar Techniques I. Assessment: SLO Arts Assessment TBD

**53.0863 Advanced Guitar Techniques III (Grades 9-12)**

Enhances level-two 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. Prerequisite: Advanced Guitar Techniques II. Assessment: SLO Arts Assessment TBD

**53.0864 Advanced Guitar Techniques IV (Grades 9-12)**

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. Prerequisite: Advanced Guitar Techniques III. Assessment: SLO Arts Assessment TBD

### **53.0865 Mastery Guitar**

Understanding guitar through a varied repertoire of music, be able to read, perform, improvise melodies, variations, and accompaniments, compose and arrange music within specified guidelines, understanding relationships between music, the other arts, and disciplines outside the arts. Also should be able to critically listen to, analyze, and describe music, along with evaluating music and music performances. Prerequisite: Advanced Guitar Techniques IV. Assessment: SLO Arts Assessment TBD

## **PIANO**

### **53.0941 Beginning Keyboard Techniques I (Grades 9-12)**

Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: 8th Grade Guitar, Chorus, Band, Orchestra, Piano, or Jazz Band AND/OR Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **53.0942 Beginning Keyboard Techniques II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Beginning Keyboard Techniques I. Assessment: SLO Arts Assessment TBD

### **53.0943 Beginning Keyboard Techniques III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Beginning Keyboard Techniques II. Assessment: SLO Arts Assessment TBD

### **53.0944 Beginning Keyboard Techniques IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Beginning Keyboard Techniques III. Assessment: SLO Arts Assessment TBD

### **53.0951 Intermediate Keyboard Techniques I (Grades 9-12)**

Offers opportunities for intermediate-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: Beginning Keyboard Techniques IV. Assessment: SLO Arts Assessment TBD

### **53.0952 Intermediate Keyboard Techniques II (Grades 9-12)**

Enhances level-one skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and

theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Intermediate Keyboard Techniques I. Assessment: SLO Arts Assessment TBD

### **53.0953 Intermediate Keyboard Techniques III (Grades 9-12)**

Enhances level-two skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Intermediate Keyboard Techniques II. Assessment: SLO Arts Assessment TBD

### **53.0954 Intermediate Keyboard Techniques IV (Grades 9-12)**

Enhances level-three skills and provides intermediate-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Intermediate Keyboard Techniques III. Assessment: SLO Arts Assessment TBD

### **53.0961 Advanced Keyboard Techniques I (Grades 9-12)**

Offers opportunities for advanced-level performers to increase performance skills and knowledge in keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting. Prerequisite: Intermediate Keyboard Techniques IV. Assessment: SLO Arts Assessment TBD

### **53.0962 Advanced Keyboard Techniques II (Grades 9-12)**

Enhances level-one skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Advanced Keyboard Techniques I. Assessment: SLO Arts Assessment TBD

### **53.0963 Advanced Keyboard Techniques III (Grades 9-12)**

Enhances level-two skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Advanced Keyboard Techniques II. Assessment: SLO Arts Assessment TBD

### **53.0964 Advanced Keyboard Techniques IV (Grades 9-12)**

Enhances level-three skills and provides advanced-level performers further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Prerequisite: Advanced Keyboard Techniques III. Assessment: SLO Arts Assessment TBD

### **53.0967 Advanced Keyboarding Techniques VI**

Under development

### **53.0968 Mastery Piano**

Understanding piano through a varied repertoire of music, be able to read, perform, improvise melodies, variations, and accompaniments, compose and arrange music within specified guidelines, understanding relationships between music, the other arts, and disciplines outside the arts at higher levels. Also should be able to critically listen to, analyze, and describe music, along with evaluating music and music performances. Prerequisite: Advanced Keyboard Techniques IV. Assessment: SLO Arts Assessment TBD

## **CHORUS**

### **54.0211 Beginning Mixed Chorus I (Grades 9-12)**

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. Prerequisite: 8th Grade Guitar, Chorus, Band, Orchestra, Piano, or Jazz Band AND/OR Audition and teacher approval. Assessment: SLO Arts Assessment TBD

### **54.0212 Beginning Mixed Chorus II (Grades 9-12)**

Enhances level-one skills and provides further 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. Stresses self-paced progress and group experiences. Prerequisite: Beginning Mixed Chorus I. Assessment: SLO Arts Assessment TBD

### **54.0213 Beginning Mixed Chorus III (Grades 9-12)**

Enhances level-two skills and provides further 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. Stresses self-paced progress and group experiences. Prerequisite: Beginning Mixed Chorus II. Assessment: SLO Arts Assessment TBD

### **54.0214 Beginning Mixed Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further 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. Stresses self-paced progress and group experiences. Prerequisite: Beginning Mixed Chorus III. Assessment: SLO Arts Assessment TBD

### **54.0221 Intermediate Mixed Chorus I (Grades 9-12)**

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. Prerequisite: Beginning Mixed Chorus IV. Assessment: SLO Arts Assessment TBD

#### **54.0222 Intermediate Mixed Chorus II (Grades 9-12)**

Enhances level-one skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Mixed Chorus I. Assessment: SLO Arts Assessment TBD

#### **54.0223 Intermediate Mixed Chorus III (Grades 9-12)**

Enhances level-two skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Mixed Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0224 Intermediate Mixed Chorus IV (Grades 9-12)**

Enhances level-three skills and provides intermediate-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Mixed Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0231 Advanced Mixed Chorus I (Grades 9-12)**

Provides advanced-level performers opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: Intermediate Mixed Chorus IV. Assessment: SLO Arts Assessment TBD

#### **54.0232 Advanced Mixed Chorus II (Grades 9-12)**

Enhances level-one skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Mixed Chorus I. Assessment: SLO Arts Assessment TBD

#### **54.0233 Advanced Mixed Chorus III (Grades 9-12)**

Enhances level-two skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences,



creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Mixed Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0234 Advanced Mixed Chorus IV (Grades 9-12)**

Enhances level-three skills and provides advanced-level performers further opportunities to increase performance skills and knowledge in mixed choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Mixed Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0241 Beginning Women's Chorus I (Grades 9-12)**

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

#### **54.0242 Beginning Women's Chorus II (Grades 9-12)**

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

#### **54.0243 Beginning Women's Chorus III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Women's Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0244 Beginning Women's Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for young women to develop performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Women's Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0251 Intermediate Women's Chorus I (Grades 9-12)**

Provides opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music

and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: Beginning Women's Chorus IV. Assessment: SLO Arts Assessment TBD

#### **54.0252 Intermediate Women's Chorus II (Grades 9-12)**

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

#### **54.0253 Intermediate Women's Chorus III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Women's Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0254 Intermediate Women's Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for intermediate-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Women's Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0261 Advanced Women's Chorus I (Grades 9-12)**

Provides opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Women's Chorus IV. Assessment: SLO Arts Assessment TBD

#### **54.0262 Advanced Women's Chorus II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Women's Chorus I. Assessment: SLO Arts Assessment TBD

#### **54.0263 Advanced Women's Chorus III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers

performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Women's Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0264 Advanced Women's Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for advanced-level female performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Women's Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0271 Beginning Men's Chorus I (Grades 9-12)**

Provides opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: 8th Grade Guitar, Chorus, Band, Orchestra, Piano, or Jazz Band AND/OR Audition and teacher approval. Assessment: SLO Arts Assessment TBD

#### **54.0272 Beginning Men's Chorus II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Men's Chorus I. Assessment: SLO Arts Assessment TBD

#### **54.0273 Beginning Men's Chorus III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Men's Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0274 Beginning Men's Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for young men to develop performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Beginning Men's Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0281 Intermediate Men's Chorus I (Grades 9-12)**

Provides opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music

and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Prerequisite: Beginning Men's Chorus IV. Assessment: SLO Arts Assessment TBD

#### **54.0282 Intermediate Men's Chorus II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Men's Chorus I. Assessment: SLO Arts Assessment TBD

#### **54.0283 Intermediate Men's Chorus III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Men's Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0284 Intermediate Men's Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for intermediate-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Men's Chorus III. Assessment: SLO Arts Assessment TBD

#### **54.0291 Advanced Men's Chorus I (Grades 9-12)**

Provides opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Intermediate Men's Chorus IV. Assessment: SLO Arts Assessment TBD

#### **54.0292 Advanced Men's Chorus II (Grades 9-12)**

Enhances level-one skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Men's Chorus I. Assessment: SLO Arts Assessment TBD

#### **54.0293 Advanced Men's Chorus III (Grades 9-12)**

Enhances level-two skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance

and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Men's Chorus II. Assessment: SLO Arts Assessment TBD

#### **54.0294 Advanced Men's Chorus IV (Grades 9-12)**

Enhances level-three skills and provides further opportunities for advanced-level male performers to increase performance skills and knowledge in all-male choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. Prerequisite: Advanced Men's Chorus III. Assessment: SLO Arts Assessment TBD

### **VISUAL ART**

#### **50.0211 Visual Arts/Comprehensive I**

Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance. Prerequisite: 8th Grade Visual Art AND/OR Portfolio Review and approval by teacher. Assessment: SLO Arts Assessment

#### **50.0212 Visual Arts/Comprehensive II**

This course is aligned to 50.02100 to Visual Arts/Comprehensive I and introduces access to art history, art criticism, aesthetic judgment and studio production. Emphasizes access to the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance. All instruction (utilizing assistive technology as needed) should embed both the mastery of IEP goals and objectives and incorporate generalization of access skills from academic courses so that skills are not developed in isolation, but within the context of the course content. Instruction should occur in community based settings in addition to classroom setting. Related skills for independent living, employment and self-determination are developed within the course content. This course is intended only for students who are assessed using the Georgia Alternate Assessment. Prerequisite: Visual Arts/Comprehensive I. Assessment: SLO Arts Assessment TBD

#### **50.0213 Visual Arts/Comprehensive III**

Enhances level-two skills in art history, art criticism, aesthetic judgment and studio production. Provides practice in applying design elements and principles of design. Provides focus on different two- and three-dimensional art media and processes and master artworks. Stresses idea development through production and creativity and through the study of master artists. Prerequisite: Visual Arts/Comprehensive II. Assessment: SLO Arts Assessment TBD

#### **50.0214 Visual Arts/Comprehensive IV**

Enhances level-three skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities for in-depth application of design elements and principles of design in

two-and three-dimensional art media and processes. Stresses creative problem solving through art production and the study of master artists and their works. Prerequisite: Visual Arts/Comprehensive III. Assessment: SLO Arts Assessment TBD

#### **50.0216 Visual Arts/Comprehensive V**

Enhances level-four skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios. Explores idea development and media selection of master artworks of historical and cultural significance. Prerequisite: Visual Arts/Comprehensive IV. Assessment: SLO Arts Assessment TBD

#### **50.0217 Visual Arts/Comprehensive VI**

Enhances level-five skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and three-dimensional art media and process in the development of individual portfolios. Stresses the use of research in student's idea development leading to the production of artwork. Emphasis is placed on the writing of master artists of both past and contemporary societies. Prerequisite: Visual Arts/Comprehensive V. Assessment: SLO Arts Assessment TBD

#### **50.0218 Visual Arts/Comprehensive VII**

Enhances level-six skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses research, planning and proposal writing for the production of artwork. Investigates idea development and theme in master artworks of historical and contemporary societies. Prerequisite: Visual Arts/Comprehensive VI. Assessment: SLO Arts Assessment TBD

#### **50.0219 Visual Arts/Comprehensive VIII**

Enhances level-seven skills in art history, art criticism, aesthetic judgment and studio production. Provides opportunities to use two-and-three-dimensional art media and process in the development of individual portfolios used in job, art school and college applications. Stresses refining of portfolio and production of slides intended for submission for judging. Enhances art-criticism writing skills of both master works and student productions. Provides opportunities for preparing and exhibiting art work. Prerequisite: Visual Arts/Comprehensive VII. Assessment: SLO Arts Assessment TBD

#### **50.0311 Visual Arts/Drawing I**

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

#### **50.0312 Visual Arts/Drawing II**

Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student



drawings and those of other artists. Prerequisite: Visual Arts/Drawing I. Assessment: SLO Arts Assessment TBD

### **50.0313 Visual Arts/Drawing & Painting I**

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work. Prerequisite: Visual Arts/Drawing II or Portfolio Review with teacher approval. Assessment: SLO Arts Assessment TBD

### **50.0314 Visual Arts/Drawing & Painting II**

Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials. Prerequisite: Visual Arts/Drawing and Painting I. Assessment: SLO Arts Assessment TBD

### **50.0321 Visual Arts/Painting I**

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

### **50.0322 Visual Arts/Painting II**

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

### **50.0411 Visual Arts/Ceramics/Pottery I**

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

### **50.0412 Visual Arts/Ceramics/Pottery II**

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

### **50.0413 Visual Arts/Ceramics/Pottery III**

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

### **50.0414 Visual Arts/Ceramics/Pottery IV**

Enhances level-three skills and provides opportunities to apply design techniques in clay through hand building and/or other wheel throwing techniques. Emphasizes form and surface treatments using tools, glazes, resists and multiple clay bodies. Visual Arts/Ceramics/Pottery III. Assessment: SLO Arts Assessment TBD

### **50.0421 Visual Arts/Fibers I**

Introduces fabric and fiber design techniques such as weaving, stitchery and printing and a variety of design techniques, materials and supplies. Explores historical origins and use of fabric in Western and non-Western cultures. Applies art criticism techniques to judgments about fiber/fabric designs. Prerequisite: Visual Arts/Comprehensive I. Assessment: SLO Arts Assessment TBD

### **50.0422 Visual Arts/Fibers II**

Enhances level-one skills in fabric/fiber design and provides opportunities to apply design techniques in a variety of media. Focuses on one or a combination of several techniques to produce two- and three-dimensional works; expands knowledge of historical origins of fibers/fabrics. Prerequisite: Visual Arts/Fibers I. Assessment: SLO Arts Assessment TBD

### **50.0423 Visual Arts/Fibers III**

Enhances level-two skills in fabric design and provides opportunities to apply design techniques in a variety of media. Emphasizes mastery of more complex techniques and development of personal style. Continues historical study of past and present fabric/fiber artists of different cultures. Prerequisite: Visual Arts/Fibers II. Assessment: SLO Arts Assessment TBD

### **50.0424 Visual Arts/Fibers IV**

Enhances level-three skills in fabric design and provides opportunities to apply design techniques in a variety of media. Emphasizes mastery of more complex techniques and development of personal style. Continues historical study of past and present fabric/fiber artists of different cultures. Prerequisite: Visual Arts/Fibers III. Assessment: SLO Arts Assessment TBD

### **50.0431 Visual Arts/Applied Design I**

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

#### **50.0432 Visual Arts/Applied Design II**

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

#### **50.0433 Visual Arts/Applied Design III**

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. Prerequisite: Visual Arts/Applied Design II. Assessment: SLO Arts Assessment TBD

#### **50.0434 Visual Arts/Applied Design IV**

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. Prerequisite: Visual Arts/Applied Design III. Assessment: SLO Arts Assessment TBD

#### **50.044 International Baccalaureate Visual Arts SL**

Standard level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Prerequisite: Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

#### **50.045 International Baccalaureate Visual Arts HL**

Higher level: Provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. Prerequisite: Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

#### **50.046 Jewelry and Metal Crafts I**

Under development; Prerequisite: Visual Arts/Comprehensive I and II. Assessment: SLO Arts Assessment TBD

#### **50.0511 Visual Arts/Printmaking I**

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

### **50.0512 Visual Arts/Printmaking II**

Enhances level-one skills and provides opportunities to practice intermediate printmaking techniques. Explores design, execution, printing and presentation of print editions; introduces master printmakers using various styles and techniques. Prerequisite: Visual Arts/Printmaking I. Assessment: SLO Arts Assessment TBD

### **50.0513 Visual Arts/Printmaking III**

Enhances level-two skills and explores selected techniques using complex designs, materials, tools and equipment. May include engraving on metal, wood or plexiglass, lithography, photo silkscreen and other techniques. Prerequisite: Visual Arts/Printmaking II. Assessment: SLO Arts Assessment TBD

### **50.0514 Visual Arts/Printmaking IV**

Enhances level-three skills and further explores selected techniques using complex designs, materials, tools and equipment. May include engraving on metal, wood or plexiglass, lithography, photo silkscreen and other techniques. Stresses personal expression of individual creative ideas and depth of exploration in selected techniques. Prerequisite: Visual Arts/Printmaking III. Assessment: SLO Arts Assessment TBD

### **50.0611 Visual Arts/Sculpture I**

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

### **50.0612 Visual Arts/Sculpture II**

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

### **50.0613 Visual Arts/Sculpture III**

Enhances level-two skills and introduces advanced exploration and mastery of selected, complex techniques, designs, materials, tools and equipment. Introduces casting, molding, gouging, brazing, soldering, piercing and mixed media. Stresses personal expression of creative ideas and depth of exploration in selected techniques; continues critical study of master sculptures and sculptors. Prerequisite: Visual Arts/Sculpture II. Assessment: SLO Arts Assessment TBD

### **50.0614 Visual Arts/Sculpture IV**

Enhances level-three skills and provides advanced exploration and mastery of selected, complex techniques, designs, materials, tools and equipment. Explores casting, molding, gouging, brazing, soldering, piercing and mixed media. Stresses personal expression of creative ideas and

depth of exploration in selected techniques; continues critical study of master sculptures and sculptors. Prerequisite: Visual Arts/Sculpture III. Assessment: SLO Arts Assessment TBD

### **50.0711 Visual Arts/Photography I**

Introduces photography as an art form; covers the historical development of photography and photographic design and its cultural influences. Emphasizes the basics of exposing and processing photographs; introduces 35mm photography. Stresses appropriate processing techniques and safe use of photographic materials and equipment. Prerequisite: Visual Arts/Comprehensive I. Assessment: SLO Arts Assessment TBD

### **50.0712 Visual Arts/Photography II**

Enhances level-one skills and provides opportunities to apply photographic design methods. Introduces enlarging negatives and stresses composing and processing techniques using a 35mm camera and pinhole camera with varied focal lengths. Emphasizes appropriate processing techniques and safe use of photographic materials and equipment and darkroom techniques. Continues to explore photography and photographers for historical and critical appraisal. Prerequisite: Visual Arts/Photography I. Assessment: SLO Arts Assessment TBD

### **50.0713 Visual Arts/Photography III**

Enhances level-two skills and provides opportunities to apply more complex photographic designs. Introduces advanced and experimental pinhole and/or 35mm photographic techniques. Explores alternative, experimental developing chemicals and processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal. Prerequisite: Visual Arts/Photography II. Assessment: SLO Arts Assessment TBD

### **50.0714 Visual Arts/Photography IV**

Enhances level-three skills and provides opportunities to apply more complex photographic designs using advanced and experimental pinhole and/or 35mm photographic techniques. Explores alternative, experimental developing chemicals and processes. Stresses personal expression of ideas and depth of exploration in selected photo techniques. Continues to explore photography and photographers for historical and critical appraisal. Prerequisite: Visual Arts/Photography III. Assessment: SLO Arts Assessment TBD

### **50.0721 Visual Arts/Graphics I**

Introduces graphic design as seen in posters, advertisements, logos, illustrations, signs and package or product designs. Covers selected graphic design elements, vocabulary and the media, tools, equipment, techniques, processes and styles used for graphics. Investigates the historical development of graphics design and its function in contemporary society. Stresses using the computer as a major design tool; explores career opportunities. Prerequisite: Visual Arts/Comprehensive I and II. Assessment: SLO Arts Assessment TBD

### **50.0722 Visual Arts/Graphics II**

Enhances level-one skills in graphic design. Introduces advanced design problems and how to apply creative ideas using storyboards, layouts and models. Stresses use of vocabulary, tools,

media, equipment and techniques in planning and producing the product. Prerequisite: Visual Arts/Graphics I. Assessment: SLO Arts Assessment TBD

### **50.0723 Visual Arts/Graphics III**

Enhances level-two skills in graphic design. Covers how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Explores the design team concept. Prerequisite: Visual Arts/Graphics II. Assessment: SLO Arts Assessment TBD

### **50.0724 Visual Arts/Graphics IV**

Enhances level-three skills in graphic design. Further explores how to plan and present creative design ideas; emphasizes design elements and principles, marketing psychology, production techniques and schedules. Continues to explore the design team concept. Prerequisite: Visual Arts/Graphics III. Assessment: SLO Arts Assessment TBD

### **50.0725 Graphics Animation & Design Projects**

Under development; Prerequisite: Visual Arts/Comprehensive I and II. Assessment: SLO Arts Assessment TBD

### **50.0727 Advanced Digital & Media Design Projects**

Under development; Prerequisite: Visual Arts/Graphics IV or Graphics Animation and Design Projects. Assessment: SLO Arts Assessment TBD

### **50.0731 Visual Arts/Video I**

Introduces video as an art form; covers technical and expressive considerations of program production, such as equipment, lighting, costumes, setting, props and script. Provides opportunities to participate in each phase of video productions; stresses analysis of video production based on selected evaluation criteria. Emphasizes elements and principles of design in composition exercises. Prerequisite: Visual Arts/Comprehensive I and II. Assessment: SLO Arts Assessment TBD

### **50.0732 Visual Arts/Video II**

Enhances level-one skills and provides opportunities to apply technical, expressive and compositional principles to video production. Emphasizes creative ideas and approaches to video production; stresses analysis of creative and expressive techniques of major video artists and their work. Prerequisite: Visual Arts/Video I. Assessment: SLO Arts Assessment TBD

### **50.0733 Visual Arts/Video III**

Enhances level-two skills and provides opportunities to apply technical, expressive and compositional principles to video production. Emphasizes creative ideas and stylistic approaches to video production; stresses analysis of creative and expressive techniques of major video artists and their works. Promotes continued discussion of video as an art form with aesthetic merit. Prerequisite: Visual Arts/Video II. Assessment: SLO Arts Assessment TBD



#### **50.0734 Visual Arts/Video IV**

Enhances level-three skills and provides opportunities to apply technical, expressive and compositional principles to video production. Interprets individual ideas with emphasis on compositional principles. Collaborates with other design team members. Evaluates own video art and video art of other artists based on a predetermined set of criteria. Talks about the aesthetic merit of video art. Prerequisite: Visual Arts/Video III. Assessment: SLO Arts Assessment TBD

#### **50.0811 Visual Arts/Advanced Placement Studio: Drawing Portfolio**

Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. Prerequisite: Visual Arts/Drawing II and teacher approval. Assessment: AP Portfolio Examination; SLO Arts Assessment TBD may apply

#### **50.0813 Advanced Placement Studio: 2D Design Portfolio**

Conforms to College Board topics for the Advanced Placement Studio 2D Design Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art. Prerequisite: Minimum Visual Arts/Graphics II or Applied Design II and teacher approval. Assessment: AP Portfolio Examination; SLO Arts Assessment TBD may apply

#### **50.0814 Advanced Placement Studio: 3D Design Portfolio**

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

#### **50.0911 Visual Arts/Art History and Criticism I**

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. Prerequisite: Visual Arts/Comprehensive I and II. Assessment: SLO Arts Assessment TBD

#### **50.0912 Visual Arts/Art History and Criticism II**

Enhances level-one skills; covers ideas, theory and style in art works from antiquity to the present. Includes investigation into the social role of the artist, patronage and art audiences and originality and contextual influences using sources such as books, slides, videos and reproductions. Offers opportunities to apply art criticism methods (describing, analyzing, interpreting and evaluating) to artworks rather than to secondary sources. Prerequisite: Visual Arts/Art History and Criticism I. Assessment: SLO Arts Assessment TBD

### **50.0921 Advanced Placement History of Art**

Conforms to College Board topics for the Advanced Placement History of Art Examination. Covers prehistory to Egyptian, Greek and Roman, Early Christian, Byzantine, Early Medieval, Romanesque, Gothic, Renaissance and Mannerist, 17th and 18th century, 19th century, 20th century and non-Western art. Prerequisite: Visual Arts/Art History and Criticism and teacher approval. Assessment: AP Portfolio Examination; SLO Arts Assessment TBD may apply

## **THEATRE**

### **52.021 Dramatic Arts/Fundamentals I**

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

### **52.022 Dramatic Arts/Fundamentals II**

Enhances level-one skills by producing and studying children's theater in depth with performance opportunities. Prerequisite: Dramatic Arts/Fundamentals I. Assessment: SLO Arts Assessment TBD

### **52.023 Dramatic Arts/Fundamentals III**

Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes. Prerequisite: Dramatic Arts/Fundamentals II. Assessment: SLO Arts Assessment TBD

### **52.024 Dramatic Arts/Fundamentals IV**

Enhances level-three skills by producing and writing plays for presentation; explores the role of the playwright. Provides opportunities for practical application. Prerequisite: Dramatic Arts/Fundamentals III. Assessment: SLO Arts Assessment TBD

### **52.031 Dramatic Arts/Musical Theater I**

Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance. Prerequisite: Dramatic Arts/Fundamentals II. Assessment: SLO Arts Assessment TBD

### **52.032 Dramatic Arts/Musical Theater II**

Enhances level-one skills with a focus on voice production and provides opportunities for performance. Prerequisite: Dramatic Arts/Musical Theater I. Assessment: SLO Arts Assessment TBD

### **52.033 Dramatic Arts/Musical Theater III**

Enhances level-two skills; focuses on character study with opportunities for performance. Prerequisite: Dramatic Arts/Musical Theater II. Assessment: SLO Arts Assessment TBD

#### **52.034 Dramatic Arts/Musical Theater IV**

Enhances level-three skills; focuses on choreography as related to production and offers opportunity for performance. Prerequisite: Dramatic Arts/Musical Theater III. Assessment: SLO Arts Assessment TBD

#### **52.041 Dramatic Arts/Technical Theater I**

Introduces technical considerations of play production; covers properties, lighting and settings, program, box office, marketing, management, make-up and costumes. Prerequisite: Dramatic Arts/Fundamentals II and/or teacher approval. Assessment: SLO Arts Assessment TBD

#### **52.042 Dramatic Arts/Technical Theater II**

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

#### **52.043 Dramatic Arts/Technical Theater III**

Enhances level-two skills in drafting and set design and includes in-depth exploration of light operation, sound operation, stage management, costume construction, set development, make-up and production staff. Prerequisite: Dramatic Arts/Technical Theater II. Assessment: SLO Arts Assessment TBD

#### **52.044 Dramatic Arts/Technical Theater IV**

Enhances level-three skills and offers opportunities to solve problems in supervising and managing all aspects of production. Explores technical directing and directing responsibilities. Offers opportunities to apply skills in these areas. Prerequisite: Dramatic Arts/Technical Theater III. Assessment: SLO Arts Assessment TBD

#### **52.045 Theater Technology I**

Emphasizes theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and house management, building and equipment maintenance, and working with performers and patrons of the arts. Prerequisite: Dramatic Arts/Fundamentals II and/or teacher approval. Assessment: SLO Arts Assessment TBD

#### **52.046 Theater Technology II**

Emphasizes practical use of the equipment and operation of the theater including use of lighting and sound equipment, stage and house management, building and equipment maintenance and working with performers and patrons of the arts. Prerequisite: Theater Technology I. Assessment: SLO Arts Assessment TBD

#### **52.047 Theater Technology III**

Enhances level-two and -three skills and includes in-depth exploration of theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and house management, building and equipment maintenance, and working with performers and patrons of the arts. Prerequisite: Theater Technology II. Assessment: SLO Arts Assessment TBD

#### **52.048 Theater Technology IV**

Enhances level-two and -three skills and includes in-depth exploration of theater operation, production management, scenic design, and theatrical management including lighting, sound, stage and house management, building and equipment maintenance, and working with performers and patrons of the arts. Offers opportunities to apply skills in these areas. Prerequisite: Theater Technology III. Assessment: SLO Arts Assessment TBD

#### **52.049 Foundations of Sound Recording**

Under development; Prerequisite: Theater Technology I or teacher approval. Assessment: SLO Arts Assessment TBD

#### **52.0491 Advanced Recording and Post Production Techniques**

Under development; Prerequisite: Foundation of Sound Recording. Assessment: SLO Arts Assessment TBD

#### **52.0492 Multi-Channel and Applied Digital Audio**

Under development; Prerequisite: Foundation of Sound Recording. Assessment: SLO Arts Assessment TBD

#### **52.051 Dramatic Arts/Advanced Drama I**

Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal techniques and specific patterns for better verbal communication. Prerequisite: Dramatic Arts/Fundamentals II and/or teacher approval. Assessment: SLO Arts Assessment TBD

#### **52.052 Dramatic Arts/Advanced Drama II**

Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies. Prerequisite: Dramatic Arts/Advanced Drama I. Assessment: SLO Arts Assessment TBD

#### **52.053 International Baccalaureate Theatre Arts SL**

Standard level: This course aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures.

Prerequisite: Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

#### **52.054 International Baccalaureate Theatre Arts HL**

Higher level: This course aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures.

Prerequisite: Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

#### **52.055 International Baccalaureate Theatre Arts III**

Prerequisite: Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment TBD may apply

#### **52.056 International Baccalaureate Theatre Arts IV**

Prerequisite: Follow IB course description. Assessment: IB Assessment; SLO Arts Assessment  
TBD may apply

#### **52.061 Dramatic Arts/Acting I**

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

#### **52.062 Dramatic Arts/Acting II**

Enhances level-one skills with emphasis on classical and historical scene study. Prerequisite: Dramatic Arts/Acting I. Assessment: SLO Arts Assessment TBD

#### **52.063 Dramatic Arts/Acting III**

Enhances level-one and level-two skills taught in Acting I and Acting II. Emphasizes advanced monologue work, advanced scene study, extensive audition training, student-directing, ensemble acting in a variety of main-stage productions, and object exercises. The course can also provide opportunities to compete in literary competitions and one-act play festivals. Prerequisite: Dramatic Arts/Acting II. Assessment: SLO Arts Assessment TBD

#### **52.071 Dramatic Arts/Film/Video & Television I**

Provides an overview of film, television and video and their relationship to drama and theater. Covers technical considerations of program production and the interactive roles of the director, actor, choreographer and technical designers. Provides opportunities to analyze film, television and video productions and to develop criteria to evaluate these media forms. Prerequisite: Dramatic Arts/Fundamentals II and/or teacher approval. Assessment: SLO Arts Assessment TBD

#### **52.072 Dramatic Arts/Film/Video & Television II**

Enhances level-one skills and focuses on the production of a product in video format. Prerequisite: Dramatic Arts/Film/Video & Television I. Assessment: SLO Arts Assessment TBD

#### **52.081 Dramatic Arts/History and Literature I**

Introduces the historical development of theater and the literature of each historical period; focuses on architecture, significant people and events. Prerequisite: Dramatic Arts/Fundamentals II. Assessment: SLO Arts Assessment TBD

#### **52.082 Dramatic Arts/History and Literature II**

Enhances level-one skills and continues to explore the development of theater and historical literature; extends focus on architecture, significant people and events. Prerequisite: Dramatic Arts/History and Literature I. Assessment: SLO Arts Assessment TBD

### **52.091 Theatre Marketing**

This course is designed to provide participants with knowledge, research, exploration, and analysis to enable them to effectively promote dramatic arts in a variety of setting. Prerequisite: Dramatic Arts/Fundamentals II and/or teacher approval. Assessment: SLO Arts Assessment TBD

## **DANCE**

### **51.021 Ballet I**

Introduces basic ballet technique; covers placement, turn out, body lines, epaulement, adagio and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Prerequisite: None. Assessment: SLO Arts Assessment TBD

### **51.022 Ballet II**

Enhances level-one skills; emphasizes the development and execution of elementary technical skills. Offers opportunities to perform and observe quality dance as an art form. Prerequisite: Ballet I. Assessment: SLO Arts Assessment TBD

### **51.023 Ballet III**

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

### **51.024 Ballet IV**

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

### **51.025 Ballet V**

Under development; Prerequisite: Ballet IV. Assessment: SLO Arts Assessment TBD

### **51.031 Jazz Dance I**

Introduces basic jazz techniques and vocabulary. Emphasizes aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Prerequisite: Ballet I. Assessment: SLO Arts Assessment TBD

### **51.032 Jazz Dance II**

Enhances level-one skills; introduces jazz vocabulary, combinations of jazz technique skills, complex rhythms, longer phrases and specific techniques. Prerequisite: Jazz Dance I. Assessment: SLO Arts Assessment TBD

### **51.033 Jazz Dance III**

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of jazz vocabulary and a broader experience of performance opportunities. Prerequisite: Jazz Dance II. Assessment: SLO Arts Assessment TBD



#### **51.034 Jazz Dance IV**

Enhances level-three skills; emphasizes advanced-level technical skills, further expansion of jazz vocabulary and a broader experience of performance opportunities. Prerequisite: Jazz Dance III. Assessment: SLO Arts Assessment TBD

#### **51.041 Modern Dance I**

Introduces modern dance; covers shape, form, line and experimentation with individual expression and creativity. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage and aesthetic judgment and criticism. Prerequisite: Ballet I. Assessment: SLO Arts Assessment TBD

#### **51.042 Modern Dance II**

Enhances level-one skills; emphasizes complex rhythms, movement combinations, longer phrases, transitions and centering on a specific technique. Offers performing and observation opportunities. Prerequisite: Modern Dance I. Assessment: SLO Arts Assessment TBD

#### **51.043 Modern Dance III**

Enhances level-two skills; emphasizes intermediate-level technical skills, a further expansion of modern dance vocabulary, improvisation and a broader experience of performance opportunities. Prerequisite: Modern Dance II. Assessment: SLO Arts Assessment TBD

#### **51.044 Modern Dance IV**

Enhances level-three skills; emphasizes advanced-level technical skills, speed and quality of movement, complex combinations, improvisational performance technique, the development of individual style and artistic growth. Prerequisite: Modern Dance III. Assessment: SLO Arts Assessment TBD

#### **51.051 Dance History**

Introduces dance history; covers its historical and cultural growth in various societies and the development of dance in Western culture. Prerequisite: Ballet II, Jazz Dance I or Modern Dance I. Assessment: SLO Arts Assessment TBD

#### **51.052 Dance Composition**

Introduces dance composition; covers how to identify and execute the basic principles of composition (i.e., design, improvisation, use of qualities and musical forms). Concentrates on the development of themes and performance of multiple phrase composition. Emphasizes individual creativity and use of choreographic tools. Prerequisite: Ballet III, Jazz Dance II or Modern Dance II. Assessment: SLO Arts Assessment TBD

#### **51.061 Men's Dance**

Under development: Prerequisite: None. Assessment: SLO Arts Assessment TBD

#### **51.071 African Dance**

Under development; Prerequisite: Ballet II, Jazz Dance I or Modern Dance I. Assessment: SLO Arts Assessment TBD

## **HEALTH AND PHYSICAL EDUCATION CURRICULUM (Grades 9-12)**

**Course descriptions to be added**

## **CAREER, TECHNICAL AND AGRICULTURAL EDUCATION CURRICULUM CTAE (Grades 9-12)**

### **Broadcast/Video Production Pathway**

#### **10.5111 Broadcast/Video Production I**

This one credit course is the first in a pathway that prepares the student for employment or entry into a postsecondary education program in the Broadcast/Video Production career field. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, production teams, production and programming, set production, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.

**Prerequisite:** *None*

#### **10.5121 Broadcast/Video Production II**

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

**Prerequisite:** *Broadcast/Video Production I*

#### **10.5131 Broadcast/Video Production III**

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

**Prerequisite:** *Broadcast/Video Production II*

### **Construction Pathway--Carpentry**

#### **46.54500 Occupational Safety and Fundamentals**

This course is the foundational course that prepares students for a pursuit of any career in the field of construction. It prepares the student for the basic knowledge to function safely on or around a construction site and in the industry in general. It provides the student with the option for an Industry Certification in the Construction Core.

This course explains the safety obligations of workers, supervisors, and managers to ensure a safe workplace. Course content discusses the causes and results of accidents and the dangers of rationalizing risks. It includes the basic content of OSHA 10-hour safety standards. It also includes the basic knowledge and skills needed in the following areas: construction math, hand and power tools used in the field, general blueprints, and basics of rigging safety.

**Prerequisite:** *None*

### **46.546 Introduction to Construction**

This course is preceded by the Occupational Safety and Fundamentals course. This course offers an opportunity for students to build on their knowledge and skills developed in Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas.

The goal of this course is to introduce students to the history and traditions of the carpentry, masonry, plumbing, and electrical craft trades. Students will explore how the various crafts have influenced and been influenced by history. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to, and develop skills to differentiate between blueprints, as is related to each individual craft area

**Prerequisite:** *Occupational Safety and Fundamentals*

### **46.5500 Carpentry I**

This course is preceded by Introduction to Construction. This course is the third of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the third step in gaining a Level One Industry Certification in Carpentry. This course provides an overview of the building materials used in the carpentry craft. It teaches techniques for reading and using blueprints and specifications especially as related to the carpentry craft. It provides specific knowledge and skills in site layout and floor and wall framing systems. It includes the basic industry terminology for a carpentry craftsperson.

**Prerequisite:** *Occupational Safety and Fundamentals and Introduction To Construction*

### **46.55100 Carpentry II**

This course is preceded by Carpentry I and is the fourth of four courses that provides the student a solid foundation in carpentry skills and knowledge. It is the final step in gaining a Level One Industry Certification in Carpentry. This course provides the knowledge of various kinds of roof systems. It provides knowledge and skills for layout and cutting of the various types of roof rafters. It provides knowledge and skills for installing exterior doors, windows, and skylights. It also provides the student with knowledge and skills to layout, cut, and install various types of stairs and the code requirements needed to properly do so.

**Prerequisite:** *Carpentry I*

## **Graphic Communications Pathway**

### **48.56100 Introduction to Graphics and Design**

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. This course provides exposure to career possibilities and discussion of ethical issues relating to graphics.

**Prerequisite:** *None*

### **48.56200 Graphic Design and Production**

This course 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.

**Prerequisite:** *Introduction to Graphics and Design*

### **48.56900 Graphic Output Processes**

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.

**Prerequisite:** *Graphic Design and Production*

## **Graphic Design Pathway**

### **48.56100 Introduction to Graphics and Design**

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. This course provides exposure to career possibilities and discussion of ethical issues relating to graphics.

**Prerequisite:** *None*

### **48.56200 Graphic Design and Production**

This course 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.

**Prerequisite:** *Introduction to Graphics and Design*

### **Advanced Graphic Design**

Students will continue to explore the principles of design and layout procedures as they relate to graphic design. Content will cover electronic systems and software programs used in graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.

**Prerequisite:** *Graphic Design and Production*

## **Business & Computer Science Program Concentration**

The Business and Computer Science program offers students the chance to learn about finance, accounting, legal operations of business, administrative support, information management, small business development, international business, and computing, which involves programming and technical support. Students learn first-hand how to implement successful business plans and manage people, budgets, and products. Students will work with the latest technological tools and innovative curriculum in hands-on learning projects that include web page production, managing databases, and writing programming code to name a few. Students will also master standards pertaining to ethical and privacy issues related to computers, business, finances, and the Internet.

## **Computing Pathway**

### **11.413 Computing In The Modern World**

The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern 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 operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet, common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers should also be important threads in this course.

**Prerequisite:** *None*

### **11.418 Beginning Programming**

The major goal of this course is for students to develop the computer science skills of algorithm development, problem solving, and programming. While the emphasis of the course will be on



programming, students will also be introduced to other important topics, such as careers, the limits of computing and the difference between interpreters and compilers.

**Prerequisite:** *Computing In The Modern World*

### **11.421 Intermediate Programming**

The goal of this course is to deepen students understanding of computing. Students will learn key concepts of software engineering, graphical user interface, and user interface design. Students will gain a deeper understanding of basic data structures and use them to solve more complex problems in a collaborative manner.

**Prerequisite:** *Beginning Programming*

## **Financial Management—Services Pathway**

### **6.416 Business Essentials**

Business Essentials is a foundations 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 businesses. 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.

**Prerequisite:** *None*

### **Banking and Finance**

Using project-based instruction, students are introduced to the basics of the banking system, bank operating procedures, negotiable instruments, and the deposit and credit functions of banks. Methods used for measuring the financial performance of banks are analyzed. Current issues and future trends in banking are examined. Students explore the major functions of bank employees by completing a flow-of-work simulation. Students formulate business and individual investment decisions by comparing and contrasting a variety of investment options. Students analyze annual reports, predict growth rates, and chart trend lines. Business partnerships with community banks, investment firms, stock market simulations, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Competencies for the co-curricular student organization Future Business Leaders of America (FBLA) are integral components of the performance standards. FBLA activities should be incorporated throughout instructional strategies developed for the course.

**Prerequisite:** *Business Essentials*

### **7.423 Insurance and Risk Management**

Using project-based instruction, students analyze risk management techniques from the viewpoints of those employed in the industry as well as from business owners seeking to meet risk management needs. Insurance products are evaluated in relation to cost and effectiveness. The importance of ethical practices is emphasized. Business partnerships with risk management

companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of 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.

**Prerequisite:** *Banking and Finance*

### **Interactive Media Pathway**

#### **11.413 Computing in the Modern World**

The goal of this course is to provide all students with an introduction to the principles of computer science and its place in the modern 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 operation of computers and computer networks and create useful programs implementing simple algorithms. By developing Web pages that include images, sound, and text, they can acquire a working understanding of the Internet, common formats for data transmission, and some insights into the design of the human-computer interface. Exposure to career possibilities and discussion of ethical issues relating to computers should also be important threads in this course

**Prerequisite:** *None*

#### **11.431 Fundamentals of Web Design**

Fundamentals of Web Design is the second course in the Interactive Media Career Pathway. This course will provide students with essential web page planning and development skills. Students will learn to write code manually and use graphical authoring tools. Students will also learn to work with web page layout and graphical elements, including images, hyperlinks, tables, forms, and frames. 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.

**Prerequisite:** *Computing In The Modern World*

#### **11.432 Advanced Web Design**

The goal of this course is to provide students with the study of advanced topics in web design. *Computer in the Modern World* and *Beginning Web Design* are both prerequisites for this course. Upon completion of this course, students should have a thorough knowledge of all areas of web page design. Topics include the web development process, advanced layout and design features, advanced study of scripting languages, site development with HTML editors, and web servers and databases. This course also prepares students to take the CIW Associate Design Specialist Certification.

**Prerequisite:** *Fundamentals of Web Design*

## **Small Business Development Pathway**

### **06.41600 Business Essentials**

Business Essentials is a foundations 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 businesses. 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.

### **06.41500 Legal Environment of Business**

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.

### **06.41700 Entrepreneurial Ventures**

Entrepreneurial Ventures 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 Entrepreneurial Ventures 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.

## **Culinary Arts**

### **Program Concentration**

The Culinary Arts curriculum prepares students for positions as chefs, cooks, and food preparation workers who prepare, season, and cook a wide range of foods—from soups, snacks, and salads to entrees, side dishes, and desserts. They work in a variety of restaurants and other food services establishments. Students work with the latest tools and technologies in the curriculum. Occupational levels of education, salaries and demand vary across the concentration. Educational levels, salaries, and demand vary within the concentration.

## **Culinary Arts Pathway**

### **20.53100 Introduction to Culinary Arts**

Introduction to Culinary Arts is a course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. Course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

### **20.53210 Culinary Arts I**

Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to post-secondary education or a foodservice career. Building from techniques and skills learned in Foundation of Culinary Arts, this fundamentals course begins to involve in-depth knowledge and hands on skill mastery of Culinary Arts.

### **20.53310 Culinary Arts II**

Culinary Arts II is an advanced and rigorous in-depth course designed for the student who has continued the Culinary Arts Pathway and wishes to continue their education at the post-secondary level or enter the foodservice industry as a proficient and well-rounded individual. Strong importance is given to refining hands on production of the classic fundamentals in the commercial kitchen.

## **Education**

### **Program Concentration**

The Education program prepares students for occupations in teaching and early childhood education. The Education concentration is further divided into pathways that are more specialized areas of study with an identified sequence of courses in that area. Educational levels, salaries, and demand vary within the concentration. This program allows students the opportunities to experience classroom and laboratory components combine hands-on projects with a rigorous curriculum to prepare students for the most challenging programs including articulated credit through a partnerships with some University System of Georgia institutions, work-based learning opportunities through the Youth Apprenticeship Program and other career-related activities, and, currently membership in the Family, Career & Community Leaders of America.

### **Early Childhood Education Pathway**

### **20.52510 or 20.52810 \*\* Introduction to Early Childhood Care and Education**

*(For students starting the pathway in August 2013)*

Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including

career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **20.42320 Human Growth & Development for Early Childhood**

Human Growth and Development for Early Childhood addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics that may be addressed include principles of physical, emotional, social, cognitive, and moral development; human needs across the ages and stages of childhood; impacts of family and societal crisis on the development of the child; and career decisions. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **13.01100 Health, Safety & Nutrition for the Young Child**

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Practical applications through service learning, volunteer experiences, and internships will be included. The development of an educational portfolio for employment in early childhood education is required. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **20.52710 Early Childhood Education Internship**

The internship offers a candidate in the Early Childhood Education career pathway a field experience under the direct supervision of a certified early childhood educator (mentor). The internship stresses observing, analyzing, and classifying activities of the mentor and comparing personal traits with those of successful early childhood educators. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to early childhood education, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior.

## **Teaching As A Profession Pathway**

### **13.01100 Examining the Teaching Profession**

Examining the Teaching Profession prepares candidates for future positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites.

Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **13.01200 Contemporary Issues in Education**

This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school. Against this backdrop, the candidate will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. (Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization Future Educators of America (FEA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

### **13.52100 Teaching as a Profession Internship**

The internship offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students and practice professionalism and ethical behavior.

### **Engineering and Technology Program Concentration**

Engineering & Technology combines hands-on projects with a rigorous curriculum to prepare students for the most challenging postsecondary engineering and technology programs. You will build solid writing, comprehension, calculation, problem-solving, and technical skills. You will be encouraged to take relevant math and science courses, such as advanced algebra, chemistry, calculus, geometry, trigonometry, physics, design, and engineering concepts.



## **Electronics Pathway**

### **21.45200 Foundations of Electronics**

This course is designed for beginning students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course should be designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning that encourage the student to become an investigative lifelong learner. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic, cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged. A variety of teaching methods such as class discussions, demonstrations, class activities, homework, and modules should be used to prepare and assist the student with developing a competency base. At the end of each unit, students should be evaluated using a variety of assessments that consider multiple learning styles, abilities, and skills. Assessments should include daily work habits, class assignments, homework, tests, organization, and project evaluation. Students are expected to set goals, research careers, and develop plans for achieving desired goals.

### **21.45300 Advanced AC and DC Circuits**

This course is designed for advanced students who are interested in careers related to the design, production, analysis, repair, and operation of devices that use electronics. The course should be designed around major individual and class projects that promote critical thinking, problem solving, and abstract reasoning that encourage the student to become an investigative lifelong learner. Teachers should develop units around real-life work centered situations that integrate content across the curriculum. The integrated project should provide the student with opportunities to develop and demonstrate technical, academic, cognitive, and personal competencies. Job shadowing, interviews, and internships are encouraged. A variety of teaching methods such as class discussions, demonstrations, class activities, homework, and modules should be used to prepare and assist the student with developing a competency base. At the end of each unit, students should be evaluated using a variety of assessments that consider multiple learning styles, abilities, and skills. Assessments should include daily work habits, class assignments, homework, tests, organization, and project evaluation. Students are expected to set goals, research careers, and develop plans for achieving desired goals.

### **21.45400 Digital Electronics**

Digital Electronics is the third course in the Electronics pathway. Students have opportunities to apply prior learning in electronics to the digital world in which they live. 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 functional devices and working prototypes aided by computer simulations.

### **21.47800 Electronics Internship**

This course is designed to allow students to experience the workplace through an internship opportunity. Throughout the internship, the student will gain interpersonal skills, demonstrate

work ethics, and work with various industrial processes including design and fabrication related to the field of electronics.

### **Energy Systems Pathway**

#### **21.42500 Foundations of Engineering and Technology**

Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.

#### **21.45100 Energy and Power Technology**

This course is the second course in the Energy Systems Pathway. It is an introductory course that explores the relationship between force, work, energy, and power. Students study the characteristics, availability, conversion, control, transmission, and storage of energy and power. Students will explore and apply the principles of electrical, fluid, and mechanical power. Students will research renewable, non-renewable, and inexhaustible resources and conservation efforts. Students will develop an awareness of the many careers that exist in energy and related technologies.

#### **21.45700 Appropriate and Alternative Energy Technologies**

This is the third course in the Energy Systems Pathway. It will help students develop an understanding of the differences between nonrenewable, renewable, and inexhaustible energy sources and how these energy sources affect their world. Alternative energy sources will be researched to include the regional implications and economic, environmental, and sustainability issues. Students will evaluate the positive and negative impacts of nuclear power and its relevancy to various situations in today's society. Students will explore future trends of energy, power, and transportation. Students will develop, through research, an alternative energy system that will demonstrate their understanding of a unique, as well as appropriate, approach to energy generation.

#### **21.44800 Energy Systems Internship**

This course is designed to allow students to experience the workplace through an internship opportunity. Throughout the internship, the student will gain interpersonal skills, demonstrate work ethics, and work with various industrial processes including design and fabrication related to the field of energy systems.

## **Engineering Pathway**

### **21.42500 Foundations of Engineering and Technology**

Foundations of Engineering and Technology is the introductory course for all Georgia Engineering and Technology Education pathways. This course provides students with opportunities to develop fundamental technological literacy as they learn about the history, systems, and processes of invention and innovation.

### **21.47100 Engineering Concepts**

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.

### **21.47200 Engineering Applications**

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.

### **21.46800 Engineering Internship**

This course is designed to allow students to experience the workplace through an internship opportunity. Throughout the internship, the student will gain interpersonal skills, demonstrate work ethics, and work with various industrial processes including design and fabrication related to the field of engineering.

## **Family and Consumer Science Program Concentration**

Family and Consumer Science program prepares students for post-secondary education and careers in the business related aspects of family and consumer sciences. It provides opportunities to develop the knowledge, skills, attitudes, and behaviors that students need to become responsible citizens and leaders; and to manage the challenges of living and working in a diverse global society. In addition to classroom/ laboratory instruction, which aids in the development of academic and technical skills, the Family and Consumer Sciences program also includes participation in the Family Career and Community Leaders of America (FCCLA), a career and technical student organization. FCCLA provides an array of activities to enhance student academic and technical competencies and develop leadership and communication skills.

## **Nutrition and Food Science Pathway**

### **20.41610 Food, Nutrition and Wellness**

Food, Nutrition and Wellness is an essential course in understanding nutritional needs and food choices for optimal health of individuals across the lifespan. Interrelationships with wellness are explored. This course leads to the advanced nutrition pathway and develops a knowledge base and the skills necessary to select among alternatives in the marketplace, with an emphasis on nutrient content, the development of chronic diseases, and food safety.

### **20.41710 Food & Nutrition Through the Lifespan**

Food and Nutrition through the Lifespan is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including old age. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized. This course provides knowledge for real life and offers students a pathway into dietetics, consumer foods, and nutrition science careers with additional education at the post-secondary level.

### **20.41810 Food Science**

Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods. Building on information learned in Nutrition and Wellness and Chemistry, this course illustrates scientific principles in an applied context, exposing students to the wonders of the scientific world.

### **Government & Public Safety Program Concentration**

Government provides unique services and activities that help all Georgians on a daily basis. If you choose a career in government and public safety, you will have the satisfaction of helping others in a field where skilled professionals are always in demand. Career opportunities in this field are plentiful. You may find a career in writing legislation, working on disaster preparedness, working on city planning, or providing state and national security. Many of the occupations in these fields are highly challenging, and some involve an element of risk. Your course work will include an emphasis on safety. You can enter this field from high school, through a technical college, or through military service. In the classroom and laboratory, students build solid math, science, reading, writing, and communication skills. Special emphasis is placed on developing the problem-solving and decision-making skills required. In the Government and Public Safety program, you will study basic concepts of law and learn how federal, state, and local law enforcement, prosecution, and adjudication agencies function. Course work includes classifications and elements of crime, the major criminal and traffic laws of Georgia, crime prevention and detection strategies, and investigative and criminological theory.

### **Law & Justice Pathway**

#### **43.43000 Introduction to Law & Justice**

Students wishing to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Career planning and employability skills will be emphasized.

#### **43.43500 Law, Community Response & Policing**

This course emphasizes the structure of the American legal system while examining constitutional legal issues. Students will explore the difference between common and statutory law in the context of how legal precedent is established. The course will explore the rights of citizens guaranteed by the United States and Georgia constitutions. Students will also evaluate the powers granted to the police and the restrictions placed upon them by the respective constitutions and their amendments. Specific topics of discussion will include search and seizure, arrests, interviews, interrogations, and confessions in the context of criminal prosecution. Major emphasis will be placed on the role and decisions of the United States Supreme Court. Students will utilize reading, writing, and critical thinking in the analysis of cases in a mock trial.

In addition to legal issues, students will be exposed to advanced law and justice skills. Activities include tactics, methods, and skills utilized in the law enforcement field. Students will attain skills for dealing with disasters and emergency situations. The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are

required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA). Upon completion of the course requirements and the final disaster simulation, students may be eligible to obtain certifications in Community Emergency Response Team (CERT), American Heart Association (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR.

#### **43.43300 Criminal Investigation and Forensics**

This course will provide students with an opportunity to explore the basic processes and principles of forensic science as it relates to criminal investigation. Students will learn the importance of the identification, collection, and processing of evidence and of its contribution to the criminal investigation. Students will learn of the legal responsibilities and challenges which the forensic investigator may encounter.

Students will also learn of the role of the criminal investigator. Included in this course will be the importance of preserving and documenting the crime scene and enabling the investigator to analyze evidence and its relationship to the crime. The student will also study interviews and interrogations and how those statements are used as evidence in court. Students will express understanding of their knowledge by composing clear, concise, and thorough investigative reports, indicating a successful conclusion to an investigation.

#### **43.43400 Law and Justice Internship**

This internship focuses on the development of law and justice related skills and qualifications for employment within the specific internship. Internships help students build a strong knowledge base as they study in a variety of job environments related to careers in law and justice. Mastery of these standards through project-based learning and leadership development activities will help prepare students with a competitive edge for post-secondary opportunities. The recommended course length is 150 contact hours with content focus areas indicated in the internship performance standards. Competencies for the student organization, SkillsUSA, are integral components of both the core employability skills standards and the technical skills standards.

### **Healthcare Science Program Concentration**

Healthcare Science provides the challenging academic courses, relevant on-the-job experience, and specialized technical skills you need. In the classroom and laboratory, students build solid math, science, reading, writing, and communication skills. Special emphasis is placed on developing the problem-solving and decision-making skills required in the fast-paced healthcare industry. And, through the Introduction to Healthcare Science course, students learn basic concepts of health, wellness, and preventative care; medical terminology; microbiology; life-support skills; and the ethical and legal responsibilities of today's healthcare provider.



## **Biotechnology Research & Development Pathway**

### **25.52100 Introduction to Healthcare Science**

Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. 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). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

### **25.56800 Introduction to Biotechnology**

Introduction to Biotechnology integrates the fundamental concepts of life and physical sciences together with the basic laboratory skills necessary in the biological sciences. This course serves as the second course in the Biotechnology Research and Development pathway and introduces students to the fundamentals of biotechnology, current trends and careers in biotechnology, and the business, regulatory, and ethical aspects of biotechnology. The knowledge and skills gained in this course will provide students with a broad understanding of biotechnology and its impact on society. The course is intended to meet the needs of a diverse body of learners.

The target audience includes all students who choose postsecondary education, providing them with foundational concepts and established laboratory protocols in a broad spectrum of disciplines such as biology, chemistry, biochemistry, biotechnology, microbiology, molecular and cell biology, genetics, and immunology. In addition, the course has the potential to foster scientific literacy and improve student success on the Georgia High School Graduation Test and to provide entry into the biotechnology career field.

### **25.56900 Applications of Biotechnology**

1 Unit

This course further introduces students to the fundamentals of biotechnology. Included in this course are additional techniques in biotechnology. Additionally, a deeper level of laboratory safety and applications in biotechnology is emphasized. The knowledge and skills gained in this course will provide students with a greater understanding of biotechnology and prepare students for skill application in a workplace setting.

### **25.57500 Biotechnology Internship/Independent Research**

This course is an advanced course primarily designed for seniors which places students in a workplace setting or offers the opportunity for students to complete an independent research project that applies biotechnology. The knowledge and skills gained in this course will enhance students' preparation for continuing a career pathway to post-secondary programs in biotechnology. Recommended course length is a minimum of 135 hours with content focus as delineated in the biotechnology curriculum and performance standards of the Georgia Career Related Education (CRE) Manual. A minimum of 90 internship/independent research project hours is required. The additional 45 hours may be utilized in the class or laboratory based on the guidelines set forth by the instructor and as required by affiliating agencies. This course requires strong commitment from students, parents/guardians, instructors, and affiliating agencies. Students who are participating in the internship must adhere to the Georgia Work Based Learning Standards and Guidelines. Students will be required to make a written and oral presentation at the end of the course summarizing their research project/internship experiences and submit an updated career portfolio.

**Pre-requisites:** Introduction to Healthcare Science, Introduction to Biotechnology

### **Physical Medicine Pathway**

#### **25.52100 Introduction to Healthcare Science**

Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. 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). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

#### **25.58000 Principles of Physical Medicine**

Principles of Physical Medicine is a foundations course for the Therapeutic Medicine-Physical Medicine Career Pathways. It is appropriate for students wishing to pursue a career in the Sports Medicine/Rehabilitative Services Industry. The course will enable students to receive initial exposure to Therapeutic Services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, and preventative care are evaluated. Fundamental healthcare skills development is initiated including medical terminology, kinesiology, and basic life support. Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student

organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for Concepts of Physical Medicine, Rehabilitation in Physical Medicine and Practicum courses.

### **25.58100 Concepts of Physical Medicine**

Concepts of Physical Medicine is a course for the Therapeutic Medicine-Physical Medicine Career Pathways. It is appropriate for students wishing to pursue a career in the Sports Medicine/Rehabilitative Services Industry. The course will enable students to enhance knowledge of Therapeutic Services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, and preventative care are evaluated. Fundamental healthcare skills development is initiated including medical terminology, nutrition, and basic life support. Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization - Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for Rehabilitation Physical Medicine and Practicum courses.

### **25.58200 Rehabilitation in Physical Medicine**

Rehabilitation in Physical Medicine is a course for the Therapeutic Medicine-Physical Medicine Career Pathways. It is appropriate for students wishing to pursue a career in the Sports Medicine/Rehabilitative Services Industry. The course will enable students to enhance knowledge of Therapeutic Services skills and attitudes applicable to the healthcare industry through both classroom instruction and hands on laboratory experience. The course introduces basic principles and applications of concepts of gait training, therapeutic exercise, pharmacology and modality and treatment techniques in physical medicine. Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for Practicum courses.

## **Therapeutic Services—Emergency Services Pathway**

### **25.52100 Introduction to Healthcare Science**

Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. 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). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

### **25.56400 Emergency and Disaster Preparedness**

Emergency and Disaster Preparedness is a preparatory course for the Peach State Pathway's Emergency Services career path which permits students the opportunity to explore the world of pre-hospital emergency care while attaining skills for dealing with disasters and emergency situations, including but not limited to: Disaster Psychology, Medical Assistance, Search/Rescue Techniques, and Fire Chemistry . The course culminates with students demonstrating their skills through participation in a simulated disaster scenario. The students are required to meet both national and intrastate professional guidelines as designated by applicable regulatory agencies such as Federal Emergency Management Agency (FEMA) and Georgia Emergency Management Agency (GEMA).

Upon completion of the course requirements and the final disaster simulation, students are eligible to obtain certifications in School Emergency Response Team (TEENSERT), American Heart Associations (AHA) Basic Life Support, and/or American Red Cross (ARC) First Aid and CPR

### **25.56200 Concepts of Emergency Medicine**

Concepts of Emergency Medicine is an intermediate course for the Emergency Services Peach State Pathway and is designed to offer the student a comprehensive view of the science of pre-hospital/emergency care. Students are involved in Emergency Medical Services operations mock scenarios involving triage/mass casualty, extrication of victims in complex access situations, and additional basic skills most commonly associated with the entry level career title of First Responder. 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), National Registry of Emergency Medical Technicians (NREMT), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Competencies for the student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards. HOSA activities should be incorporated throughout instructional strategies developed for the course. Students may receive recognition and career portfolio enhancement for participation in local, state, and national competitive events and leadership development opportunities provided through Health Occupations Students of America (HOSA). This course meets the curriculum content as specified by the United States Department of Transportation National Highway Traffic Safety Administration's First Responder's National Standard Curriculum Guide. Students meeting all academic, attendance, and age requirements may elect to sit for the National Registry's Final Practical Skills Examination upon successful completion of the course. Students who meet all National Registry examination requirements have their names and pertinent demographic data entered into the First Responder National Registry.

### **25.52700 Emergency Medicine Internship**

This internship focuses on the development of emergency medicine skills. The recommended course length is 150 contact hours with content focus areas indicated in the internship performance standards. Competencies for the student organization Health Occupations Students of America (HOSA) are integral components of both the core employability skills standards and the technical skills standards.

## **Therapeutic Services—Nursing Pathway**

### **25.52100 Introduction to Healthcare Science**

Introduction to Healthcare Science is a foundations course for the Healthcare Science Career Pathways. It is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support. 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). Mastery of these standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organization -Health Occupations Students of America (HOSA) will provide students with a competitive edge for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. This course is considered broad-based with high impact and is a prerequisite for all Healthcare Science Education courses.

### **25.52200 Application of Therapeutic Services**

Applications of Therapeutic Services is an intermediate course for the Therapeutic Services Career Pathway and is designed to provide an overall framework of basic skills utilized in the provision of direct client care. Monitoring and evaluating client status includes assessment techniques such as vital signs, as well as, the application of mathematical concepts appropriate to clinical expectations and/or work-based learning. The function and fundamental pathophysiology of each body system is evaluated prior to community first aid and basic life support techniques which are expanded to include rescue skills for infants and children. 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).



### **25.56100 Nursing Essentials**

This course is designed to provide students interested in the Therapeutic Services Pathway's Career Specialty Nursing with entry level skills most commonly associated with the entry level career title 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), the department of Health and Human Services (HHS) with a specific focus on the Omnibus Budget Reconciliation Act 1987 (OBRA), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This course with prerequisites meets the Certified Nurse Assistant curriculum content as specified by the Georgia Medical Care Foundation. Students meeting all academic, attendance, and age requirement may elect to 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 Nursing Assistant.

### **25.56300 Nursing Internship**

This internship focuses on the applications of Nursing Essentials skills and technology. Recommended course length is 150 hours with content focus as delineated in the internship performance standards. A minimum of 90 clinical application hours is required. The additional 60 internship hours may be utilized in the class, lab, or clinic settings.

### **Marketing, Sales & Services Program Concentration**

Students in this Concentration develop knowledge and skills in the foundational areas of marketing (economics, human relations, and business basics) and the functional areas of marketing (product and service planning, marketing-information management, purchasing and pricing, selling and promotion, risk management, financing, and distribution/logistics). To help prepare you for leadership positions in our global economy, the program covers international marketing, management, and entrepreneurship. Retailers, manufacturers, the entertainment and hospitality industries, government agencies, hospitals, law and medical offices, real estate and insurance companies, schools, and churches are just a sampling of the employers who need your skills and experience. You will be challenged to apply your knowledge and skills to solve real-world business problems through project-based instruction in the classroom.

### **Fashion Management Pathway**

### **08.47400 Marketing Principles**

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.

#### **08.41300 Introduction to Fashion Marketing**

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.

#### **08.41400 Advanced Fashion Marketing**

This course will focus on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills in pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.

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.

### **Marketing & Management Pathway**

#### **08.47400 Marketing Principles**

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.

### **08.43600 Entrepreneurship: Building a Business**

Entrepreneurship: Building a Business, an imperative component of a strong economy, is based on individuals who are creative thinkers and risk takers. Therefore, students in this entrepreneurship course focus on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. This course begins by moving students from the typical “what is” educational focus to the “what can be” focus. Preparation of a business plan allows students to apply the functional areas of accounting, finance, marketing, and management to the planned business, as well as to the legal and economic environments in which a new venture operates. This course may be taken as a part of a student’s Marketing Pathway or may serve as a stand-alone course for students in other disciplines wishing to explore business ownership.

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.

### **08.47500 Advanced Marketing**

Advanced Marketing builds on the principles and concepts taught in Marketing Principles. Students assume a managerial perspective in applying economic principles in marketing, analyzing operation’s needs, examining distribution and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales. This course also deals with global marketing in that students analyze marketing strategies employed in the U.S. versus those employed in other countries.

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.

## **Sports & Entertainment Marketing Pathway**

### **08.47400 Marketing Principles**

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.

#### **08.47800 Introduction to Sports & Entertainment Marketing**

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.

#### **08.48500 Advanced Sports & Entertainment Marketing**

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.

### **Travel Marketing & Lodging Management Pathway**

#### **08.47400 Marketing Principles**

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.

### **08.43000 Discovering Hospitality & Tourism Marketing**

This course introduces the student to the major segments of the travel industry. The course will investigate the economic impact the three components have on the local, state, national, and global economies. The products, services, and packages offered to business and leisure travelers by different types of businesses within the industry are examined. Utilizing current technology, the Internet, and software packages, the student will develop a tour package and marketing plan for a selected niche market that incorporates appropriate promotional and pricing strategies, thus ensuring business profitability.

Competencies for the competitive events offered by the international, co-curriculum student organization, DECA, an Association of Marketing Education Students, are directly aligned to the national and state standards for Marketing Education. Therefore, DECA competitive events provide an excellent avenue for students to apply the technical and core employability skills learned in the classroom. Work-based learning activities, inside and/or outside the classroom, should also be incorporated in this pathway in order to provide another avenue for students to apply the knowledge and skills attained through curriculum and instruction.

### **08.43700 Hospitality & Tourism Management**

This course will focus on the leadership and supervision of employees in the travel, tourism, and hospitality industries as well as the management of operations in this industry. The course emphasizes the application of management level decision-making skills in hotel/lodging, human resources, food and beverage, and travel/tourism operations. The course will allow students to investigate trends, technology, and customs in the hospitality industry while focusing on the development of customer service skills. This course is intended to be a second-level course in the Travel Marketing & Lodging Management Pathway.

Competencies for the co-curricular student organization “DECA, An Association of Marketing Students” are integral components of both core employability skill standards and the technical skills standards, and DECA activities should be incorporated throughout the instructional strategies developed for the course.

## **JUNIOR RESERVE OFFICER'S TRAINING CORPS (JROTC) Army Pathway**

### **28.031 JROCT Army Leadership Education I (9<sup>th</sup> to 11<sup>th</sup>)**

This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards

**Prerequisite:** *None*

### **28.032 JROCT Army Leadership Education II (10<sup>th</sup> to 12<sup>th</sup>)**

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

**Prerequisite:** *JROCT Leadership Education I*

### **28.033 JROCT Army Leadership Education III (10<sup>th</sup> to 12<sup>th</sup>)**

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

**Prerequisite:** *JROCT Leadership Education II*

### **28.034 JROCT Army Leadership Education IV (10<sup>th</sup> to 12<sup>th</sup>)**

This laboratory course is designed build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

**Prerequisite:** *JROCT Leadership Education III*